THE USE OF DRILL TECHNIQUE TO TEACH LANGUAGE FORMS (GRAMMATICAL OR PHONOLOGICAL STRUCTURE) AT THE FIFTH GRADE OF SD NEGERI 018 KUBANG JAYA

A THESIS

Intended to Fulfill One of the Requirements for The Award of Sarjana Pendidikan Degree in English Language Teaching and Education

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ABSTRACT

Juhemah. 2013. The Use of Drill Technique to Teach Language Forms (Grammatical or Phonological Structure) of The Fifth Grade at SD Negeri 018 Kubang Jaya.

Key Words: Use, Drill Technique, Grammar

Drill is a Technique that focuses on a minimal number (usually one or two) of language form (grammatical or phonological structure) through some type of repetition. Drill are commonly done chorally (the whole class repeating in unison) or individually. Grammar can determine as the rules how words change to show change to show different meanings and how they are combined into sentence. A foreign learner, of course, starts learning the rules of grammar as soon as he starts to talk. Good listening, speaking, reading and writing in English require a working knowledge of grammar.

The purpose of this research is to know the improvement of students' vocabulary in learning English through DRILL. DRILL is a Technique for teaching students' Grammar.

It was conducted at Elementary School 018 Kubang Jaya on Sekolah Street Siak Hulu. The population of this research is taken from the year five students at Elementary School 018 Kubang Jaya. The total number of the sample taken with total sampling, it took from class V. A was 30 students, and V. B was 30 students. The data taken from a test given and the data analyzed by using t-test.

After analyzing the data, it can be found that the alternative hypothesis is accepted. Because the T-test in the post-test, gave the value of T-observed is 4.129. Meanwhile, the value of t-table on the degree of freedom 58 (df 30-1+30-1) at ~ =.0.5 level of significant for two tail test is 2.000 .We can see that the significant different between t-test and t-observed. To-observed is greater than t-table (4.129 >2.000). it can means that by using Drill there is a significant improvement score between of the Experimental class and Control class. In conclusion, the use of Drill Technique in Teaching and learning English can improve students' Grammar. so, the students were more active and interest in Learning Grammar and improve their ability in making sentence.

CHAPTER I

INTRODUCTION

1.1. Background

Grammar is one basic and important aspect in a language. In learning grammar that is very difficult for students. Because they always wrong in using to be to tenses. Some students difficulty arrangements in sentence. It can be defined as the way a language manipulates and combines words in order to form longer units of meaning (Ur, 1996:4). In order to be good at four skills of language; listening, reading, speaking and writing, the students should understand the rule of grammar in English. That is way this aspect cannot be saparated from curriculum.

In understanding English, students must understand grammar. Grammar as a constituent is not only in English but also in other language. If the students do not master grammar, they cannot write a good sentence. Misunderstanding of the meaning of sentence may because by their lack of competence in grammar and by different between the system of Indonesian and English. In order words, the mother tongue causes an interference to learn English. Robin (1985:74) says that: “The learner of language cannot understand a speech if the words are not correctly use and in right order. To learn English grammar the students should know the verb forms and their arrangements in sentences.

In Competence Based Curriculum, the material of English subject included grammatical features such as simple present tense, present continous tense and past tense. Based on the discussion the writer and English teacher of SDN 018 Kubang Jaya, the teacher of SDN 018 Kubang Jaya find that most students of six grade students of SDN 018 still have problem in learning this tenses. One of the serious problems is the students confusing in using verb + ing and to be in tenses. Their problems can be seen follow:

- She speaks English now (incorrect)

  She is speaking English now (correct)
- Boys is playing football in the yard now (incorrect)

  Boys are playing football in the yard now (correct)
- Girl sing a song on the stage (incorrect)

  Girl sings a song on the stages (correct)

Actually, they have learned the rule of using verb + ing and to be in tenses since grade five. So, in level they will not have such this problem anymore because it really influences their performance in four skill of language. The teacher is doing some efforts to improve the students ability through reminding them about characteristics of verb + ing and to be in each tense and encouraged them to practice their English so that the material do not easily forget. But, the result is still unsatisfied.

Related to the reality above, the writer concludes that there are some reasons that might cause it. First, the students still confuse about the differences between English and Indonesia. In Bahasa indonesia there is no tense. To show the time of action the time signal use such as sekarang, setiap hari, setiap minggu, etc. On other hand, every tenses in the sentence according to the time being.

Ex : a. Saya menulis surat a. I write a letter

b. Saya sedang menulis surat sekarang b. I am writting a letter now

Second, the students can not different between simple present and simple continues tense. Because they do not know the pattern of the tenses. Third, they get confuse because of the characteristics of verb + ing and to be. The tenses form can be identical or even different at all. Fourth, most of the students just keep silent when the teacher gives a chance to ask question or give comment.

One of ways to improve their understanding about tenses is using technique. The writer is interested in use a technique in teaching tense in the classroom. (Anthony, 1963) Technique is as a superordinate term to refer to various activities that either teachers or learners performs in the classroom.

The tecnique is Drill. This is a technique that use in learning English. In (1940-1960) a drill may be defined as a technique that focuses on a minimal number (usually one or two) of language form (grammatical or phonological structure) through some type of repetition. Drill are commonly done chorally (the whole class

repeating in unison) or individually. And they can take the form of simple repetition drills, subtitution drills, and even the rather horrifying abberation known as the moving slot subtitution drill. This technique was suitable for teaching tense and can help students in learning tenses.

The reasons of the writer choose this technique is to help students in learning English, specially for learning tenses. Drill will stimulate students in learning tenses and develop students to explore conciousness.

Finally, in this research, the writer was interested to use the stud about **"The Use of Drill Technique to Teach Language Forms (Grammatical or Phonological Structure) of The Fifth Grade At SDN 018 Kubang Raya".**

1.2. Setting of Problem

The students' problems in learning tenses are : first, the rules of tenses in English are not found in Indonesia English. Second, the students can not different between simple present and simple continuous tense. Third, they get confuse because of the characteristics of verb + ing and to be. And the last, most of the students just keep silent when the teacher gives a chance to ask question or give comment.

This study is conducted in order to solve those problems by applying Drill technique, the writer hopes that the students' tenses can be improved.

1.3. Limitation of Problem

In this research, Drill technique is provided to solve tenses problem for the fifth grade students. The learning taken from English text book " Grow with English ". The writer needs to limit this study by only focus on Use of Drill Technique to Teach language Form (Grammatical or Phonological Structure) of the fifth grade at SDN 018 Kubang Raya.

Because the problem is too large, the writer needs to limit the research. It is focus on The Use of Drill Technique to Teach language Form (Grammatical or Phonological Structure) of the fifth grade at SDN 018 Kubang Raya.

The use Drill technique is limited in Grammatical (simple present tense and present continuous tense).

1.4. Formulation of Problem

Based on the phenomena discussed on the background, the problem of this study is formulated as follow:

Is there any significant improvement to the students' Grammatical (simple present tense and present continous) by using Drill Technique of the fifth grade at SDN 018 Kubang Raya?

1.5. Hypothesis

1. Null Hypothesis (HO)

There is no significant improvement to the students' Grammatical (simple present tense and present continous) by using Drill Technique of the fifth grade at SDN 018 Kubang Raya?

2. Alternative Hypothesis (H1)

There is significant improvement to the students' Grammatical (simple present tense and present continous) by using Drill Technique of the fifth grade at SDN 018 Kubang Raya?

1.6. Objective of Research

The writer would like to find out whether there is a significant improvement to the fifth grade students' Grammatical (simple present tense and present continous) by using Drill Technique of the fifth grade at SDN 018 Kubang Raya.

1.7. Needs of Research

The writer conduct this research in order to give good contribution as follows:

1. To give a valuable input to the teachers about Drill Technique in teaching tenses.

2. To encourage the teachers, the readers, or the students to use Drill Technique in teaching and learning tenses.

3. To help writer develop technique and use it in learning process

4. To help the students improve their Grammar development

1.8. Definition of Key Terms

In order to avoid misinterpretation and misunderstanding in comprehending this research, the writer has defined the following key terms:

1. **Improvement** is to enhance or increase in value or quality: to grow or become better. (Thesaurus, 2007:411)

2. **Drill** is a Technique listening to a model, provided by the teacher, or a tape or another student and repeating what is heard. Drilling is a technique that is used by many teachers when introducing new language items to their students. (Harmer, 1991). Drill here mean one of technique taught vocabulary of the fifth grade at SDN 018 Kubang Jaya.

3. **Technique** is as a superordinate term to refer to various activities that either teachers or learners performs in the classroom. (Anthony, 1963). In this research, technique means drill technique that used for teaching students' Grammatical in learning English.

4. **Grammar** is the set of structural rules that governs the composition of clauses, phrases, and words in any given natural language. The term refers also to the study of such rules, and this field includes morphology, syntax, and phonology, often complemented by phonetics, semantics, and pragmatics. In this research, Grammar mean the tenses which expected to be learned by the fifth grade at SDN 018 Kubang Jaya.

5. **Learning** is the activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something: the activity of someone who learns (Webster's, 2008 : 927). In this research, learning mean students studying Grammar by using Drill technique.

6. **Student** is a person who attends a school, collage, or university: a person who studies something (Webster's, 2008 : 1634). In this research, student mean the fifth grade at SDN 018 Kubang Jaya.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Concepts of Drilling

In (1940-1960) a drill may be defined as a technique that focuses on a minimal number (usually one or two) of language form (grammatical or phonological structure) through some type of repetition. Drill are commonly done

chorally (the whole class repeating in unison) or individually. And they can take the form of simple repetition drills, subtitution drills, and even the rather horrifying abberation known as the moving slot subtitution drill.

Paulston and Bruder (1976) used three categories : mechanical, meaningful, and communicative. Mechanical drills have only one correct response from a student, and have no implied connection with reality. A meaningful drill may have a predicted response or a limited set of possible responses, but it is connected to some form of reality.

Crookers and Chaudron (1991 : 52-54) drilling is a kind of controlled technique. Many controled techniques are manipulative but sometimes have communicative elements. Meaningful drill: drill activity involving responses with meaningful choices, as in reference to different information. Distinguished from information exchange by the regulated sequence and general form of responses.

According Harmer (1991) states that drilling is mechanical ways if getting students to demonstrate and practice their ability to use specific language items in a controlled manner.Drilling is a technique that has been used in foreign language classrooms for many years. It was a key feature of audio-lingual method approaches to language teaching, which placed emphasis on repeating structural patterns through oral practice.Drilling means listening to a model, provided by the teacher, or a tape or

another student and repeating what is heard. Drilling is a technique that is used by many teachers when introducing new language items to the students.

2.1.1. Kinds of Drill

According to Haycraft (1978:36), after presentation and explanation of the new structure, students may used controlled practice in saying useful and correct sentence patterns in combination with appropriate vocabulary. These patterns are known as oral drills. They can be inflexible: students often seem to master a structure in drilling, but are then incapable of using it in other contexts. Furthermore, drills have several types in form:

1. The Repetition Drill

The teacher says models (the word or phrases) and the students repeat it.

Example:

Teacher : It do not rain, so I need do not take my umbrella

Students :It do not rain, so I need do not take my umbrella

2. The Substitution Drill

Substitution drill can used to practice different structures or vocabulary items (i. e one word or more word change during the drill)

Example:

Teacher : I go to school. He?

Students : He goes to school.

Teacher : They?

Students : They go to school.

3. The Question and Answer Drill

The teacher gives students practice with answering questions. The students should answer the teacher's questions very quickly. It is also possible for the teacher to let the students practice to ask question as well. This gives students practice with the question pattern.

Example:

Teacher : Does he go to school? Yes?

Students : Yes, he does.

Teacher : No?

Students : No, he does not

4. The Transformation Drill

The teacher gives students a certain kind of sentence pattern, an affirmation sentence for example. Students are asked to transform this sentence into a negative sentence. Other examples of transformations to ask of students are changing a statement into a question, an active sentence into a passive one, or direct speech into a reported speech.

Example: (positive into negative)

Teacher : I clean the house.

Students : I do not clean the house.

Teacher : She sings a song.

Students : She does not sing a song.

5. The Chain Drill

The teacher begins the chain by greeting a particular student, or asking him a question. That student respond, then turns to the students sitting next to him. The first student greets or asks a question of the second student and the chain continues. A chain drill allows some controlled communication, even though it is limited. A chain drill also gives the teacher an opportunity to check each student's speech.

Teacher : What is the color of sky?

The color of sky is blue

What the color of banana?

Student A : The color of banana is yellow

What is the color of leaf?

Student B : The color of leaf is green

What is the color of our eyes?

Student C : The color of our eyes is black and white.

6. The Expansion Drill

This drill is used when a long line dialog is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line. Then following the teacher's cue, the students expand what they are repeating part at the end of the sentence (and works backward from there) to keep the intonation of the line as natural as possible. This also directs more student attention to the end of the sentence, where new information typically occurs.

Example:

Teacher : My mother is a doctor.

Students : My mother is a doctor

Teacher : She works in the hospital.

Students : She works in the hospital

Teacher : My mother is a doctor. She works in the hospital.

Students : My mother is a doctor. She works in the hospital

Teacher : She take cares the patient.

Students : She take cares the patient

Teacher : My mother is a doctor. She works in the hospital. She take cares the patient

Students : My mother is a doctor. She works in the hospital. She take cares the patient

7. Communicative drills

This kind of drills is quite different from the so-called meaningless and mechanical drills used in a traditional grammar oriented class by some teachers, in which the primary focus is on the form of the language being used rather than its communicative content.

Children do not blindly mimic adults' speech in a parrot fashion, without really needing to understand or communicate anything, but make selective use of simulation to construct the grammar and make sense of the expressions according to the grammar. This kind of drills has meanings and connotes information accordingly in a certain situation and at a certain time. It has an information gap and does involve communicative process. The child has access to language data and opportunities to

interact with the inputs (meaningful inputs). When processing the language they hear, children construct the grammar and make sense of the expression according to the grammar. When producing utterance, they follow the internalized grammatical rules. This kind of drilling can be formed by using the other drilling types. But the emphasis is that the student involving something real as well as communicative value and the practice creates an information gap.

Example :

Guessing game:

Teacher has something in mind (things, job, event, etc) and the students must guess that thing by using yes no question:

Students : Is it in the class?

Teacher : Yes, it is.

Students : Is it blue?

Teacher : No, it is not.

Students : Is it black?

Teacher : Yes, it is.

Students : Is it in the front of the class?

Teacher : Yes, it is.

Students : Is it black board?

Teacher : Yes, it is.

With the basis of the communicative drills, teachers may design more advanced communicative activities so that learners can have more opportunities to produce sustained speech with more variations in possible responses.

2.1.2 The Purposes of drilling

1. For the learners, drills can:

a. Provide for a focus on accuracy. Increased accuracy is one of the ways in which a learner's language improves so there is a need to focus on accuracy at certain stages of the lesson or during certain task types.

b. Provide learners with intensive practice in hearing and saying particular word or phrases. They can help learners get their tongues around difficult sounds or help them imitate intonation that may be rather different from that of their first language.

c. Provide a safe environment for learners to experiment with producing the language. This may help build confidence particularly among learners who are not risk takers.

d. Help students notice the correct form or pronunciation of a word phrase. Noticing or consciousness rising of language is an important stage in developing language competence.

e. Provide an opportunity for learners to get immediate feedback on their accuracy in terms of teacher or peer correction. Many learners want to be corrected.

f. Help memorization and atomisation of common language patterns and language chunks. This may be particularly true for aural learners.

g. Meet students expectation, i.e. they may think drilling is an essential feature of language classrooms.

2. For The Teacher:

a. Help in term of classroom management, enabling us to vary the pace of the lesson or to get all learners involved.

b. Help the teacher recognize if new language is causing problems in terms of form or pronunciation.

2.1.3 The Advantages of drilling

The Advantages of Drilling are Drilling help our learners memorise language by the teacher's control. And the teacher can correct any mistakes that students make and encourage them to concrete on difficulties at the sometime.

2.1.4 Teaching Grammar for the Students by using Drilling

1. Students first hear a model dialogue (either read by the teacher or on tape) containing the key structure that are the focus of the lesson. They repeat each line of

the dialogue, individually and in chorus. The teacher pays attention to pronunciation, intonation, and fluency. Correction of mistakes of pronunciation or grammar is direct and immediate. The dialogue is memorized gradually, line by line. A line may be broken down into several phrases if necessary. The dialogue is read aloud in chorus, one half saying one speaker's part and one other half responding. The students do not consult their book throughout this phase.

2. The dialogue is adapted to the students' interest or situation, through changing certain key words or phrases. This is acted out by the students.

3. Certain key structure from the dialogue are selected and use as the basis for pattern drills of different kinds. These are first practiced in chorus and then individually. Some grammatical explanation may be offered at this point, but this kept to an absolute minimum.

4. The students may refer to their textbook, and follow-up reading, writing, or vocabulary activities based on the dialogue may be introduced.

5. Follow-up activities may take place in the language laboratory, where further dialogue and drill work is carried out.

2.2 The Importance of Learning Grammar

Learning grammar is very important. It is needed in order to make a sentence correctly, not only in term of structure but also the meaning. There are some reasons

to defend this statement. First, grammar is the art of using words properly. Secondly, grammar can determine as the rules how words change to show change to show different meanings and how they are combined into sentence. Thirdly, a foreign learner, of course, starts learning the rules of grammar as soon as he starts to talk. Good listening, speaking, reading and writing in English require a working knowledge of grammar (Swam, 1996:109).

In learning language process, it is understandable if the language learner got difficulties in learning grammar. According to Chitravelu et la (2004:198), there are many exceptions to grammar rules in English. For instance, when the students have learnt that the present continuous of verb is formed by adding –ing to the base form of verb, they are confronted with present and participle form of irregular verbs. That is way grammar cannot saparate from curriculum.

As mentioned in the competency based Curriculum, the aim of teaching English is enable the students to communicate in English, not only written but also spoken. Shortly, to help the students achieve the four skills of English, grammar is very important to be taught.

2.3 Simple Present Tense

2.3.1 The Uses of Simple Present Tense

According to Azar (1989:2) in the simple present expresses an activity events or situations that exist always, usually, habitually. Both of explanations above can be

conclude as Thomson and Martinet (1986:110) stated in a book “Practical English Grammar” that there are four uses of present tense.

1. Action complete in the past a definite time

   Azar (1993:3) state that simple present is used for events always, usually, or habitually in the past.

   Example : 1. I usually get up at 05 o’clock

2. Mila drinks a cup of tea every morning

2.3.2 The Forms of Simple Present Tense

Simple present tense can be formed in pattern: S+Vs/es. There are three forms of present progressive or continuous tense i.e. affirmative, negative, and introgative Thomson and Martinet (1986:185). More details presentation form of simple present tense is as follows:

1. Affirmative form

   S+Vs/es

   a. They play football

   b. He plays football

2. Negative form

   S + Do/Does + Not + Verb

   a. They do not play football

b. He does not play football

3. Introgative form

Do/Does + S + Verb

a. Do they play football?

b. Deos he play football?

According to Aris (2008:10) the form of simple present:

A. Verbal

1. Affirmative form

S+V1+ (s/es)+O/C

a. He goes to school

b. They play football

2. Negative form

S + Do/Does + Not + V1

a. He does not go to school

b. They do not play football

3. Introgative form

Do/Does + S + V1

a. Does He go to school?

b. Do they play football?

B. Nominal

1. Affirmative form

S + BE (is, am, are) + O/C

a. He is at Home
b. They are beautiful

2. Negative form

S + BE (is, am, are) + not + O/C

a. He is not at Home
b. They are not beautiful

3. Introgative form

BE (is, am, are) + O/C

a. He is at Home
b. They are beautiful

2.4 The Present Continuous Tense

2.4.1 The Uses of Present Continuous tense

According to Azar (1989:11), in the present continuous expresses an activity that is in progress at the moment of speaking. In addition, Swan (1996:430) species

the use of present continuous tense to talk about temporary an action and situations that are going an around now.

1. To describe an action that is going on at this moment.

   Example: You are studying English Grammar.

2. To describe an action that is going on during this period of time or tried.

   Example: Are you still studying?

3. To discribe an action or event in the future, which has already been planned prepared.

   Example: We are discussing lesson English.

4. To discribe a temporary event or situation.

   Example: He usually plays the drums, but he is playing bass guitar tonight.

2.4.2 The Forms of Present Continuous Tense

Present Continuous tense can be formed in pattern: S + be + Ving. There are three forms of present progressive or continuous tense i.e. affirmative, negative, and introgative Thomson and Martinet (1986:185). More details presentation form of present continuous tense is as follows:

1. Affirmative form

   S + am/is/are + Verb + ing

   a. I am writing now

   b. She is playing piano

2. They are playing football

2. Negative form

S + am/is/are + Not + Verb + ing

a. I am not writing now

b. She is not playing piano

c. They are not playing football

3. Introgative form

am/is/are + S + Verb + ing

a. Am I writing now?

b. Is she playing piano?

c. Are they playing football?

2.5. Learning Cooperative

1. The Meaning

Cooperative learning is a strategy where the students study in small group that have different intelligence grade. In the learning cooperative, student study together in small group that consist of 3-6 students.

Every group divide become heterogeneous way, every member cooperate each other to understand about subject. Cooperative learning is a successful teaching strategy in which small teams. Each with student of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each

member of teams is responsible not only for learning what is taught but also for helping teammates learn. Thus creating an atmosphere of achievement. Student work through the assignment until all group members successfully understand and complete it (David and Roger Johnson, 2001).

Zakaria (2001) as quoted by Isjoni (2009) stated the purpose of cooperative learning is designe to involves students actively in the learning process pass through conversations with peers in small groups. It requires students to exchange opinions, provide questions and answers and to realize and foster the process of completion to a problem. Experimental and descriptive study undertaken to support the notion of cooperative learning can provide positive results to students.

The three main purposes of cooperative group work are to:

1. improve academic skills through working together,
2. to learn the necessary interpersonal skills required to complete the task and
3. to develop cognitive skills and metacognitive awareness (Steven & Slavin, 1995).

Much of the understanding in this area has been based around the research of Jhonson and Johnson (1987). The model that stems from their work outlines five essential elements of cooperative learning:

1. Positive Interdependence – students need to work together to complete the task.

2. Individual accountability – each student needs to develop a sense of responsibility towards completing the task and assisting other members.

3. Group and Individual reflection – it is necessary to reflect on the task and review goals.

4. Small group skills – teachers need to teach interpersonal skills so that the group function efficiently.

5. Face to face interaction – physical proximity is required to enable ease of communication.

2. Characteristic of Cooperative Learning

Learning cooperative is a learning model that every group had been getting individual purpose of his group member depends on group success. To get the purpose of individual in group, very influence a group member to be active to do everything to get successful for his group.

3. Cooperative Skills

In learning cooperative not only learn about material, but also need particular skills that called cooperative skills. In this cooperative skills have function to lunch

relationship work and duty between student and teacher. Relationship work part can be built by developing communication between group members. The skills are:

a. Cooperative grade beginning

1. Using agreement

It means that make agreement about opinion that will be used for increasing work relationship in working.

2. Contribute appreciate

It means that known what some or what other group do. It does not mean that always agree with other opinion, if you are not agree you can say that into critical.

3. Make turn and divide task

It means every member of group wants to change and carry out or responsibility in group.

4. Stay in the group.

5. Stay in assignment.

6. Pushed participation.

7. Respect in different individual.

b. Middle grade skills

1. To shoe appreciation and simpatic

It means that to respect, sense and sensitivity feel towards different opinion from different person.

2. To express disagreement with good way

3. Listen with active

4. Make Conclusion

5. To interpret

6. To arrange and organize

7. To receive responsibility

c. Capable grade skills

1. Collaboration

It means that to extend draft, conclusion and to connect opinion.

2. To examine principal conservation to get correct answer.

3. To enquire the truth.

4. To determine of purpose

2.6. Teaching Young learners

Young learners – age group 7 – 11 year. Teaching young learners requires the knowledge of knowing all the development differences. Understanding these differences can help a teacher to develop methods use in the process of teaching. Of course, it is not possible to say that every child of six will know this and that. Children still want to learn something new. When they know it, they are happy to present it and they feel more important.

According to (Farwaniya, 2009) there are some characteristics about young learners :

1. They have short attention span. So teachers should vary their techniques to break the boredom. they should give varied activities as handwriting , songs , games etc.

2. They are very active. Try to ask them to play games , role play dialogues and involve them in competitions.

3. They respond well to praising. Always encourage them and praise their work.

4. They differ in their experience of language. Treat them as a unit , don't favour those who know some English at the expense of those who do not know.

5. They are less shy than older learners. Ask them to repeat utterances , resort to mechanical drills.

6. They are imaginative. Use realia or pictures to teach new vocabulary related to concrete meanings.

7. They enjoy learning through playing. young learners learn best when they learn through games. Let games be an essential part of your teaching.

8. They are less shy than older learners.

9. They enjoy imitating and skilfull in listening accurately and mimicking what they have heard.

10. They respond well to rewards from the teacher.

11. They are imaginative but may have some difficulties distinguishing between imagination and real wrold.

It is very important to choose the right way of teaching for these little children. The teacher definitely has to be very sensitive to the children is needs and has to prepare the lessons well.

2.7. Past Study

1. Based on Riswanto (2012) researched Improving students' Pronounciation through Communicative Drilling Technique at SMA 07 Bengkulu.

2. Based on Desti Cahya Dewi (2011) researched Teaching Vocabulary Iregullar English Verbs through Drilling Technique.

3. Based on sebel (2012) researched using technique in teaching vocabulary of elementary school.

So, the writer interest to use drill technique to improve the fifth grade students' grammar at SDN 018 Kubang Jaya.

CHAPTER III

RESEARCH METHODOLOGY

3.1. The Research Design

This research is an experimental research. There are two groups: an experiment and a control group. The experiment group was taught by using Drilling and control group was taught without Drilling.

In this occasion, the writer used two variables: Drilling as independent variable and students' vocabulary in learning English as dependent variable.

According to Hatch and Farhady (1982:20) this research can be designed by using the following figure:

Table 3.1The Research Design

Group	Pre-test	Treatment	Post-test
E	T1	X	T2
C	T1	-	T2

Where :

E = Experiment Group

C = Control Group

X = Teaching vocabulary by using Drilling/Treatment

TI = Pretest

T2 = Posttest

3.2. The Location and Time of Research

This research will conduct at SDN 018 Kubang Jaya on Jl. Sekolah Kubang Raya Siak Hulu in 2012/2013 Academic year. This study conducted in April 2013.

3.3. The Population and Sample

3.3.1. Population

Gay (1987:102) population is the group of interest researcher, the group to which she or he would like the results of the study to be generalized. The population of this research was all the first gradestudents at SDN 018 Kubang Jaya. In academic year of 2012/2013. There were five classes consisting of 150 students.

Table 3.2The Population of Research

NO	Class	Number of students
1	V a	30
2	V b	30

3.3.2. Sample

Gay (1987: 101) says that sampling is the process of selecting individuals for study. Because of SDN 018 Kubang Jaya at the fifth Grade only has two classes, then the writer used total sampling because all population was taken to be sample of the research. The class V a for experiment group and class V b for control group.

Arikunto (1993: 107) states that of the population less than 100 participants the sample is taken 10-15% or 20-25% of them.

3.4. Research Material

The material will take from the students' book with title grow with English book 5. The materials were based on curriculum of Elementary School. There were several topics that will be taught for Elementary School students based on English curriculum for the fifth students at Elementary school.

3.5. The Research Procedure

3.5.1. Research procedure of Experimental Group

1. Greeting and take attendance list
2. Give pretest
3. Selected a topic for teach to students based on the lesson plan and Ask students to telling (brainstorming) and remember things based on the topic. (using Drilling)
4. Write student responses on the whiteboard
5. Divide class into small groups
6. Each group work to cluster the class list of words into subcategories.

7. Invite students to suggest a title or label for the groups of words they have formed

8. Give posttest

3.5.2. Research procedure of Control Group

1. Greeting and take attendance list

2. Give pretest

3. Select a topic for teach to students based on the lesson plan

4. Teach without using Drilling

5. Give posttest

3.6. Research Instrument

Instrument is a tool use to collect the data from the respondents of the research. In this research, the instrument was test. There are two kinds of tests administered to the respondents, they are: pre-test and post-test. The writer administers once of pre-test and once of post test. The instrument take from the students' book with title grow with English book 5

There is the blue print of the test:

Table 3.3 The Blue Print of the Test Items

No	Topic	Number of item test	Total number of test
1	Present tense	1,2,3,10,11,12,13,16,19,20	10
2	Present Continuous	4,5,6,7,8,9,14,15,17,18	10

3.7. Data Collection Technique

In order to get the data which are needed to support this research, the writer used pre-test and post-test. The data procedure of collecting data as follow:

1. Pre-Test

The writer administeredpre-test to the respondents of the research before applying Drilling in learning process to find out their total and mean scores in their English vocabulary improvement. The writer administered pre-test for both Experimental and Control Groups. The amount of questions for each pre-test is 20 items.

2. Treatment

The treatment will conduct to the experimental group only. The form of treatments is use of Drill technique. During the treatment, the writers try to see the

students' vocabulary ability. There were six topics that gave to students. So, the writer taught 6 times/meetings of teaching and learning process by Drill.

3.Post-Test

After administered the pre-test, the writer finally administered post-test to find out the improvement achieved by the respondents as the effect of applied Drilling to the students of Experimental Group. The data obtained at post-test is analyzed for research findings to see whether there is any significant different improvement made between Experimental group which was taught by Drill and Control Group which was taught through Conventional Teaching Technique in relation to their improvement in English vocabulary.

3.8. Data Analysis Technique

After distributing the test items at the pre test and post test, the writer analyzed the data quantitatively by using statistical analysis as in the following:

1. To find the mean score of each group. It can be calculated by the formula based on Brown (1988:66).

$$\overline{X} = \frac{\sum X}{N}$$

Where:

N = the number of students

$\sum X$ = sum of the raw score

$\overline{X}$ = the average score

2. To find out the result of the standard deviation of each group. It can be calculated by the formula based on Brown (1988:119).

$$S = \sqrt{\frac{\sum (X - \overline{X})^2}{N - 1}}$$

Where:

$\sum (X - \overline{X})^2$ = sigma of individual deviation of students score

S = standard deviation

N = the number of student

1 = constant number

3. Variance is used to measure the variability of each group. It can be calculated by the formula based on Brown (1988:166).

$$Variance(S)^2 = \frac{\sum (X - \overline{X})^2}{N - 1}$$

4. F_{obs} is used to know comparisons between means. It can be calculated by the formula based on Brown (1988:171).

$$F_{obs} = \frac{higher\ variance}{lower\ variance}$$

In order to check whether the scores are significantly different or not, the first formula that used to find the standard error or differences between means based on Hatch &Farhady (1982:112).

$$S_{(\overline{X_e}-\overline{X_c})} = \sqrt{\left(\frac{S_e}{\sqrt{n_1}}\right)^2 + \left(\frac{S_c}{\sqrt{n_2}}\right)^2}$$

After knowing the standard error of the means score, the second formula that used to find the *t* value based on Hatch &Farhady (1982:111).

$$T_{obs} = \frac{\overline{X_e} - \overline{X_c}}{S(\overline{X_e} - \overline{X_c})}$$

Where:

t = the value statistical significant of the mean difference will be judged

n_1 = the number of student in experimental group

n_2 = the number of student in control group

s_e = standard deviation of experimental group

s_c = standard deviation of control group

$\overline{X_e}$ = mean score of experimental group

$\overline{X_c}$ = mean score of control group

The final step is done to find out the t-score that is aimed to figure out the degree of freedom of two groups. It is used to the determined whether the t-score is a significant value. To find the degree of freedom, the following formula is used based on Hatch and Farhady (1982:112)

df = (N1+N2)-2

Where:

df = the degree of freedom of two group

N = the number of individual in two groups

I = constant number

If the value t-calculated is equal or lower than the value t-test on the degree of freedom (df) at $\sim = .05$ for two-tailed test, the null hypothesis is accepted. On the other hand, if the t-calculated is great than value t-table the null hypothesis is rejected. Therefore, the alternative hypothesis is accepted (Hatch and Farhady, 1982:110).

It was hoped, the final result of experimental group would be bigger than control group.

CHAPTER IV

THE PRESENTATION OF RESEARCH FINDING

This chapter presents the research finding that dealing with the data wich analyzed and interpreted. Data have been taken from given pre-test and post test of two groups, control group and experimental group. Data presented students' score wich improve from pre test and post test of each group in order to find out whether there was a significant difference between experimental group's achievement and control group's achievement. See the following table:

4.1 Research Finding

4.1.1. The Result of Pre –Test (Before Drill Technique)

Table 4.1 The Students' Individual Mark at the Pre Test

Students in Experiment Class	Score (X)	Students in Control Class	Score (X)
1	65	1	48

2	50	2	40
3	50	3	60
4	40	4	48
5	60	5	40
6	55	6	56
7	48	7	44
8	60	8	56

Table 4.1 The Students' Individual Mark at the Pre Test

(continue)

Students in Experiment Class	Score (X)	Students in Control Class	Score (X)
9	60	9	56
10	48	10	44
11	64	11	56
12	64	12	56
13	52	13	60
14	56	14	60
15	52	15	40
16	52	16	60
17	56	17	52
18	52	18	52
19	56	19	56
20	52	20	52

21	68	21	56
22	36	22	60
23	40	23	40
24	64	24	40
25	56	25	48
26	56	26	60
27	36	27	44

Table 4.1 The Students' Individual Mark at the Pre Test

(continue)

Students in Experiment Class	Score (X)	Students in Control Class	Score (X)
28	60	28	44
29	56	29	44
30	60	30	52
31	40	31	56
32	60	32	40
33	60	33	36
34	40	34	44
35	40	35	52
Experiment Class	$\sum X$ =1868	Control Class	$\sum X$ =1752

Pre-Test was conducted for both experimental group and control group. Pre-test was done before teaching learning process by using Drill Technique in experimental group. The lower score in experimental group and control group was 36 and the higher score in experimental group was 68 and in the control group was 60.

Table 4.2 The Students' Score of Pre Test

Experimental Class				Control Class			
Students	X	$\left(X-\overline{X}\right)$	$(X-\overline{X})^2$	Students	X	$\left(X-\overline{X}\right)$	$(X-\overline{X})^2$
1	56	2.6	6.8	1	48	-2.1	4.4

Table 4.2 The Students' Score of Pre Test

(continue)

Experimental Class				Control Class			
Students	X	$\left(X-\overline{X}\right)$	$(X-\overline{X})^2$	Students	X	$\left(X-\overline{X}\right)$	$(X-\overline{X})^2$
2	52	-1.4	1.9	2	40	-10.1	102
3	56	2.6	6.8	3	60	9.9	98
4	52	-1.4	1.9	4	48	-2.1	4.4
5	64	10.6	112.4	5	40	-10.1	102
6	44	-9.4	88.4	6	56	5.9	34.8
7	48	-5.4	29.2	7	44	-6.1	37.2
8	60	6.6	43.6	8	56	5.9	34.8
9	60	6.6	43.6	9	56	5.9	34.8

10	48	-5.4	29.2	10	44	-6.1	37.2
11	64	10.64	112.4	11	56	5.9	34.8
12	64	10.64	112.4	12	56	5.9	34.8
13	52	-1.4	1.9	13	60	9.9	98
14	56	2.6	6.8	14	60	9.9	98
15	52	-1.4	1.9	15	40	-10.1	102
16	52	-1.4	1.9	16	60	9.9	98
17	56	2.6	6.8	17	52	1.9	3.6
18	52	-1.4	1.9	18	52	1.9	3.6

Table 4.2 The Students' Score of Pre Test

(continue)

Experimental Class				Control Class			
Students	X	$\left(X-\overline{X}\right)$	$(X-\overline{X})^2$	Students	X	$\left(X-\overline{X}\right)$	$(X-\overline{X})^2$
19	56	2.6	6.8	19	56	5.9	34.8
20	52	-1.4	1.9	20	52	1.9	3.6
21	68	14.6	213.2	21	56	5.9	34.8
22	36	-17.4	302.7	22	60	9.9	98
23	40	-13.4	179.6	23	40	-10.1	102
24	64	10.6	112.4	24	40	-10.1	102
25	56	2.6	6.8	25	48	-2.1	4.4
26	56	2.6	6.8	26	60	9.9	98

27	36	-17.4	302.7	27	44	-6.1	37.2
28	60	6.6	43.6	28	44	-6.1	37.2
29	56	2.6	6.8	29	44	-6.1	37.2
30	60	6.6	43.6	30	52	1.9	3.6
31	40	-13.4	179.6	31	56	5.9	34.8
32	60	6.6	43.6	32	40	-10.1	102
33	60	6.6	43.6	33	36	-14.1	198.8
$\overline{X} = 53.4$		$\sum (X - \overline{X})^2 = 2462.7$		$\overline{X} = 50.1$		$\sum (X - \overline{X})^2 = 1931.6$	

The calculation from table 4.2 presented there was a slight difference in mean. The experimental group was 53.4 and the control group was 50.1.The result score of pre-test in experimental group as standard deviation was 8.5 and variance was 72.4 .Similarly the result score in control group as standard deviation was 7.5 and variance was 56.8. The pre-test score in each group can be seen in the following calculation.

Standar Deviation of Experimental Group Standar Deviation of Control Group

$$S = \sqrt{\frac{\sum\left(X - \overline{X}\right)^2}{N-1}}$$

$$= \sqrt{\frac{2462.7}{35-1}}$$

$$= \sqrt{\frac{2462.7}{34}}$$

$$= \sqrt{72.4}$$

$$= 8.5$$

$$S \sqrt{\frac{\sum\left(X - \overline{X}\right)^2}{N-1}}$$

$$= \sqrt{\frac{1931.6}{35-1}}$$

$$= \sqrt{\frac{1931.6}{34}}$$

$$= \sqrt{56.8}$$

$$= 7.5$$

Variance $S^2 = \frac{\sum\left(X - \overline{X}\right)^2}{N-1}$

$$= \frac{2462.7}{35-1}$$

$$= \frac{2462.7}{34} = 72.4$$

Variance $S^2 = \frac{\sum\left(X - \overline{X}\right)^2}{N-1}$

$$= \frac{1931.6}{35-1}$$

$$= \frac{1931.6}{34} = 56.8$$

Degree of Fredom

df = (N1-1) + (N2-1)

df = (35-1) + (35-1)

df = 34+34

df = 68

~ = .05

df 68 = 1.98

$F_{observed}$

$$F_{obs} = \frac{higher\ variance}{lower\ variance}$$

$$= \frac{72.4}{56.8}$$

$$= 1.2$$

$F_{obs} = 1.2$

F_{table} = 1.98 (*df 68*)

The calculation presented that $f_{observed}$ was lower than f_{table} = 1.2 < 1.98. it means both two groups were homogenous. Furthermore, the number each group was equal, the following formula is used:

Standard error or differences between mean

$$S_{(\overline{X_e}-\overline{X_c})} = \sqrt{\left(\frac{S_e}{\sqrt{n_1}}\right)^2 + \left(\frac{S_c}{\sqrt{n_2}}\right)^2}$$

$$= \sqrt{\left(\frac{8.5}{\sqrt{35}}\right)^2 + \left(\frac{7.5}{\sqrt{35}}\right)^2}$$

$$= \sqrt{\left(\frac{8.5}{5.9}\right)^2 + \left(\frac{7.5}{5.9}\right)^2}$$

$$= \sqrt{(1.4)^2 + (1.3)^2}$$

T-Calculation (t_{obs})

$$T_{obs} = \frac{\overline{X_e} - \overline{X_c}}{S\left(\overline{X_e} - \overline{X_c}\right)}$$

$$= \frac{53.4 - 50.1}{1.9}$$

$$= \frac{3.3}{1.9}$$

$$= 1.7$$

T_{table} = 2.000 (df 68)

$= \sqrt{2+1.7}$ $T_{Obs} < T_{Table}$

$= \sqrt{3.7}$

$= 1.9$

From the calculation presented $t_{observed}$ was 1.7. The value of t_{table} on the degree of freedom (df) 68 (35 – 1 + 35 – 1 = 68) at ~ = .05 level siqnificant for two-tail test was 2.000. As a result $t_{obsered}$ was lower than t_{table} (1.7 < 2.000).

4.1.2. The Result of Post-Test (After Using Drill Technique)

After doing treatment to experimental group by using Drill Technique, it was gained the score of both groups through the final English grammar test given at the end of the study. The score gained by the students are the data to be used in this research. The data is where the score of sample which were collected by administering a post-test of grammar at the end of the research. The post-test involved 66 students in which 33 students of experimental group and 33 students of control group .The post test consist of 20 items.

The result of Post- test can be seen in the table below :

Table 4.3 The Students' Individual Mark at the Post Test

Students in Experiment Class	Score (X)	Students in Control Class	Score (X)

1		1	
2		2	
3		3	
4		4	
5		5	
6		6	
7		7	
8		8	
9		9	
10		10	
11		11	
12		12	
13		13	
14		14	
15		15	
16		16	
17		17	
18		18	
19		19	

Table 4.3 The Students' Individual Mark at the Post Test

(Continue)

Students in Experiment Class	Score (X)	Students in Control Class	Score (X)
20		20	
21		21	
22		22	
23		23	
24		24	
25		25	
26		26	
27		27	
28		28	
29		29	
30		30	
31		31	
32		32	
33		33	
Experiment Class	$\sum X$ =	Control Class	$\sum X$ =

Post-test was done after teaching learning process by using Drill Technique in experimental group. The lower score in experimental group was 36 and control group was 32 and the higher score in experimental group was 100 and in the control group was 68.

Table 4.4 The Students' Score of Post Test

Experimental Class				Control Class			
Students	X	$\left(X-\overline{X}\right)$	$(X-\overline{X})^2$	Students	X	$\left(X-\overline{X}\right)$	$(X-\overline{X})^2$
1				1			
2				2			
3				3			
4				4			
5				5			
6				6			
7				7			
8				8			
9				9			
10				10			
11				11			
12				12			
13				13			
14				14			

Table 4.4 The Students' Score of Post Test

(continue)

Experimental Class				Control Class			
Students	X	$\left(X-\overline{X}\right)$	$(X-\overline{X})^2$	Students	X	$\left(X-\overline{X}\right)$	$(X-\overline{X})^2$

15				15			
16				16			
17				17			
18				18			
19				19			
20				20			
21				21			
22				22			
23				23			
24				24			
25				25			
26				26			
27				27			
28				28			
29				29			
30				30			
31				31			

Table 4.4 The Students' Score of Post Test

(continue)

Experimental Class				**Control Class**			
Students	X	$\left(X - \overline{X}\right)$	$(X - \overline{X})^2$	Students	X	$\left(X - \overline{X}\right)$	$(X - \overline{X})^2$
32				32			

33				33			
$\overline{X}$ =		=		$\overline{X}$ =		=	

The result of post-test after doing treatment by using Drill Technique for experimental group and without using Drill Technique for control group. Table 4.4 indicated the mean score of experimental group was … and control group was ….Therefore, it can be concluded that mean score of control group is lower than experimental group. In addition, the result in each group can be seen in the following calculation.

Standar Deviation of Experimental Group

$$S = \sqrt{\frac{\sum\left(X - \overline{X}\right)^2}{N-1}}$$

$$= \sqrt{\frac{4704}{35-1}} = \sqrt{\frac{4704}{34}}$$

$$= \sqrt{138.4}$$

$$= 11.8$$

Standar Deviation of Control Group

$$S = \sqrt{\frac{\sum\left(X - \overline{X}\right)^2}{N-1}}$$

$$= \sqrt{\frac{3040}{35-1}} = \sqrt{\frac{3040}{34}}$$

$$= \sqrt{89.4}$$

$$= 9.5$$

$$\text{Variance } S^2 = \frac{\sum\left(X - \overline{X}\right)^2}{N-1}$$

$$\text{Variance } S^2 = \frac{\sum\left(X - \overline{X}\right)^2}{N-1}$$

$$= \frac{4704}{35-1}$$

$$= \frac{4704}{34}$$

$$= 138.4$$

$$= \frac{3040}{35-1}$$

$$= \frac{3040}{34}$$

$$= 89.4$$

Degree of Fredom

df = (N1-1) + (N2-1)

df = (35-1) + (35-1)

df = 34+34

df = 68

~ = .05

df 68 = 1.98

$F_{observed}$

$$F_{obs} = \frac{higher\ variance}{lower\ variance}$$

$$= \frac{138.4}{89.4}$$

$$= 1.5$$

$F_{obs} = 1.5$

$F_{table} = 1.98$ (*df 68*)

In the calculation presented that $f_{observed}$ was lower than f_{table} = 1.5 < 1.98. it means both two groups were homogenous. Next, the number each group was equal, the following formula is used:

Standard error or differences between mean

T-Calculation (t_{obs})

$$S_{(\overline{X_e}-\overline{X_c})} = \sqrt{\left(\frac{S_e}{\sqrt{n_1}}\right)^2 + \left(\frac{S_c}{\sqrt{n_2}}\right)^2}$$

$$= \sqrt{\left(\frac{11.8}{\sqrt{35}}\right)^2 + \left(\frac{9.5}{\sqrt{35}}\right)^2}$$

$$= \sqrt{\left(\frac{11.8}{5.9}\right)^2 + \left(\frac{9.5}{5.9}\right)^2}$$

$$= \sqrt{(2)^2 + (1.6)^2}$$

$$= \sqrt{4 + 2.6}$$

$$= \sqrt{6.6}$$

$$= 2.6$$

$$T_{obs} = \frac{\overline{X_e} - \overline{X_c}}{S\left(\overline{X_e} - \overline{X_c}\right)}$$

$$= \frac{68 - 52}{2.6}$$

$$= \frac{16}{2.6}$$

$$= 6.2$$

T_{table} = 2.000 (df 68)

$T_{Obs} > T_{Table}$

Based on the calculation presented $t_{observed}$ was 6.2. Meanwhile, the value of t_{table} on the degree of freedom (df) 68 (35 – 1 + 35 – 1 = 68) at $\sim = .05$ in level siqnificant for two-tail test was 2.000. As a result $t_{obsered}$ was lower than t_{table} (6.2 > 2.000).

4.2 The Increasing of Students' score

The data calculation indicated that both control and experimental group had different result on their scores from pre-test and post-test. Differences of result in

control group and experimental group were in mean score, standard deviation and variance. The detail differences are seen below:

Table 4.5 The Result of Pre-test

	Control Group	Experiment Group
Mean Score	50.1	53.4
Standard Deviation	7.5	8.5
Variance	56.8	72.4

From table 4.5, shows the score of two groups Experimantal group and Control group in mean score, standard deviation, and variance in doing pre-test. We can see on the table above mean score made by experimental group 53.4 and control group 50.1. Standard deviation score by experimantal group was 8.5 and control group was 7.5. And variance score was made by experimental group 72.4 and control group 56.8. It means that there was no much score difference between experimental group and control group.

Table 4.6 The Result of Post-test

	Control Group	Experiment Group
Mean Score	52	68
Standard Deviation	9.5	11.8
Variance	89.4	138.4

From table 4.6, shows the score of two groups Experimantal group and Control group in mean score, standard deviation, and variance in doing post-test. We can see on the table above mean score made by experimental group 68 and control group 52. Standard deviation score by experimantal group was 11.8 and control group was 9.5. And variance score was made by experimental group 138.4 and control group 89.4.

Table 4.7 The Increasing of Control Group

	Pre-test	Post-test	Increasing
Mean Score	50.1	52	1.9 (%)
Standard Deviation	7.5	9.5	2 (%)
Variance	56.8	89.4	32.6 (%)

From table 4.7 shows the increase of the percentage score of the Control group from the pre-test until post test in mean was 1.9%, standard deviation was 2% and variance was 32.6%. We also can see that an increasing of students's result test in mean score, standard deviation, and variance of Control Group by traditional teaching.

Table 4.8 The Increasing of Experimental Group

	Pre-test	Post-test	Increasing
Mean Score	53.4	68	14.6 (%)

Standard Deviation	8.5	11.8	3.3 (%)
Variance	72.4	138.4	66 (%)

From table 4.8 shows the increase of the percentage score of the experimental group from the pre-test until post test in mean was 14.6%, standard deviation was 3.3% and variance was 66%. We also can see that an increasing of students's result test in mean score, standard deviation, variance of Experimantal Group by using Drill Technique in teaching vocabulary.

Table 4.9 The Total Increasing of Both Groups

	Control Group	Experimental Group	Increasing
Mean Score	1.9 (%)	14.6 (%)	12.7 (%)
Standard Deviation	2 (%)	3.3 (%)	1.3 (%)
Variance	32.6 (%)	66 (%)	33.4 (%)

From table 4.7, the writer got conclusion that the increase of the percentage mean score of Experimental group was higher than the Control group. It was 14.6>1.9 where the increase 12.7%. The standard deviation of Experimental group was also higher than Control group, it was 3.3>2 which increase up to 1.3%. The last variance of Experimental group was also higher than the Control group, it was 66>32.6 which increase up to 33.4%.

4.3 Interpretation of Research

4.3.1 Hypothesis Testing

According to Hatch and Farhady (1982:110), the null hypothesis is accepted whether the value t_{table} is greater than the value of $t_{calculated}$. However, whether $t_{calculated}$ is greater than the value of t_{table} the null hypothesis is rejected.

Based on the calculation of t_{test} above, it was clearly seen that the value of $t_{observed}$ was 6.2. Meanwhile, the value of t_{table} on the degree of freedom 68 at $\sim = .05$ in level significance for two tail-test was 2.000. As a result, there was significant different between $t_{observed}$ and $t_{table.}$ $T_{observed}$ is greater than t_{table} (6.2>2.000), the null hypothesis is rejected and the alternative hypothesis is accepted. So, there was significant improvement of using Drill Technique to improve students' grammar in learning English of year five students at elementary sshool 018 Kubang Raya.

From table 4.9, there was the increasing of percentage in mean score, standard deviation and variance of experimental group was higher than control group. The percentage of mean score in experimental group was 14.6 (%) and control group was 1.9 (%) where the increasing was 12.7 (%). The percentage of standard deviation in experimental group was 3.3 (%) and control group was 2 (%) where the increasing was 1.3 (%). Similarly in mean score and standard deviation, variance was too increasing 33.4 (%) with experimental group was 66 (%) and control group was 32.6 (%). Moreover, the used of Drill Technique to improve students' grammar at

experimental group had increase than control group who were not taught by Drill Technique.

The use of Drill Technique also increase students mark like M.Gery Syahbadry. when the pre test his mark only 64 and after taught by using Drill Technique, his mark in the post test become 84, where the increasing was 20 points. And rama fadillah when the pre test her mark only 60 and after taught by using Drill Technique, her mark in the post test become 84, where the increasing was 24 points. So, This proved that the use of Drill Technique can increase the students score in learning Grammar.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Dealing with the research findings analysis in chapter IV, the writer drew some conclusions. Firstly, the experimental group had significant improvement in students' vocabulary in learning English. It was described from the increasing of mean score in pre-test and post-test, which was from 53.4 became 68. In other words, the control group had mean score in pre-test only 50.1 and in post-test 52. Furthermore, it could be seen that the result of experimental group was higher than control group. It could be implied that List-Group-Label strategy was able to improve students' vocabulary in learning English of year five students at Elementary school 034 Tenayan Raya Pekanbaru.

Secondly, in testing hypothesis. It was clearly seen that the value of t_{obs} was 6.2. Meanwhile ,the value of t_{tab} on the degree of freedom 68 (df 35-1+35-1) at ~ =.0.5 level of significant difference between t_{obs} and t_{tab}. t_{obs} was much greater than t_{tab} (6.2 >2.000). therefore, it could be concluded that Alternative hypothesis was accepeted, and Null hypothesis was rejected. In other words, there was a significant improvement for the students who were taught by using List-Group-Label strategy in

students' vocabulary, also the use of LGL strategy was help students to active and interest in learning vocabulary.

5.2 Suggestions

Based on the results of the researched and conduct by the writer .Then the writer want to give suggestions that will be useful ,of course ,especially for English language teaching in the future can hopefully be increased in the teaching of English vocabulary.

5.2.1 Suggestions for elementary school English teacher

English language teaching elementary school was not easy for year five students. It will be better for the teachers if she can conduct every meeting using the right methods for the advancement of teaching English so that students do not bored and tired. List-Group-Label strategy is good to do in the classroom because this strategy maked students more active and interest in memorizing new vocabularies and the writer was successful to teach vocabularies by using List-Group-Label strategy and get satisfies result in the research .Furthermore it would be better if the teacher to try List-Group-Label strategy in the classroom correctly with topic and sub topic appropriate with curriculum in the school.

5.2.2 Suggestion for students in Elementary School

When the writer did treatment, the students very noisy and they were not seriously in learning .The writer hope for the next time ,the students want to follow

more seriously and do not noisy while the teacher is teaching and explain the lesson. English is a language that is very important at the present time. Therefore, students should be more seriously in learning. Do not play in the classrooms and do not feel bored with English ,because it will be very useful for elementary school students. In order to make students success in learning English and get good result, the students are required to pay attention and be more active in learning process.

1.2.3 Suggestions for the next researcher

The writer suggests that the other researchers can try this strategy by using any topic and sub topic related with curriculum at the school. List-Group-Label strategy can help in improve the students' vocabulary. Therefore, the writer suggets to the other researcher can improve the use of List-Group-Label for other language skill. And to the next researchers who are interested in carrying out the activities in similar topic of discussions next time, the writer expected that the next researchers can do better than what the writer had done in this research. Finally, the writer also expected that the existence of this thesis writing could provide significant contribution and valuable reference for those who will carry out the research in similar topic.

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