

CHAPTER II

REVIEWED OF RELATED LITERATURE

This section presents the relevant topics to give the theoretical bases for the topic under the study. It covers definition of drill technique, definition of dictation technique, and topics of concerns about nature of vocabulary and its role and language learning and the previous studies that are similar topics of interest.

A. Drill Technique

1. Definition of Drill Technique

Effective language teaching requires a teacher to have certain skills to teach language, for example in applying problem-solving techniques. To master skills in class-learning, intensive training is required. One method that applies exercise as its main focus is the drill method.

According to Pasaribu and Simanjuntak (1986: 64) *drill method* is a teaching method intended to acquire skills or mastery in what children learn by practicing the knowledge learned. In line with this opinion, Djamarah (2010:32) mentioned that the drill method, also called the training method, is a good way of teaching with the aim of instilling certain habits. It is also a means to maintain good habits.

The previous definition sum up that the drill method is a way of teaching by giving repetitive exercises about what has been taught by the teacher so that students gain certain knowledge and skills.

Roestiyah (1998) states that the purpose of drill technique is to :

- a. Develop motoric skills such as writing and using tools or media.
- b. Improve they are intellectual such as calculate
- c. Improve ability to correlate something to other things, such as a causal relationship, the use of symbols or symbols in maps, and so on.
- d. Obtain ability, the skills about practicing knowledge that has been learned whenever needed.

In this research, the objectives to be achieved from the application of this drill method are to improve the student's vocabulary mastery in English learning.

2. Variations of Drill Technique

In real teaching, the implementation of drill method is usually conducted in the forms of several techniques. Abdul (2007: 56) explained several forms of drill technique:

- a. **Work in Group**

This technique is done by teaching a group of students to solve a problem collaboratively by working on a given task.

- b. **Microteaching**

This technique is used to prepare students as prospective teachers to conduct teaching practice in front of the class so that they can gain valuable knowledge, skills, and attitudes as teachers.

c. Book Learning

This technique is used by teaching students through learning books (modules).

d. Independent Learning

It is carried out by asking students to learn on their own yet remain in the guidance of the teacher, both in class and outside the classroom.

The selection of drill methods for learning must be in accordance with the selection of material. In this study, the researcher used cake application, in which the drill method with independent learning technique was done because students were able to be independent and it is in accordance with the learning material, namely vocabulary in English.

B. Dictation Technique

1. Definition of Dictation Technique

According to Nation & Newton (2009: 59), dictation is a technique in which the learners receive some spoken input, hold this in their memory for a short period, and then write what they heard. This writing is affected by their skill in listening, their command of the language, and their ability to store what they have heard in their memory.

The value of dictation is increased if the learners know the mistakes they have made. Dictation would be most effective when it involves known vocabulary which is presented in unfamiliar collocations and constructions, and when there is an opportunity for

repetition of the material. The unfamiliar collocations and constructions are the learning goals of dictation. Focusing, keeping them in short-term memory, and repetition are the means of learning.

Sabine Walner (2014: 36), defined running dictation as the activity in which a learner encounters a text, reads it and then passes the information verbally to a partner who either has to write down the entire text or fill missing words into a gapped text.

From the previous discussion, it can be concluded that dictation is a fun strategy in teaching to motivate the students in learning vocabulary. This strategy can improve the student's skills in speaking, writing, listening, and reading. In this research, dictation would be used to improve the student's vocabulary mastery.

2. Variations of Dictation Technique

As an easily prepared activity, dictation can become a part of the regular classroom routine. The following variations can add variety to this routine and refocus the learning goal of the dictation activity (Nation & Newton, 2009: 62).

a. Running Dictation

A short dictation text typed in a large font is posted onto the wall outside the classroom. If the emphasis is on speaking and listening and not reading and writing, the teacher can sit outside the classroom and say the sentences to the learners. The students

work in pairs or small groups, which involve the runners and writers.

b. Guided Dictation

Nouns, verbs, adjectives, and adverbs are written on the blackboard in the same order as they are in the text. Thus, when the learners listen to the text they can give their attention to the other difficult words. If the words are written in sentence groups as they are in the text whole sentences instead of phrases can be read at once during the dictation. The words on the blackboard help the learners remember the complete sentences.

c. Peer Dictation

Peer dictation requires the learners work in pairs. One student reads a dictation while the other student writes. They only have limited time to do the dictation because as soon as one pair of learners has finished the dictation, they say "Stop!" and the rest of the class must stop working. The student whose task is writing can ask the other to repeat words or phrases and spell them aloud.

d. Unexploded

The teacher records a text onto a tape-recorder at normal speaking speed and without the pauses that would normally occur in a dictation. When working with the tape recorder, the learners have to make their own transcription of the text, using the rewind and pause buttons on the tape recorder to repeat the text until they can make an accurate transcription.

The dictation technique in this study must be in accordance with the media used, this is because the purpose of the dictation is similar, namely memorizing. This study uses a guided dictation technique where students are presented with the video in the *Cake* application, and they must listen to how the native speaker speaks. Then students would be asked to repeat it with the correct pronunciation through their cellphone microphone. Here we can know the ability of each student to listen to what the native speakers say in the video in the *Cake* application.

C. Vocabulary Mastery

Vocabulary mastery is competence to know words and their meanings. The students are not only expected to know the words but also to know their meanings. More detailed discussion on vocabulary is presented in the sections below:

1. Definition of Vocabulary

Vocabulary is the total number of words in a language all the words known to a person or used in a particular book, subject, etc. A list of words with their meaning especially one that accompanies a textbook (Hornby 1995: 1331). According to Muria Celc e-Murcia (2001), learning language cannot be separated from learning vocabulary. Vocabulary supports the speaker to express their opinions, ideas, and feelings in communication. Vocabulary is the most important component language because it affects the four language skills, there are listening,

speaking, reading, and writing. Related in to the importance of vocabulary learning is central to language acquisition whether the language first second or foreign. Averil (2006), say that generically, vocabulary is the knowledge of meanings of words also a central part of language.

In addition, Elfrieda and Michael (2005) stated that vocabulary is a powerful carrier of meaning. A learner, recognizing the communicative power of vocabulary, might reasonably aim to acquire a working knowledge of a large number of words. The more words students know well and can use, the more meaning they can communicate in a wide variety of circumstances.

To sum up vocabulary is the knowledge of words and word meanings. It is about the words in language used to express meaning. Therefore, learning vocabulary is a crucial matter in developing English for students. Vocabulary is important in learning language because vocabulary carries meaning which is use in communication.

2. Kinds of Vocabulary

There are some classified types of vocabulary by experts. Shepherd (1980) classifies vocabulary into two kinds: a receptive vocabulary and expressive vocabulary (productive vocabulary). Further, he defines the receptive vocabulary as the words known when the learner listens and reads. The receptive vocabulary is also called a passive process because the learner only receives thought from others. In communication, the receptive vocabulary is considered as the basic vocabulary. Later,

expressive vocabulary is defined as the words used when the learner speaks and writes.

On the other hand, according to Harmer (1991: 159), there are two kinds of vocabularies, active vocabulary and passive vocabulary. To make clear the writer explains both of them as follows:

a. Active Vocabulary

The active vocabulary means stock of word that a person actually uses in his own speech or writing. It is used in oral or written expression by the students.

b. Passive Vocabulary

The passive vocabulary means the words that the students recognize and understand them. They occur in a context or students need someone to say something that helps the recall the word meaning. It found in listening or reading materials. They will find the meanings of word when the real the words in a text and will know the meaning of the unknown word on the text.

In addition, Haycraft quoted by Hatch & Brown (1995), divides two kinds of vocabulary, namely receptive and productive vocabulary,

a. Receptive Vocabulary

Receptive vocabulary is words that the learners recognize and understand when they are used in the context, but which they cannot produce. It is vocabulary that the learners when they see or meet in reading text but do not use it in speaking and writing. The

receptive vocabulary is also called a passive process because the learner only receives thought form others.

In communication, the receptive vocabulary is considered the basic vocabulary. It is much larger than productive vocabulary because there are many words recognized when the learner hears or reads but do not use when he speaks or writes. In these respects, Richards and Rodgers (1987: 308) give a profound explanation that the listening vocabulary is larger than speaking vocabulary and similarly to the reading vocabulary that is relatively larger than writing vocabulary.

b. Productive Vocabulary

Productive Vocabulary is the words, which the learners understand, can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write the appropriate time. Therefore, productive vocabulary can be addressed as an active process because the learners can produce the words to express their thoughts to others.

According to Aebersold and Lee (139), the categories of knowledge about vocabulary can be identified as follow:

- a. Form: Readers recognize the word in print and distinguish its various grammatical forms (noun, verb, adjective, adverb).

- b. Position: Readers know the grammar patterns and structures in which a word can occur and the words that frequently appear before after it, the collocations.
- c. Function: Readers know how common or rare the word is and what types of situations and texts it would most likely occur.
- d. Meaning: Readers know the various meanings and nuances of a word as well as its synonyms.

Based on references above, we can know the classification of vocabulary that it has its own utility when it is used. Furthermore, words are a part of people's way of living or tools to communicate in language which is used by a person for showing and telling their opinion and ideas based on their need. In other words, the richness of person's vocabulary is popularly thought to be a reflection of level education.

3. The Importance of Vocabulary

As the vital element of the language, vocabulary should be learned and taught for the basis of language competence. It will be hard to master the language without mastering or understanding a certain number of vocabularies. Vocabulary is the first step to be taught before teaching other aspects of language. Zimmerman in Coady and Huckin (1997: 5) states that vocabulary is central to language and critical importance to the typical language learner. According to Burns and Broman (1975: 295) the position of an individual in society may be determined by the extent of his

knowledge of words and how to use them in manner appropriate to a particular place, time, and situation.

In addition, Wilkins (1982: 111) says that without grammar very little can be conveyed; without vocabulary nothing can be conveyed. It has to be realized that the student's ability to read, to write, to listen, and to speak is conditioned by their vocabulary. In reading ability, vocabulary helps learners in comprehending the text. In writing, it helps them to expand their ideas based on the topic sentence that they want. In listening, they comprehend and understand what other person speaks. In speaking ability, vocabulary facilitates the learners to explain their ideas orally.

4. Teaching English Vocabulary

There are some techniques that can be applied in teaching vocabulary in order to make students familiar with the vocabulary and understand new word easily. The technique functions not only to help the students grasp the meaning of the words quite easily, but also to vary the teaching activity in order to avoid the boredom on the part of students.

According to Allen, there are three techniques of teaching vocabulary:

- a. Alphabetical order: Even for a list of new words on the textbook page, alphabetizing way is appropriate in helping students to find a word.
- b. Showing the meaning of the words through pictures, explanation in mother tongue, and definition in simple English.
- c. Drawing attention to meaning before frilling words.

There are also varied ways a new word can be presented to learners, as follow:

a. Ideas for presenting specific items

Select an item from vocabulary taught in foreign language textbook you know. Think how the meaning of this item would best be presented to learners who are encountering it for the first time and write down some ideas.

b. Studying further techniques

Put your practical suggestions aside for the moment, study list of different techniques of presenting the meaning of new vocabulary.

c. Application and comparison

Identify which one or more of the techniques were used in your own idea for presentation.

Harmer (2001: 155) also gives the wide explanation about some technique for teaching vocabulary that is summarized as follows:

1) Demonstration

2) The teacher demonstrates the language where he/she wants to study by offering them there in action.

3) Explanation

The teacher explains the construction of language in diagram, using textbook, using board or OHP.

4) Discovery

The students can be encouraged to understand new language form by discovering them in a text or by looking at grammatical evidence in order to work out a grammar rule.

5) Check Question

The teacher can check question to see if students have understood the meaning and use in the text or paragraph.

6) Presentation

The teacher shows the things and does not present words to students, for example, picture, video and also use the mime, action, and gesture to present the words.

In conclusion, it shows that teaching vocabulary is how the teachers teach a list of a word with their meanings, especially in a book for learning a foreign language to the students. This is also an activity where the teacher gives the students' knowledge about vocabulary and how to use it in daily life. Not only for daily life, but vocabulary is very important in improving the students' skill in English.

5. Vocabulary Mastery

Vocabulary mastery is comprehensive knowledge or use of a subject or instrument (William Collins, 1979). Mastery derived from the word 'master', which means to become skilled or proficient in the use of, to gain complete knowledge through understanding. Norbert Schmitt (2000), stated that vocabulary mastery is competence to know words and meaning. Nation proposes the following list of the different kinds of knowledge that a

person must master in order to know a word. They are, (1) the meaning of the word, (2) the written form of the word, (3) the spoken form of the word, (4) the grammatical behavior of the word, (5) the collocations of the word, (6) the register of the word, (7) the associations of the word.

To sum up, vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. It is the basic knowledge that students should master first before mastering English. As Chen and Li (2009) acknowledge, vocabulary learning is a principal issue for English learning because it comprises the basic building blocks of English sentences. In learning four language skills, vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary. The larger the students master vocabulary, the better they perform their language. By having too limited vocabulary, the students will find difficulties in mastering reading and other skills. Thus, they will master the vocabulary through the simple words by listening the words which are uttered by someone else. It is known that English vocabulary learning cannot run successfully without English ability (English skills) because both of them are very important in English teaching and learning process.

C. Previous Study

This subsection discusses the previous studies that are relevant to the topic of this research. *Cake* Application characteristically applies drilling method, which seems good to improve one's vocabulary mastery.

Previous studies has indicated the effectiveness of using drill technique in improving students' vocabulary comprehension. One study by Schisler, Joseph, Konrad, Alber-Morgan (2010: 140) showed that after oral retelling, students's literal and inferential comprehension.

Their comprehension accuracy on the material given to them increases significantly upon receiving drill training. This finding was later supported by another finding from study by Putra (2018: 53). The study found that student's vocabulary comprehension significantly improved after being taught with drill technique. This improvement can be seen particularly in the way student recognizes intonation pattern.

Dictation method has also been found to improve EFL student's vocabulary mastery. Study conducted by Kuo (2010: 20) showed how students' vocabulary comprehension scores increased significantly after they received teaching using dictation technique. It is further supported by small study conducted by Cohen (2015: 50) to Japanese EFL students. The study found that vocabulary comprehension score increases slowly but steadily as in the Cohen's study, the increase was only detected after second post-test.

Based on these two previous studies, it can be concluded that drill and dictation techniques can contribute to the improvement of vocabulary mastery. Because of that, the use of *Cake* which is based on those two

techniques in this study is justified to improve vocabulary mastery of students who become subjects of this thesis.