

**THE EFFECTIVENESS OF THE DRILLING
REPETITION METHOD IN IMPROVING THE
VOCABULARY MASTERY OF SEVENTH-GRADE
STUDENTS AT SMPN 1 MALO**

SKRIPSI



Presented to
IKIP PGRI Bojonegoro
in partial fulfilment of the requirement
for degree of Sarjana in English Education

By:
Dian Selviana
NIM 22120005

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
2026**

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Bojonegoro, 16 July 2026

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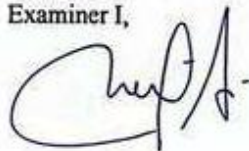
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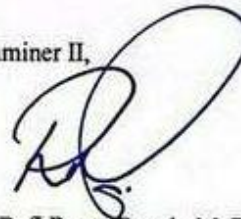
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MOTTO

“Hidup tak pernah lepas dari kesulitan, namun Allah telah berjanji: bersama kesulitan itu, selalu ada kemudahan yang menyertainya”

(Q.S Al-Insyirah : 5-6)

“Nurture your positive mindset, yet leave a safe space for realities that don't align”

(Dian Selviana)

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Praise and gratitude be to God Almighty for His blessings and grace, which have enabled this thesis to be completed well. The researcher realizes that the completion of this thesis would not have been possible without the help, support, and prayers of various parties. Therefore, with the utmost respect and sincerity, the researcher would like to express gratitude to:

1. **My beloved parents**, Mr. Kusnandar and Mrs. Parni, who have given endless love, unceasing prayers, moral and material support, as well as extraordinary motivation from the beginning of my studies until the completion of this thesis. Without the sacrifices and trust they have given, the researcher would not have been able to reach this point.
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8. **Mr. Tumo**, who has provided the researcher with part-time employment as well as valuable knowledge and motivation.

STATEMENT OF AUTHENTICITY

I, the undersigned below:

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In order to uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that the thesis entitled:

THE EFFECTIVENESS OF THE DRILLING REPETITION METHOD IN IMPROVING THE VOCABULARY MASTERY OF SEVENTH-GRADE STUDENTS AT SMPN 1 MALO

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, I personally accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, 7 July 2026



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ABSTRACT

Selviana, Dian. 2026. The Effectiveness of the Drilling Repetition Method in Improving the Vocabulary Mastery of Seventh-Grade Students at SMPN 1 Malo. Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Dr. Fitri Nurdianingsih, M.Pd., (II) Dr. Ima Isnaini Taufiqur Rohmah, M.Pd.

Keywords: drilling repetition method, lecture method, vocabulary mastery, experimental research, secondary education

This research examines the effectiveness of the drilling repetition method. Its primary objective is to determine whether the drilling repetition method is effective for vocabulary acquisition and to identify any differences in outcomes between the drilling repetition method and the lecture method in students' vocabulary learning. A quantitative quasi-experimental design was employed, involving 64 students from SMPN 1 Malo across two intact classes: 7B as an experimental group (drilling repetition method) and 7C as a control group (lecture method). Both the experimental and control groups were administered pre-tests and post-tests to assess their vocabulary mastery. The findings revealed that the experimental group obtained a mean post-test score of 83.00, whereas the control group achieved a mean score of 53.50. This represents a difference of 29.50 points in favor of the experimental group. This indicates that the drilling repetition method is moderately effective and significantly outperforms the lecture method in enhancing students' memory, comprehension, and vocabulary mastery. These findings suggest that the drilling repetition method holds potential as an alternative learning strategy for improving vocabulary acquisition among seventh-grade students.

ABSTRAK

Selviana, Dian. 2026. The Effectiveness of the Drilling Repetition Method in Improving the Vocabulary Mastery of Seventh-Grade Students at SMPN 1 Malo. Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Dr. Fitri Nurdianingsih, M.Pd., (II) Dr. Ima Isnaini Taufiqur Rohmah, M.Pd.

Kata kunci: metode latihan berulang, metode ceramah, penguasaan kosakata, penelitian eksperimen, pendidikan menengah

Penelitian ini mengkaji terkait efektivitas dari metode latihan berulang. Tujuan utama dari penelitian ini adalah untuk mengetahui apakah metode latihan berulang efektif dalam penguasaan kosakata dan untuk menemukan apakah ada perbedaan hasil antara penggunaan metode latihan berulang dan metode ceramah dalam pembelajaran kosa kata siswa. Penelitian ini menggunakan desain kuasi-eksperimen kuantitatif yang melibatkan 64 siswa SMPN 1 Malo dari dua kelas yang sudah terbentuk sebelumnya: kelas 7B sebagai kelompok eksperimen (metode pengulangan melalui latihan) dan kelas 7C sebagai kelompok kontrol (metode ceramah). Baik kelompok eksperimen maupun kelompok kontrol menjalani tes awal (pre-test) dan tes akhir (post-test) untuk mengukur penguasaan kosakata mereka. Hasil penelitian menunjukkan bahwa kelompok eksperimen memperoleh skor rata-rata tes akhir sebesar 83,00, sedangkan kelompok kontrol mencapai skor rata-rata 53,50. Hal ini menunjukkan adanya selisih sebesar 29,50 poin yang lebih tinggi pada kelompok eksperimen. Hal ini mengindikasikan bahwa metode pengulangan melalui latihan memiliki tingkat efektivitas yang cukup baik dan jauh lebih unggul dibandingkan metode ceramah dalam meningkatkan daya ingat, pemahaman, dan penguasaan kosakata siswa. Temuan ini menunjukkan bahwa metode pengulangan melalui latihan berpotensi menjadi strategi pembelajaran alternatif untuk meningkatkan penguasaan kosakata siswa kelas tujuh.

PREFACE

Praise be to Allah SWT for His blessing and guidance, so the researcher is able to complete this research entitled “The Effectiveness of the Drilling Repetition Method in Improving the Vocabulary Mastery of Seventh-Grade Students at SMPN 1 Malo”. This research was carried out as part of the requirements needed to finish the undergraduate program in English Education.

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The researcher acknowledges the limitations of this research. Therefore, suggestions and constructive feedback are welcomed for improvement. It is hoped that this research can be useful for English teaching and learning, especially in improving students’ vocabulary mastery.

Bojonegoro, 16 July 2026
The Researcher

Dian Selviana
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CHAPTER I

INTRODUCTION

A. Background of Study

English encompasses four language skills: reading, speaking, listening, and writing. Stated by Munir et al. (2025), a person's ability to succeed academically and professionally is increasingly contingent on their command of the English language. In addition to the four language skills, according to Fransiska (2016) in Sektiarti (2024), English also has several supporting language elements, namely: Vocabulary, Grammar, and so on according to the theme as a tool to achieve goals. Of these three aspects of language, mastering vocabulary is an essential prerequisite for the development of other language skills. Students can learn new skills and aspects of English if they have a strong vocabulary foundation. Vocabulary is the main step that English learners need to learn (Anggara, 2023). In line with Rohmah (2015), vocabulary serves as an essential tool that enables students to express meaning within sentences or instructions when teaching and learning through content-based instruction.

According to Fachrozi et al. (2021), vocabulary is all the words that are known and used by people in their language activities, which is a collection of words and meanings used primarily for interpersonal communication. Meanwhile, according to Richard (2001) in Yudha & Mandasari (2021), vocabulary is a crucial component of language proficiency and provides a significant foundation for students' speaking, listening, reading, and writing abilities. Actually, foreign languages like English are taught separately from language skills. Before learning the four English language skills: reading,

speaking, listening, and writing, English learners must master one aspect of the language namely, vocabulary. Vocabulary can be defined as the body of words that individuals use to communicate in a language. Supported by Nisa et al. (2025), a strong command of vocabulary enables students to follow instructions, express ideas, and participate in class activities. There are many methods and media that can be used in the English learning process. One method that can be used is the drilling method. The use of the drilling method can be said to be quite effective in vocabulary mastery.

The drilling method is a learning technique that emphasizes repetition and repeated practice to master a particular skill or material. The drilling method can be applied in various fields of learning. In English language learning, drilling can be used in vocabulary learning. The drilling method is one method that can help students gain a better understanding of new language material learned in class (Siahaan et al., 2024). Drilling is an effective vocabulary learning technique through repetition. Students are encouraged to drilling new words repeatedly until they are firmly embedded in their memory and can be used reflexively.

Based on the types of drilling methods, Setiyadi (2006) in Siahaan et al., (2024), classify into several types, namely drilling repetition, drilling substitution, drilling transformation, drilling response, drilling signal response, drilling replacement, drilling response, drilling completion, expansion drill, contraction drill, integration drill, and translation drill. This research will use the drilling repetition method, which aims to help students master and pronounce vocabulary more easily before moving on to the four main English

skills: writing, listening, reading, and speaking. The repetition method is an exercise that can be used directly to learn language patterns Siahaan et al., (2024). Although in some researches like, by Siahaan, A., Setiawan, W., & Surista, A. (2024); Merdani, Dewi, and Mahendrayana (2024); and Juwita, Saragi, and Napitupulu (2025), the drilling repetition method has been proven effective in vocabulary learning. Meanwhile, the effectiveness of the drilling repetition method has not yet been tested on students of SMPN 1 Malo. This method is used to learn new vocabulary by having students repeat what the teacher has taught. The biggest obstacle hindering students in learning English is precisely their limited vocabulary. However, as time goes by, technology continues to develop, allowing for more and more practical media that can be used to improve vocabulary mastery. As stated Hampel (2006) in Pramesti, (2024), digital technology offers instant explanations that help students quickly identify and correct errors, making learning more efficient and smooth.

Based on initial observations and interviews with English teachers at SMPN 1 Malo, it was found that students' vocabulary mastery is still relatively low, with about 70% of students still considered to not have a strong vocabulary. Although English is a compulsory subject, several obstacles persist in the learning process. According to the teachers, most students still experience significant difficulties in vocabulary mastery. This main obstacle arises because English is a foreign language with a structure, format, and system that differs from Indonesian, their mother tongue, and the language they use daily. As a result, understanding of concepts and material as a whole is often hampered. In addition to linguistic issues, there is also a limitation in the

number of learning media that each student can use or own individually. This makes the learning process less interactive and does not meet the needs of foreign language proficiency.

From the previous explanation, it is clear that the root of the problem lies in students' limited vocabulary mastery. Therefore, this research was conducted due to the gap between the importance of vocabulary mastery and the reality of students' minimal vocabulary mastery at SMPN 1 Malo. The drilling repetition method has the potential to be a solution, but its effectiveness has not been empirically proven for seventh-grade students at SMPN 1 Malo. Therefore, this research aims to determine the effectiveness of this method. In addition, educators also need learning methods that are proven effective in improving students' vocabulary mastery. Research on the use of the drilling repetition method in vocabulary learning at the junior high school level is still limited, so the results of this research are expected to fill the gap in the literature and contribute to English language learning.

The research was conducted by Siahaan et al. (2024), which is experimental research applied to 20 eighth grade students at HKBP Kompas Indah Sunday School, which were divided into two groups, namely the control group and the experimental group. The results showed that the experimental group experienced a significant increase in scores, namely from an average of 74 in the pre-test to 89 in the post-test. Meanwhile, the control group experienced a decrease in scores from 89.5 to 67.5. This research proves that the drilling method through Christian hymn songs with repetition, substitution, and transformation techniques is effective in improving students' ability to

master vocabulary. Although research proves the effectiveness of the drill method, the research used songs as a medium. While the application of word repetition in SMPN 1 Malo has never been done.

In conclusion, this research aims to recognize the effectiveness of the drilling repetition method in vocabulary mastery, particularly among seventh-grade students at SMPN 1 Malo. By conducting this experiment, the research seeks to provide educators with insights into how the repetition drilling method can be used to enhance students' vocabulary quality.

B. Formulation of the Problems

Referring to the background explained above, the research question is formulated as follows:

1. How effective is the drilling repetition method in vocabulary mastery among seventh-grade students at SMPN 1 Malo?
2. Is there any significant difference in students' vocabulary mastery between the drilling repetition method and the lecture method?

C. Objectives of the Study

In accordance with the formulation of the research problem, the objectives of this research are as follows:

1. To recognize the effectiveness of the drilling repetition method in vocabulary mastery among seventh-grade students at SMPN 1 Malo.
2. To find the difference in students' vocabulary mastery between the drilling repetition method and the lecture method.

D. Significances of the Study

This research is expected to provide several benefits, which are outlined as follows:

1. Theoretical Significance

Overall, this research is expected to serve as a useful reference for prospective educators and junior high school teachers, especially those teaching seventh-grade students. Moreover, this research is expected to contribute to enhancing the quality of teaching and learning at SMP N 1 Malo. The findings of this research are anticipated to improve students' vocabulary mastery through the implementation of the drilling method and to promote a more effective and interactive learning environment.

2. Practical Significance

a. To Other Researchers:

This research provides benefits for other researchers interested in similar learning media, allowing them to conduct studies with a different focus. It is hoped that this research can serve as a reference when faced with similar situations, particularly for English language teachers who can apply similar techniques, albeit in different student contexts. The researcher also hopes that future researchers can evaluate or modify the approach in this research and develop further researches for more diverse research purposes.

b. To Teacher

This research is expected to support teachers in enhancing students' vocabulary mastery. Additionally, this research is anticipated to demonstrate the effectiveness of the drilling method

in achieving the intended learning outcomes. The findings of this research may serve as a valuable reference for English teachers in addressing challenges related to improving students' vocabulary mastery. Furthermore, this research highlights the importance of active participation from both teachers and students during the learning process, thereby fostering greater engagement and reducing students' boredom in the classroom.

c. To Student

By using the drilling method, the researcher hopes that all students can improve their vocabulary mastery. This method is expected to change students' perspectives on English subjects, so that students are able to memorize vocabulary automatically. The implementation of the drilling method is expected to help students expand their vocabulary more effectively. Furthermore, the use of the drilling method in classroom instruction is anticipated to create a more interactive learning environment by encouraging continuous interaction between teachers and students. As a result, the learning process becomes more engaging, dynamic, and less monotonous. In addition, the drilling method is also expected to be an alternative for students to enrich their vocabulary. By having a good vocabulary mastery, students can compete in the world of education/work, both at the national and international levels.

E. Definition of Terminologies

There are several terminologies in this research, namely as follows:

1. Vocabulary

Vocabulary can be defined as the entire collection of words that a person is able to comprehend and employ, whether through spoken or written communication. It holds a significant place in the process of language acquisition, as it forms a fundamental component underlying all four core skills in English. Supported by Richard's (2001) statement in Yudha & Mandasari, (2021), Vocabulary is an important part of language proficiency and provides much of the foundation for how well students speak, listen, read, and write. In this research, the researcher focuses on improving vocabulary mastery, especially for seventh grade students at SMPN 1 Malo.

2. Drilling Repetition Method

The drilling technique is a conventional teaching approach that focuses on repetitive drilling as a means of reinforcing memory retention, particularly in relation to vocabulary acquisition (Santosa et al. 2022). This research focuses on the drilling repetition method. Stated by Andaliftya et al. (2023), the drilling repetition method is an instructional technique that emphasizes continuous repetition of vocabulary to develop mastery of particular skills or learning materials through habit formation. This method can improve long-term memory, as well as increase accuracy and response speed. The drilling repetition method can build students' confidence because they feel they have mastered something, which makes them feel more prepared and

competent. Furthermore, this method is quite easy to implement and doesn't require complicated equipment.

3. Lecture Method

The lecture method represents one of the frequently employed approaches to teaching and learning (Aras et al. 2022). In this method the teacher delivers the lesson material orally to students, while the students act as listeners. In line with opinion Hidayat (2022), The lecture method is a teaching technique used by teachers in monologues and one-way communication, where the teacher acts as a speaker and students act as listeners. This method is often used to convey theoretical material or general explanations because it can reach many students in a relatively short time. This allows teachers to control the content and flow of the lesson, making it more efficient in achieving educational goals. Furthermore, the lecture technique doesn't require complex tools or facilities, making it easy to implement in a variety of classroom settings.