



An Analysis of Drilling Vocabulary Method in Teaching Speaking at Mazroatul Lughoh Islamic Boarding School Pare

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Abstract

This study aimed to analyze the learning using the drilling vocabulary method in teaching speaking at the Egypt class of Mazroatul Lughoh Islamic Boarding School Pare Kediri. The approach of this study was qualitative research. It involved me as the researcher, the education of Mazroatul Lughoh, and eight students of the Egypt Class of Mazroatul Lughoh Islamic Boarding School Pare Kediri. The steps of this study were survey, planning the actions, implementing and observing the actions, and reflecting on the actions done. The data of this study was qualitative. The qualitative data were obtained by observing the teaching and learning process. The data were collected in the form of field notes and questionnaire transcripts. To ensure trustworthiness, investigators, time, and theoretical triangulation were used. Democratic, process, outcome, catalytic, and dialogic validity were also employed to meet the validity and reliability of the data. The research findings showed that the drilling vocabulary method in teaching speaking had many benefits in learning to speak in the classroom. The drilling vocabulary method constituted a method that applied repetition in pronouncing some vocabulary with the correct pronunciation and articulation. It also gave the Indonesian translation and practice with the topic related to the vocabulary.

Keywords: Speaking Skill, Teaching Speaking, Drilling Vocabulary Method

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INTRODUCTION

Thornbury says that speaking is so much a part of daily life that we take it for granted. Speaking is essential; it is the most used skill to convey and exchange information. Richards (2008: 19) notes that mastering speaking skills in English is a priority for many second-language or foreign-language learners.

English has some components. One of them is vocabulary. Vocabulary is one of the most critical components of mastering English. Hatch and Brown say, "Vocabulary is the foundation to build languages, which plays a fundamental role in communication." According to the Merriam-Webster online dictionary, vocabulary is a list or collection of words or phrases usually alphabetically arranged and explained or defined. This language component is essential; therefore, having a vast vocabulary is necessary for everyone who uses English as their communication language.

Egypt class is one of the classes in Mazro'atul Lughoh Islamic Boarding School Pare, Kediri, focusing on essential English-speaking learning. Based on the above explanation, the researcher analyzes a learning method that integrates vocabulary mastery and develops students' speaking skills. It is expected to be information on the students' speaking learning. The researcher is interested in carrying out a study titled "*An Analysis of Drilling Vocabulary Method in Teaching Speaking in The Classroom.*" the objectives of the study are To analyze the teaching method in speaking by drilling vocabulary in the classroom at the Egypt Class of Mazro'atul Lughoh Islamic Boarding School Pare, Kediri and to describe the responses of the students in teaching speaking by drilling vocabulary in the classroom at the Egypt Class of Mazro'atul Lughoh Islamic Boarding School Pare, Kediri.

This study only focuses on the teaching method the teacher uses to teach speaking by drilling vocabulary integrated into the classroom and the student's responses to teaching speaking when they are taught by drilling vocabulary integrated into the school. Eight students are the subject at the Egypt Class of Mazro'atul Lughoh Islamic Boarding School, Pare, Kediri.

METHOD

The method describes the method and procedure of the study, which include (1) research design, (2) research setting, (3) data and sources of data, (4) procedure of data collection, (5) data validity, and (6) data analysis.

Research Design

In this study, the researcher uses a qualitative research method with a descriptive analysis research design. According to several well-known qualitative experts, Qualitative Research is intended to deeply explore, understand, and interpret social phenomena within its natural setting. Researchers use a qualitative methodology to

collect richer information and get a more detailed picture of issues, cases, or events. This study describes the speaking learning process integrated with vocabulary in the 8th grade of Mazroatul Lughoh Islamic Boarding School. The researcher uses qualitative research as the research method, and this research observes, collects, describes, and analyzes data to get the results. The result of this examination increases the literature with an outline of very complex conditions and presents tips for similar research. Other research was directed at offering reasons for participants' perceptions. The researcher (1) describes preparation for learning speaking with drilling vocabulary integrated in the classroom at the Egypt Class of Mazroatul Lughoh Islamic Boarding School, (2) describes learning speaking and drill vocabulary process at Mazroatul Lughoh Islamic Boarding School, (3) describes teaching speaking and drilling vocabulary integrated in the classroom at Mazroatul Lughoh Islamic Boarding School, (4) describing students' responses in the learning speaking and vocabulary integrated in the classroom at Mazroatul Lughoh Islamic Boarding School.

Research Setting

The researcher plans to analyze students' skills in the second semester of the academic year 2021/2022, which is in March 2022. The researcher conducted his research at the Egypt Class of Mazroatul Lughoh Islamic Boarding School on Jl. Kemuning 39 Pare, Kediri. Mazroatul Lughoh is an informal institution. It was founded in 2015 by the founding father, Mr Qomar—the ultimate vision of the founder, Mr Moh. Qamar is an omniscient, well-informed character based on the Quran, a foreign-language expert. This Islamic boarding school emphasizes good character building in the primary curriculum and enacts the Quran as the basis of all the activities. Mazroatul Lughoh has three premier programs: Tahfiz Acceleration, English, and Kutubus Salaf. Every class has its name, and one is the Egypt class.

Data and Source of Data

The data collected in this study are how the teacher teaches speaking by drilling vocabulary integrated into the classroom and how the students respond to this learning.

The data was collected through observation and a questionnaire. The observation is used to determine how the teaching method of speaking is integrated into the classroom by drilling vocabulary. The questionnaire determines the students' responses through the learning of speaking by drilling vocabulary integrated into the school. A researcher gave a questionnaire to the students about the learning activity in the classroom at the Egypt Class of Mazroatul Lughoh Islamic Boarding School to collect the data.

Techniques of Data Collection

The data collection approach in qualitative research includes in-depth interviews, document analysis, observation, and audiovisual materials analysis, Creswell. Data from this research came from observations, questionnaires, and documentation, which were gathered through several data collection techniques.

1. Observation

Observation is one of the most essential techniques for collecting data. We watch, evaluate, draw conclusions, and comment on interactions and relations. However, observation raised to the rank of a scientific method should be carried out systematically, purposefully, and on scientific grounds—even if curiosity and fascination may still be its critical components. Researchers oversee the learning process in the classroom to determine the teacher's learning method and the student's responses during or after learning speaking and vocabulary.

2. Questionnaire

The second technique used by the researcher is a questionnaire. A questionnaire contains questions and other items designed to solicit information appropriate to analysis. There are two types of questionnaires: close-ended and open-ended questionnaires. Based on the elucidation above, this research used an open-ended questionnaire to find out the responses from the students about learning speaking by drilling vocabulary integrated into the classroom. The researcher can get the most from the respondents in the open-ended questionnaire.

3. Documentation

Documents may be personal, such as autobiographies, diaries, and letters; official documents, such as files, reports, memorandums, or minutes; or popular culture documents, such as books, movies, and videos. However, the document is a picture of the learning used to collect the data in this research.

Data Validity

William Wiersma (1986) says triangulation in testing Credibility is defined as checking data from various sources at various times. Thus, there is triangulation of sources, triangulation of data collection techniques, and time (Sugiyono, 2007:273).

Data Analysis

Data analysis is systematically searching and arranging the interview transcripts, field notes, and other materials you accumulate to increase your understanding and enable you to present what you have discovered to others. Data analysis is a systematic process of analyzing data that has been collected.

1. Data Reduction

In this section, the researcher presents the process of selecting, focusing, and transforming data. The data collected from observation and questionnaires is vast and complex. To make the data simple, reduction is needed.

Therefore, the researcher reduced the data and focused on the research question about the teaching method in speaking and the student's responses to the teaching speaking. The data which is not related to it is set apart.

2. Data Presentation

Data presentation is when information is compiled to suggest a lapse in conclusion drawing. The data is displayed in this study using a table and narrative.

3. Conclusion Drawing

Conclusion drawing is the process of the collected data in the form of a brief, solid statement of sentence or formula in broad understanding.

FINDINGS AND DISCUSSION

Research Finding Facts

This chapter contains the tools that the researcher uses to know the data. Furthermore, a research instrument is a tool that the researcher uses to collect the data to make the research more accessible and get better results, meaning completer and more systematic, so it will be easy to analyze. In this research, the researcher uses observation, questionnaires, and documentation as the research instruments. The following is the specification of the instrument:

Table 1 Instrument Research

NO	INSTRUMENT	AIM
1.	Observation	The process of drilling vocabulary methods in speaking class
2.	Questionnaire	Students' responses to speaking learning in the classroom
3.	Documentation	Students' performances in the learning process

1. Observation Result

The observation method is a technique to get data that we watch, evaluate, draw conclusions, and make comments on interactions and relations. The observation takes data from learning to speak and the method of drilling vocabulary. By observation, the researcher can obtain

a brief description of the situation in the classroom that is difficult to get by using another method. The data collected in this research are the drilling vocabulary method and learning to speak. In this research, observation is to know the steps of drilling vocabulary methods in teaching speaking.

Table 2 Observation Note in the First Meeting

Description	Observation Note
The researcher analyzed the learning process by practicing the drilling vocabulary method when teaching speaking to students. The researcher wanted to know the steps and techniques of the teaching.	The teacher starts the class with brainstorming. Then, the teacher asks students to share their activities today and listen to each other. In the main activity, the teacher writes some vocabulary about "Social Media" on the board. The teacher reads aloud vocabularies with the meaning followed by students. They repeat it over time. Then, students form pairs and talk to each other using the language before.

Table 3 Observation Note in the Second Meeting

Description	Observation Note
The researcher analyzed the learning process by practicing the drilling vocabulary method when teaching speaking to students. The researcher wanted to know the steps and techniques of the teaching.	The teacher started the class by brushing up on the vocabulary from yesterday. The teacher asked about the topic, and students answered one by one. In the main activity, the teacher talks about "Beverage." The teacher writes some vocabulary on the board and drills the students.

	<p>They repeat it over time. Then, students form pairs and talk to each other using the language.</p> <p>After the conversation, the teacher asks one student to conclude today's topic.</p>
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Table 3 Observation Note in the Third Meeting

Description	Observation Note
<p>The researcher analyzed the learning process by practicing the drilling vocabulary method when teaching speaking to students. The researcher wanted to know the steps and techniques of the teaching.</p>	<p>The teacher begins the activity by asking students about their condition today. In the last meeting, they brush up on their vocabulary.</p> <p>In the main activity, the teacher writes some vocabulary about "Healthy Food" on the whiteboard. The teacher then sounds the vocabulary with the correct pronunciation, followed by the students. They repeat it over time. Then, students form a pair and talk to each other using those vocabulary words.</p>

Table 5 Observation Note in the Fourth Meeting

Description	Observation Note
<p>The researcher analyzed the learning process by practicing the drilling vocabulary method when teaching speaking to students. The researcher wanted to know the steps and techniques of the</p>	<p>The teacher started the class by brushing up on the vocabulary from yesterday. The teacher asked about the condition, and students answered one by one.</p> <p>In the main activity, the teacher</p>

teaching.	<p>talks about “Hobby.” The teacher writes some vocabulary on the board and drills the students. They repeat it over time. Then, students form pairs and talk to each other using the language.</p> <p>After the conversation, the teacher asks two students to ask questions and answer each other about today's topic in front of the class.</p>
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2. Questionnaire Result

The data about students' responses to learning to speak was obtained using the drilling vocabulary method. The researcher gave the questionnaire to get detailed information about students' feelings, what they get, and their difficulties in learning to speak using the drilling vocabulary method. The researcher also used a questionnaire asking students to give critical suggestions on improving the learning method. The researcher used some questionnaires on students as follows:

1. The students' perceptions of speaking class
2. The benefits of learning to speak in English.
3. Students' difficulties were found by the students in learning to speak.
4. The students' responses about the teaching and learning process in speaking class.
5. Students' positive feedback to the speaking class.

And students gave varied answers to the questionnaire. Eight respondents are from the Egypt Class of Mazroatul Lughoh Islamic Boarding School students. They answer the open-ended questionnaire above themselves honestly and clearly. The answers from students are as follows:

Table 6 Questionnaire answer from Aisyah Amini

NO	Question	Answer
1.	What do you think about speaking and learning in the classroom?	Unique, fabulous, fun, not dull, and sound during the teaching

2.	What are the benefits you got from learning to speak?	I can speak English and improve my science.
3.	What difficulties did you face while learning to speak?	The class is quiet, sometimes lags, and the place is uncomfortable.
4.	Was the lesson material well-presented when learning to speak in the classroom? Explain it!	Very good, the way of teaching is fun, so easy to understand
5.	Give criticism and suggestions to better quality speaking learning in the classroom!	I wish that every Saturday, I would listen, always play games, and say to Mr. Aji, "Don't change the teacher of our class."

Table 8 Questionnaire answer from Adinda

NO	Question	Answer
1.	What do you think about speaking and learning in the classroom?	Fun and many games
2.	What are the benefits you got from learning to speak?	Increase knowledge, improve pronunciation, and become more fluent in speaking English.
3.	What difficulties did you face while learning to speak?	I do not understand the meaning of vocabulary and have difficulty pronouncing some vocabulary words.
4.	Was the lesson material well presented when learning to speak in the classroom? Explain it!	Alhamdulillah is good. The teacher teaches fun and easy-to-be-understood
5.	Give criticism and suggestions to better quality speaking	Please give us more games, a longer learning duration, and

	learning in the classroom!	more knowledge about us.
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Table 9 Questionnaire answer from Aurel

NO	Question	Answer
1.	What do you think about speaking and learning in the classroom?	Fun, and alhamdulillah, easy to be understood
2.	What are the benefits you got from learning to speak?	Add much sense, get many vocabularies, and make it easier to talk to English.
3.	What difficulties did you face while learning to speak?	Not too focused, the learning place is not comfortable.
4.	Was the lesson material well-presented when learning to speak in the classroom? Explain it!	Alhamdulillah, during the learning, it is easy to be understood.
5.	Give criticism and suggestions to better quality speaking learning in the classroom!	There are students so the class is not crowded The students are not spirit; it should be more of a listening lesson

Table 10 Questionnaire answer from Cici

NO	Question	Answer
1.	What do you think about speaking and learning in the classroom?	Fun makes speaking easier; the vocabulary is repeated, making it easy to remember.
2.	What are the benefits you got from learning to speak?	More capable in speaking, get many vocabularies.
3.	What difficulties did you face while learning to speak?	No difficulty, maybe get sleepy.
4.	Was the lesson material well	Yes, we learn little by little.

	presented when learning to speak in the classroom? Explain it!	
5.	Give criticism and suggestions to better quality speaking learning in the classroom!	Give more vocabulary!

Table 11 Questionnaire answer from Lala

NO	Question	Answer
1.	What do you think about speaking and learning in the classroom?	Fantastic, fun, easy to be understood
2.	What are the benefits you got from learning to speak?	Easy to understand
3.	What difficulties did you face while learning to speak?	When memorizing and looking for a topic
4.	Was the lesson material well presented when learning to speak in the classroom? Explain it!	Yes, because the learning is easy to understand
5.	Give criticism and suggestions to better quality speaking learning in the classroom!	Give more games!

Table 12 Questionnaire answer from Sintia

NO	Question	Answer
1.	What do you think about speaking and learning in the classroom?	Fun, by vocabularies that given help us in daily speaking
2.	What are the benefits you got from learning to speak?	Know more vocabulary and speaking It helps me so much in daily life, adding my knowledge
3.	What difficulties did you face while learning to speak?	When practicing it, I sometimes forget about the

		vocabulary Sometimes, it is hard to pronounce it
4.	Was the lesson material well presented when learning to speak in the classroom? Explain it!	Yes, it was perfect. Mr. Fajar was very clear when explaining the lesson, not complicated, and very patient.
5.	Give criticism and suggestions to better quality speaking learning in the classroom!	Explain the lesson by playing the game! Add the duration of learning.

Table 13 Questionnaire answer from Mayfi

NO	Question	Answer
1.	What do you think about speaking and learning in the classroom?	The learning is fun and easy to understand Much knowledge that we get
2.	What are the benefits you got from learning to speak?	Rather than fluent to speak English
3.	What difficulties did you face while learning to speak?	The language is seldom use
4.	Was the lesson material well presented when learning to speak in the classroom? Explain it!	Yes, because it explained in detail
5.	Give criticism and suggestions to better quality speaking learning in the classroom!	Give more game Learn more speaking

Table 14 Questionnaire answer from Via

NO	Question	Answer
1.	What do you think about speaking and learning in the	Great, and easy, also fun

	classroom?	
2.	What are the benefits you got from learning to speak?	I get knowledge
3.	What difficulties did you face while learning to speak?	Sometimes, I am not focused and not confident.
4.	Was the lesson material well presented when learning to speak in the classroom? Explain it!	Yes, the teacher explains well and easy to understand
5.	Give criticism and suggestions to better quality speaking learning in the classroom!	I don't know

DISCUSSION

1. Drilling Vocabulary Method in Teaching Speaking

After the observation, the researcher acquires detailed information about drilling vocabulary in teaching speaking. Using the drilling vocabulary method, the researcher gets information about the duration, steps, media, material, and teaching technique. They are arranged as follows:

- Opening Activity
 - Greeting
 - Opening by basmalah and pray
 - Asking students' condition.
 - Singing yel-yel
 - Checking attendant list.
 - Brainstorming / brush up material
- Main Activity
 - Write some vocabulary words on the whiteboard based on the topic.
 - Reading aloud vocabularies with the meaning followed by students.
 - Repeat vocabularies over time.
 - Giving some questions about the topic of the day.
 - Grouping the students one by one, they talk to each other using questions and vocabulary that have been given.
 - Overseeing them and helping them when they have difficulty.
 - Give them extra vocabulary if they don't know about the vocab.

- Closing activity
 - Give questions to students and ask them for their responses.
 - Brush up the vocabularies
 - Closing and praying.

Learning Topic

1. Social Media
 2. Beverage
 3. Healthy food
 4. Hobby
2. Student Responses of Drilling Vocabulary Method in Teaching Speaking

Based on the data questionnaire, the researcher found that teaching speaking using the drilling vocabulary method gives many benefits to the students and is easy to understand. More details about the results of the questionnaire are:

1. The first question concerns students' feelings about speaking and learning in the classroom. All the students answered that learning is fun. Four students said that it was easy to understand, and the others were helped by this learning method. Most of them said that the learning process is excellent.
2. The second question concerns the benefits of speaking in class. All of the students acknowledge that they gained many benefits from the learning. Three students answered that they gained many vocabularies and knowledge from this learning. It helped them become more fluent in speaking English. A student said that this learning helped her in daily life.
3. The third question is about students' difficulties in speaking learning. The responses of students are diverse. Every student has their various problem. Three students find it hard to focus because the place is not comfortable. One student has difficulty pronouncing some vocabulary. And two students are not confident when speaking in English. One student is having difficulty memorizing vocabulary and looking for topics in conversation.
4. The fourth question is whether the lesson can be delivered well and the students' responses. All of the students answered that the lesson could be delivered well. They stated that the delivery method was easy to understand so that they could understand the lesson well. Some of them also said that the delivery was not complicated and straightforward.
5. The fifth question concerns criticism and suggestions for the teacher regarding speaking and learning in the classroom. Five students wanted the teacher to use more games in the learning process, two wanted more listening, and one did not offer criticism or suggestions.

CONCLUSION

Based on the data analysis, it can be concluded that:

1. The drilling vocabulary method applied in teaching speaking at the 8th of Mazroatul Lughoh Islamic Boarding School emphasizes the vocabulary development corresponding to the topic discussed. The technique is done by repeating the vocabulary given, as well as correcting its pronunciation. Before students addressed the subject, the teacher gave some overviews about it. Students can apply the vocabulary in their conversations because the vocabulary given and the topic discussed are related. It can improve their fluency in speaking English and enrich their vocabulary. Besides, the learning activity is also fun by playing games and many practices.
2. The students' overall responses about the drilling vocabulary in learning to speak are good. All the students gave positive responses about this learning. They could enjoy the learning and easy to understand the material. Students feel many benefits from this learning method, such as increasing their vocabulary, developing their speaking skills, adding more knowledge, and making their speaking more fluent. However, students also have some difficulties in this learning. Most of them are not too focused because the place is not comfortable. One of them is difficulty memorizing vocabulary and making conversation with her friends. Another difficulty is pronouncing some vocabulary words, which are tricky to pronounce.

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