IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH DRILL AND PRACTICE LEARNING METHOD ASSISTANCE BY MULTIMEDIA AT TENTH GRADE MA DDI LOMBO'NA

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ABSTRACT

This research aimed to find out the students' improvement in vocabulary mastery at tenth grade MA DDI Lombo'na through Drill and Practice Learning Method Assistance by Multimedia. The variables of this research were vocabulary mastery as the dependent variable and the Drill and Practice Learning method assistance by multimedia as the independent variable. This study employed a quantitative approach with a pre-experimental design using one group pre-test and post-test. The population was all tenth-grade students of MA DDI Lombo'na, while the sample was class X.A consisting of 15 students selected by purposive sampling. The research instruments were vocabulary tests in the form of word formation, matching, and descriptive questions. Data were collected through pre-test, three treatment sessions, and post-test, and were analyzed by calculating mean score, standard deviation, percentage, and paired sample t-test with the help of SPSS 22. The results showed that the students' mean score improved from 50.5% in the pre-test to 71.3% in the post-test. The significance value was 0.000 < 0.05 with the t-test value (19.764) higher than the t-table value (2.145), indicating a significant improvement. Therefore, it can be concluded that the Drill and Practice Learning method assistance by multimedia is effective in improving the vocabulary mastery of class X.A students at MA DDI Lombo'na.

Keywords: vocabulary mastery, drill and practice, multimedia

INTRODUCTION

In the era of globalization, English has become a crucial means for international communication in various fields, including education, business, and technology. Mastery of the English language is a fundamental need to adapt to global developments and compete on an international scale. As students prepare to engage in these fields, developing proficiency in English becomes essential. This proficiency involves various aspects, including vocabulary mastery, which is key to effective communication.

One important aspect of English proficiency is vocabulary mastery. A sufficient vocabulary is essential for effective communication. Without an adequate vocabulary, the communication process will be hindered, regardless of how well students understand grammar. Therefore, vocabulary development is fundamental in English learning, as it enables students to express ideas, comprehend materials, and communicate more effectively.

At the secondary education level, especially in grade 10, students are expected to have a basic command of English vocabulary. This vocabulary mastery is crucial for their ability to communicate both orally and in writing, as well as to use English in daily conversations and academic contexts. With a solid foundation in basic vocabulary, students can confidently continue their education to higher levels and prepare for competition in the global workforce.

However, field observations reveal that many grade 10 students still struggle to master basic vocabulary. Based on observations in tenth grade at MA DDI Lombo,na, many students are not yet able to use basic vocabulary correctly in daily conversations or classroom activities. This lack of vocabulary hinders their ability to construct simple sentences and respond to questions accurately. It also affects their speaking, writing, and comprehension skills overall.

This limitation in vocabulary mastery is caused by several factors, one of which is the lack of effective methods focusing on vocabulary development. Students are often asked to memorize vocabulary without adequate understanding of how to use these words in various contexts. The current teaching methods do not provide enough opportunities for students to practice vocabulary repeatedly and in context, which limits their vocabulary acquisition.

Previous research has explored the drill and practice method to improve learning outcomes and language skills, but it has a different focus and has not specifically examined the use of this method in multimedia-assisted English vocabulary acquisition. Vinarahmah (2022), focused on improving engagement and learning outcomes in English in primary schools through the drill and practice method, without focusing on specific vocabulary categories or the use of multimedia. Meanwhile, Hastensi’s (2020), research is more centered on speaking skills, showing the effectiveness of drill and practice in overcoming English speaking difficulties, but has not investigated the effect of this method on vocabulary acquisition with the help of multimedia. On the other hand, Astuti (2021), tested the drill and practice method in informatics subjects, showing that this method is effective in improving accuracy and independence, but not in the context of language learning.

Based on the description above, the researcher identifies a gap in the literature the use of drill and practice to improve vocabulary mastery in English, specifically in the context of nouns, verbs, and adjectives, with multimedia assistance. This gap indicates the need for further research that directly addresses how this method, when paired with multimedia tools, can enhance students' vocabulary acquisition in a more structured and engaging manner.

In relation to the aforementioned issues, the researcher offers a solution by applying the Drill Learning Model. Through the Drill method, students become active as they are directly involved in the subject, which increases their interest in the material or the subject itself. Besides enhancing students' interest in the subject, their English speaking skills and vocabulary mastery will also improve, as the method allows them to practice these skills directly according to the roles assigned. The Drill method enables students to engage in direct communication activities using English, which will develop their ability to use the language.

According to Sardiman in Hadi (2023), the term "Drill" comes from English and means repetitive practice, whether through "trial and error" or a specific routine procedure. This method provides students with ample opportunities to practice their skills. As explained by Hastenti (2020), the Drill method is an activity of repeatedly doing the same thing with determination to strengthen an association or perfect a skill until it becomes permanent. The distinctive feature of this method is the repetition of the same activity multiple times, thus forming knowledge or skills that are always ready to be utilized when needed.

RESEARCH METHOD

The type of research will use in this research is descriptive quantitative which uses a pre-experimental research design with the research design presented as follows:

O_1	X	O_2

One group pre-test and post-test

O_1 : Pre-test score (before treatment)

X : Treatment

O_2 : Post-test score (after treatment)

The pre-test and post-test are administered separately. The number of questions will be the same in the pre-test and post-test, namely 15 words formations, 10 make a match, and 15 essays. However, the form of the questions given will be the same in the pretest and posttest. The pre-test and post-test are administered separately. The number of questions will be the same in the pre-test and post-test, namely 15 words formations, 10 make a

match, and 15 essays. However, the form of the questions given will be the same in the pretest and posttest.

The technique will be use in data collection is pre-test and post-test. In this research, five meetings are conducted. It consists of the first meeting for the pre-test, three meetings for the treatment, and one meeting for the post-test. Each meeting has been achieved for 45 minutes or 2x45 minutes.

In analyzing the data collect through the pre-i and post-test the researcher used, the procedures follows:

a. Scoring the students correct answer of the vocabulary tesr by using formula:
   Students answer:

   Score = $\frac{B}{N}$ x 100

   Description:
   B : Number of questions correcly
   N : Number of Questions

b. The classification of the students score

Table 1. Classification of the students vocabulary

No	Classification	Score
1	Excellent	90-100
2	Very good	80-89
3	Good	70-79
4	Fairly good	60-69
5	Fair	50-59
6	Poor	40-49
7	Very poor	0-39

c. Found out the mean score of students vocabulary mastery activities used a statistical application, namely IBM SPSS Statistics 22.

d. Found out the significant difference between the pre-test and post- test scores by used the paired sample T-TEST with the help of the IBM SPSS Statistics 22.

   Calculating the prcentage of students improvement based on the pre-test and post-test.
   P = F/N x 100
   Description:

P : Rate percentace
F : Frequency of the correct answer
N : The total number of student

RESULTS

The findings of this research were obtained from the students' pre-test and post-test results. The pre-test was conducted before the treatment to measure students' initial vocabulary mastery, while the post-test was administered after the treatment to determine their improvement.

Table 2. Comparison of Frequency and Percentage in Pre-Test and Post Test

No	Classification	Score	Pre-Test		Post-Test	
			F	P	F	P
1	Excellent	90-100	-	-	-	-
2	Very good	80-89	-	-	5	33,3%
3	Good	70-79	-	-	3	20%
4	Fairly good	60-69	5	33,3%	5	33,3%
5	Fair	50-59	2	13,3%	2	13,3%
6	Poor	40-49	5	33,3%	-	-
7	Very poor	0-39	3	20%	-	-
Total Score			**15**	**100%**	**15**	**100%**
Mean			**50,5%**		**71,3%**	

Table 2 presents the comparison of frequency and percentage in the pre-test and post-test. The results show an overall improvement in students' vocabulary mastery after the implementation of the treatment.

Table 3. T-Test Value of Pre-test and Post-Test

Variable	T-Test Value	T-Table Value	Sig. (2 tailed)
X2 - X1	19,764	2,145	,000

Furthermore, Table 3 shows the result of the paired sample t-test. The significance value was 0.000, which is lower than 0.05, and the t-test value (19.764) was higher than the t-table value (2.145). These results indicate that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. This means that there was a statistically significant difference between the students' pre-test and post-test scores.

DISCUSSION

The findings of this study indicate that the implementation of the Drill and Practice method assisted by multimedia significantly improved students' vocabulary mastery. This improvement can be observed from the increase in students' mean scores, the shift in score distribution, and the statistical results obtained from the paired sample t-test.

Based on the comparison between the pre-test and post-test results, there was a clear improvement in students' vocabulary performance. In the pre-test, most students were classified into lower categories such as Poor and Very Poor, indicating that their initial vocabulary mastery was still limited. However, after the treatment, the distribution of scores shifted to higher categories, where students reached Fairly Good, Good, and Very Good levels. Notably, no students remained in the lowest categories after the treatment. This shift demonstrates that the learning method successfully helped students improve their vocabulary achievement.

The improvement in students' performance can be explained through the characteristics of the Drill and Practice method. The use of repeated exercises allowed students to reinforce their understanding of vocabulary. Through continuous practice, students became more familiar with word forms, meanings, and usage. This repetition helped strengthen their memory and made it easier for them to recall vocabulary during the post-test. As a result, students who initially had difficulties were able to show better performance after the treatment.

In addition, the integration of multimedia played an important role in supporting students' learning. The use of images, animations, and audio provided visual and contextual support that helped students understand vocabulary more effectively. Multimedia made abstract words more concrete and easier to remember. It also increased students' interest and engagement during the learning process. As a result, students were more motivated to participate actively in the activities, which contributed to their improvement in vocabulary mastery.

The statistical analysis further supports these findings. The result of the paired sample t-test showed that the significance value was 0.000, which is lower than 0.05, and the t-test value (19.764) was higher than the t-table value (2.145). This indicates that the difference between the pre-test and post-test results was statistically significant. Therefore, the improvement in students' vocabulary mastery was not caused by chance, but by the implementation of the Drill and Practice method assisted by multimedia.

Furthermore, the decrease in the standard deviation from the pre-test to the post-test indicates that students' scores became more consistent after the

treatment. This suggests that the method was effective not only for certain students but for the majority of the class. The reduction in score range also shows that the gap between low and high achievers decreased, indicating a more balanced level of vocabulary mastery among students.

These findings are consistent with previous studies. Hastensi (2020) found that the Drill and Practice method is effective in improving English language skills and helping students overcome learning difficulties through repetition. Similarly, Rahmawati (2024) reported that the integration of multimedia in learning activities increases students' engagement and facilitates vocabulary acquisition. In addition, Riyanto (2024) emphasized that multimedia can enhance students' motivation and support continuous learning. The consistency between this study and previous research strengthens the conclusion that the combination of Drill and Practice and multimedia is effective in improving students' vocabulary mastery.

However, it is important to note that several factors may have influenced the results of this study. Students' motivation, classroom interaction, and familiarity with the learning activities may have contributed to their improvement. Despite these factors, the overall findings indicate that the Drill and Practice method assisted by multimedia played a significant role in enhancing students' vocabulary mastery.

CONCLUSION

This study concludes that the implementation of the Drill and Practice method assisted by multimedia effectively improved students' vocabulary mastery. The improvement was reflected in the better performance of students after the treatment, indicating that repeated practice combined with multimedia support can enhance vocabulary understanding and retention.

These findings suggest that English teachers can use this method as an alternative strategy to improve vocabulary learning. Repetition helps strengthen students' memory, while multimedia supports comprehension and increases students' engagement in the learning process.

However, this study was limited by the use of a pre-experimental design without a control group and a relatively short treatment duration. Therefore, future research is recommended to involve a control group, apply the method over a longer period, and explore its effectiveness in different contexts or language skills.

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