

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. The use of drill technique in teaching vocabulary at Automotive Program, SMK NU Pekauman of eleventh grade students academic year 2015/2016

To know how the teacher used drill technique, the writer used observation and interview. The writer observed kinds of drill technique the teacher use, the use of drill technique by the teacher in teaching English actually in teaching vocabulary for automotive. The writer also checked the steps that teacher used in teaching English for automotive by using observation sheet and field note so that the data completed, in other words the writer knew about how is the use of drill technique by the English teacher in teaching vocabulary to the students from the process of teaching learning has done by teacher.

The detail of observation process which the writer has done can be seen from the teaching learning process at eleventh grade students of SMK NU Pekauman as followed the appendix.

a. First Meeting

Based on observation at first meeting on January 29th 2016 can be seen the teaching and learning process of vocabulary by using drill technique at eleventh grade students of SMK NU Pekauman in the following description:

1) Pre Activity

In pre activity, involved motivation and appreciation such as ask the lesson before or make correlation environment or other lesson. The activities are: the teacher opened the class by greeting to the students the teacher said *salam*, asked the students' condition and checking their attendance by calling their names one by one and everyone will raise their hand if they have present, gave instruction and guidance about learning activity, question and answer as appreciation and material has learned. Then the teacher prepared the material by turned on the projector.

2) While Activity

In while activity, the teacher taught with the topic about agreement and disagreement, the process of using drill technique on while activities are: the teacher showed a picture that was related to automotive (car picture), student was asked to guess about the picture, the teacher asked for students about agree or disagree toward students' answer to other students and then they read vocabulary in the picture (repeation drill) one by one after the teacher pointed out (individual drill). For example, the teacher said "ok guys, look at the picture and repeat after me, Ahmad, car" Ahmad said "car", and so on the teacher repeated the

vocabulary three times more if the students mispronounced the vocabulary.

Teacher showed a statement about agreement and disagreement, she read the expression and the students repeated it after her (repetition drill and chorus drill), for example, the teacher read the expression "I agree with you, he repaired the car", all of students repeated after her "I agree with you, he repaired the car" and so on such as I disagree, Anton is servicing the car, and I disagree with you, he replaced his color' car. The teacher repeated the vocabulary three times or more if the students mispronounced the vocabulary or sentences. The teacher allowed students to ask some questions. After that, students were asked to translate the expression and students' name was called to translate it.

Teacher showed a passage by entitled "Automotive", students were asked to read and understand the passage. The teacher read the passage and they repeated it and she read the vocabulary that were underlined in a passage (repetition drill and chorus drill). For example, the teacher said "ok guys, please look at the vocabulary in this slide that are underlined, repeat after me, car" all of students repeated "Car" and so on such as serviced, repaired, damaged, and replaced, and the teacher repeated the

vocabulary three times more if the students mispronounced the vocabulary.

And then the teacher allowed students to ask some questions. Then students was asked to answer multiple choice test about 5 items that is related to the passage, the teacher gave time to answer about 3 minutes per item, after the students finished to answer the test, the teacher called name student and ask to answer it, after that the teacher asked to other students about agreement or disasgreement toward answer's students.

3) Post Activity

Based on the writer's observation, the writer saw the activities that has done by teacher, before the class ended, the teacher asked students to remember the lesson that they have learnt before, the teacher asked them prepared their book. Then, the teacher asked one of the students to conclude their lesson that they have learnt. At the end of teaching and learning process, the teacher reviewed the lesson in brief, and gave the students opportunity to ask some questions, after that the teacher closed the lesson by *Hamdalah*.

b. Second Meeting

Based on observation at second meeting on February 05th 2016 can be seen the teaching and learning process of vocabulary by using

drill technique at eleventh grade students of SMK NU Pekauman in the following description:

1) Pre Activity

In pre activity, involved motivation and appreciation such as ask the lesson before or make correlation environment or other lesson. The activities are: the teacher opened the class by greeting to the students the teacher said *salam*, asked the students' condition and checking their attendance by calling their names one by one and everyone will raise their hand if they have present, gave instruction and guidance about learning activity, question and answer as appreciation and material has learned. Then the teacher prepares the material with turn on the projector.

2) While Activity

In while activity, the teacher taught with the topic about agreement and disagreement(continue from the material before), the process of using drill technique on while activities are: the teacher show a short conversation that is related to automotive program on projector. Then teacher read the expression and the students repeated it (repeatation drill and chorus drill), for example, the teacher read the expression on projector “ I agree with you, he is bringing a socket.” After that all of students repeated “I agree with you, he is bringing a socket” and so on,

and the teacher repeat the vocabulary three times more if the students mispronounced the vocabulary.

The teacher show a passage that is related to Automotive program, then she read the vocabulary that underlined in a passage and they repeated it. For example, the teacher said “ ok guys, please look at the vocabulary on projector that have underlined, motor vehicles” all of the students repeated “ motor vehicles” and so on, such as socket, scratches, removed, and nuts, the teacher repeated the vocabulary three times more if the students mispronounced the vocabulary.

The teacher asked the students to determine which of the conversation which includes agreement and disagreement and then she allowed students to ask some questions.

Teacher showed pictures that was related to automotive program on projector, each student was asked to give opinion about the pictures, and she asked students’ agreement or disagreement about the students’ opinion to the other students after that she allowed students to ask some questions. Then the teacher gave a test (5 pictures) to the students and they must give opinion about it by the time 5 minutes per item, they corrected the answer together. Each Student was asked to write the answer on white-board and then teacher read while corrected the students’ answer and students repeated it (repeation drill, individual drill,

and chorus drill). For example, a student, his name is Subhan that is asked to write down his answer on whiteboard, he wrote I agree with that, he is repairing the motor vehicles. After that the teacher read the sentence, the teacher said “ok, please repeat after me Subhan, I agree with that, he is repairing the motor vehicles”, Subhan said “I agree with that, he is repairing the motor vehicles”, the teacher said “ all of you, I agree with that, he is repairing the motor vehicles”, all of students repeated “I agree with that, he is repairing the motor vehicles” and so on, the teacher repeated the vocabulary three times more if the students mispronounced the vocabulary or sentences.

3) Post Activity

Based on the writer’s observation, the writer saw the activities that has done by teacher, before the class ended, the teacher asked students to remember the lesson that they have learnt before, the teacher asked them prepared their book. Then, the teacher asked one of the students to conclude their lesson that they have learnt. At the end of teaching and learning process, the teacher reviewed the lesson in brief, and gave the students opportunity to ask some questions, after that the teacher closed the lesson by *Hamdalah*.

c. Third Meeting

Based on observation at third meeting on February 12th 2016 can be seen the teaching and learning process of vocabulary by using drill technique at eleventh grade students of SMK NU Pekauman in the following description:

1) Pre Activity

In pre activity, involved motivation and appreciation such as ask the lesson before or make correlation environment or other lesson. The activities are: the teacher opened the class by greeting to the students the teacher said *salam*, asked the students' condition and checking their attendance by calling their names one by one and everyone will raise their hand if they have present, gave instruction and guidance about learning activity, question and answer as appreciation and material has learned. Then the teacher prepares the material with turn on the projector.

2) While Activity

In while activity, the teacher taught with the topic about passive voice, the process of using drill technique on while activities are: Teacher showed some sentences that was related to passive voice "simple present" which those sentences that related to automotive vocabulary such as the car is serviced by Ahmad, a plier is bought by Ali and so on. Then students was asked to identify those sentences and they gave responses about material

of passive voice. Teacher explained the material about passive voice (simple present) after the end of explained the material, she allowed students to ask some questions. Teacher made some active sentences such as Jeki brings scuffs, Arsyad buys nuts, and Zulkipli repairs the truck. Then the students made a passive voice and she read active sentences and they read passive sentences (transformation drill and chorus drill), but the teacher give example and explain about the technique. For example, the teacher said “ok guys, I will read the active sentence, and you chance to passive sentence, Jeki brings scuffs”, all of students said “Scuffs are brought by Jeki” and so on, the teacher repeated the vocabulary three times or more, if the students mispronounced or wrong in changed the vocabulary or sentences.

Students asked to make a sentence about passive voice sentence, teacher already provided automotive vocabulary to make a sentence, such as wiper, dealership, dents, rust, and scuffs. The teacher explained the role of the task. They was given 5 minutes to do it. Every students wrotedown a active sentence on the writeboard, after that the teacher read the students’ sentence that had written by students and the other students changed to the passive sentence (trasformation drill and chorus drill). For example, the students have been written down the active sentence on whiteboard, Andre take dents in the box, after that the teacher

said “ok guys, attention please, repeat after me, Andre take dents in the box” all of the students said “Dents are taken by Andre in the box” and so on, the teacher repeated the vocabulary three times more if the students mispronounced or wrong in changed the vocabulary or sentences.

3) Post Activity

Based on the writer’s observation, the writer saw the activities that has done by teacher, before the class ended, the teacher asked students to remember the lesson that they have learnt before, the teacher asked them prepared their book. She asked the students about the material today, the students answered the questions from the teacher, she also read some vocabulary on the white board loudly and asked to repeat after her.

Then, the teacher asked one of the students to conclude their lesson that they have learnt. After that the teacher gave homework based on the lesson material. At the end of teaching and learning process, the teacher reviewed the lesson in brief, and gave the students opportunity to ask some questions, after that the teacher closed the lesson by *Hamdalah*.

d. Forth Meeting

Based on observation at third meeting on February 26th 2016 can be seen the teaching and learning process of vocabulary by using

drill technique at eleventh grade students of SMK NU Pekauman in the following description:

1) Pre Activity

In pre activity, involved motivation and appreciation such as ask the lesson before or make correlation environment or other lesson. The activities are: the teacher opened the class by greeting to the students the teacher said *salam*, asked the students' condition and checking their attendance by calling their names one by one and everyone will raise their hand if they have present, gave instruction and guidance about learning activity, question and answer as appreciation and material has learned. Then the teacher prepares the material with turn on the projector. Students was given some guest many kinds title of descriptive text from description were given by teacher.

2) While Activity

In while activity, the teacher taught with the topic about description text, the process of using drill technique on while activities are: teacher showed a descriptive text about "car", she asked students to guess about genre and content of the text. Then students identified of material about text, and they gave respons of material about text. The teacher explained the descriptive text about generic structure. Teacher read the text and the students repeated it after that, she read the vocabulary that have given

underline and they repeated (repetition drill and chorus drill). For example, the teacher said “ok guys, please repeat after me, spillages” all of students said “spillages” and so on such as mechanic, brakes, inspected, and technician, the teacher repeated the vocabulary three times more if the students mispronounced or wrong in changed the vocabulary or sentences. The teacher allowed students to ask some questions. Teacher gave some questions to the students that is related to the text and students gave responses of the questions.

Teacher divided the students into 5 groups, they were asked to answer a close text and essay text following the text about “motorcycle”. Teacher asked students to understand the text, they were given 5 minutes and they discussed of the text about motorcycle. Teacher and students corrected the answer together after that, every group was asked to write the answer on whiteboard.

3) Post Activity

Based on the writer’s observation, the writer saw the activities that have been done by teacher, before the class ended, the teacher asked students to remember the lesson that they have learnt before, the teacher asked them to prepare their book. She asked the students about the material today, the students answered the questions from the teacher, she also read some vocabulary on the white board loudly and asked to repeat after her.

Then, the teacher asked one of the students to conclude their lesson that they have learnt. At the end of teaching and learning process, the teacher reviewed the lesson in brief, and gave the students opportunity to ask some questions, after that the teacher closed the lesson by *Hamdalah*.

e. Fifth Meeting

Based on observation at third meeting on March 4th 2016 can be seen the teaching and learning process of vocabulary by using drill technique at eleventh grade students of SMK NU Pekauman in the following description:

1) Pre Activity

In pre activity, involved motivation and appreciation such as ask the lesson before or make correlation environment or other lesson. The activities are: the teacher opened the class by greeting to the students the teacher said *salam*, asked the students' condition and checking their attendance by calling their names one by one and everyone will raise their hand if they have present, gave instruction and guidance about learning activity, question and answer as appreciation and material has learned. Then the teacher prepares the material with turn on the projector. Students was given some guest many kinds title of descriptive text from description were given by teacher.

2) While Activity

In while activity, the teacher taught with the topic making a request, the process of using drill technique on while activities are: teacher showed a short conversation (making a request) that was related to automotive program on projector. Teacher asked students to identify material about making a request and asked students to guess the material. Teacher read the short conversation and they repeated it (repetition drill and chorus drill), for example, the teacher said "ok guys, please repeat after me, Ahmad: may I borrow your hammer?" all of the students repeated "Ahmad: may I borrow your hammer?" the teacher " Rudi: yes, take it on the table" the students said "Rudi: yes, take it on the table" and so on, the teacher repeated the vocabulary three times more if the students mispronounced the vocabulary or sentences.

The teacher explained the material, and she gave opportunity for students to ask some questions. Teacher read the conversation and the students repeated it again more (repetition drill and chorus drill) the teacher said "ok guys, please repeat after me, Ahmad: may I borrow your hammer?" all of the students repeated " Ahmad: may I borrow your hammer?" the teacher " Rudi: yes, take it on the table" the students said "Rudi: yes, take it on the table" and so on, the teacher repeated the vocabulary three times more if the students mispronounced the vocabulary or sentences. After that she read the vocabulary that underlined in a

passage and then they repeated it more (repetition drill and chorus drill). For example, the teacher said “ok guys, please look at the vocabulary that have underlined, repeat after me, engine” and the students said “engine” and so on such as wheels, hammers, plier, and breaker bar, the teacher repeated the vocabulary three times more if the students mispronounced the vocabulary.

Teacher asked students to look for partner, and they made a short conversation about making a request in pairs by the time about 10 minutes to do it. Teacher have provided some pictures to help as guided students to make a conversation that is related to automotive program after that, students practiced the conversation in pairs in front of the class about making a request.

3) Post Activity

Based on the writer’s observation, the writer saw the activities that has done by teacher, before the class ended, the teacher asked students to remember the lesson that they have learnt before, the teacher asked them prepared their book. She asked the students about the material today, the students answered the questions from the teacher, she also read some vocabulary on the white board loudly and asked to repeat after her.

Then, the teacher asked one of the students to conclude their lesson that they have learnt. At the end of teaching and learning process, the teacher reviewed the lesson in brief, and gave the

students opportunity to ask some questions, after that the teacher closed the lesson by *Hamdalah*.

f. Sixth Meeting

Based on observation at third meeting on March 11th 2016 can be seen the teaching and learning process of vocabulary by using drill technique at eleventh grade students of SMK NU Pekauman in the following description:

1) Pre Activity

In pre activity, involved motivation and appreciation such as ask the lesson before or make correlation environment or other lesson. The activities are: the teacher opened the class by greeting to the students the teacher said *salam*, asked the students' condition and checking their attendance by calling their names one by one and everyone will raise their hand if they have present, gave instruction and guidance about learning activity, question and answer as appreciation and material has learned. Then the teacher prepares the material with turn on the projector.

2) While Activity

In while activity, the teacher taught with the topic about conditional sentence, the process of using drill technique on while activities are: teacher asked students to imagine using conditional sentence. Teacher showed some sentences about conditional sentence which those sentences related to automotive vocabulary

for example if I were to found the wrench, I would have given it to you. If they had not lost their clutch, they would have repaired the car. And then, students identified the material about conditional sentence and they gave responses about material of conditional sentence after that, teacher read them, and they repeated it (repeation drill and chorus drill). For example , the teacher said “Ok guys, please repeat after me, if I were to found the wrench, I would have given it to you” and the students repeated “if I were to found the wrench, I would have given it to you” and so on, the teacher repeated the vocabulary three times more if the students mispronounced the vocabulary or sentences.

Teacher explained the material, she gave oppurtunity for students to ask some questions. Students made a sentence about conditional sentence which the teacher already provided automotive vocabulary to make a sentence such as wrench, clutch, transmission, drive shaft, and fly well. they had given about 5 minutes to do it, they made a sentence then they identified the fact meaning of sentences about conditional sentence after that, students discussed the sentences.

3) Post Activity

Based on the writer’s observation, the writer saw the activities that has done by teacher, before the class ended, the teacher asked students to remember the lesson that they have

learnt before, the teacher asked them prepared their book. She asked the students about the material today, the students answered the questions from the teacher, she also read some vocabulary on the white board loudly and asked to repeat after her.

Then, the teacher asked one of the students to conclude their lesson that they have learnt. After that the teacher gave homework based on the lesson material. At the end of teaching and learning process, the teacher reviewed the lesson in brief, and gave the students opportunity to ask some questions, after that the teacher closed the lesson by *Hamdalah*.

g. Seventh Meeting

Based on observation at first meeting on January 29th 2016 can be seen the teaching and learning process of vocabulary by using drill technique at eleventh grade students of SMK NU Pekauman in the following description:

1) Pre Activity

In pre activity, involved motivation and appreciation such as ask the lesson before or make correlation environment or other lesson. The activities are: the teacher opened the class by greeting to the students the teacher said *salam*, asked the students' condition and checking their attendance by calling their names one by one and everyone will raise their hand if they have present, gave instruction and guidance about learning activity,

question and answer as appreciation and material has learned. Then the teacher prepares the material with turn on the projector. Students was given some guest many kinds title of analitical exposition text from description were given by teacher.

2) While Activity

In while activity, the teacher taught with the topic about analitical expository, the process of using drill technique on while activities are: teacher show a analitical exposition text about “Vehicle Modification Costs“, she asked students to guess about genre and content of the text. Then students identified of material about text, and they gave respons of material about text. The teacher explained the analitical exposition text about generic structure. Teacher read the text and the students repeated it (repeation drill and chorus drill). After that, she read the vocabulary that have given underline and they repeated again (repeation drill and chorus drill), for example, the teacher said “ok guys, please repeat after me, gear box” all of the students said “gearbox” and so on such as air horn, rear end, tail light, and spark plug. The teacher repeated the vocabulary three times more if the students mispronounced the vocabulary or sentences. She allowed students to ask some questions. Teacher gave some questions to the students that is related to the text and students gave responses of the questions.

Teacher divides the students into 5 group, they was asked to answer a close text and essay text following the text about “Valve Clearance shims”. Teacher asked students to understand the text, they was given 5 minutes and they discussed of the text about it. Teacher and students corrected the answer together after that, every group asked to write the answer on whiteboard.

3) Post Activity

Based on the writer’s observation, the writer saw the activities that has done by teacher, before the class ended, the teacher asked students to remember the lesson that they have learnt before, the teacher asked them prepared their book. She asked the students about the material today, the students answered the questions from the teacher, she also read some vocabulary on the white board loudly and asked to repeat after her.

Then, the teacher asked one of the students to conclude their lesson that they have learnt. At the end of teaching and learning process, the teacher reviewed the lesson in brief, and gave the students opportunity to ask some questions, after that the teacher closed the lesson by *Hamdalah*.

Based on the problem of statements in this research, they are: what kinds of drill techniques the teacher use in teaching English for specific purposes of vocabulary, how the use of drill technique in teaching vocabulary at Automotive Program, SMK NU Pekauman of eleventh grade

students academic year 2015/2016, and how are students' responses toward the technique.

Based on the observation and interviewed, the writer found that some drill techniques used in teaching English for spesific purposes of vocabularyat automotive program, SMK NU Pekauman of eleventh grade students, at least they are:

- a. Repetation Drill
- b. Individual Drill
- c. Chorus Drill
- d. Transformation Drill

2. The students' responses to the use drill technique at eleventh grade students of SMK NU Pekauman academic year 2015/2016

Based on observation and interview, the writer has known about students' responses to the use of drill technique at eleventh grade students (automotive program) of SMK NU Pekauman. From the result that students' response in learning English for Automotive by using drill technique on 1st until 4st meeting arefun, enjoy and relax during the teahing and learning process in the classroom. They quite enthusiastic in the first lesson. The students also help to remember about vocabulary especially automotive vocabulary from the teacher clearly because she always drill those vocabulary. As well as the students like and interested to deepen English lesson.

From 5st until 7st meetings, students' responses toward drill technique is begin less interesting to students, they felt bored toward the lesson. But over all using drill technique in teaching vocabulary gives many benefit.

B. Discussion

The data that have been collected from the observation, interview, test and documentary are processed and presented on the table and described in findings. Then the data is analyzed and reported systmatically based on the statemant of the problem that are about the use of drill technique in teaching vocabulary, students' responses to the use drill technique and also students' mastery toward vocabulary of English for specific purposes at eleventh grade students at automotive program, SMK NU Pekauman. For further description, it is known from analysis below.

1. The use of Drill Technique in Teching Vocabulary of eleventh grade students at automotive program, SMK NU Pekauman

Based on the research result from observation, it can be known that drill technique is used by English teacher teaching in the classroom, with schedule that have been specified by using Pre activity, while activity, and post activity. And It can be know from the step or activities of teaching vocabulary that used by the teacher, student's response and students' mastery in vocabulary of automotive program.

There are three activities the teacher did pre activity, while activity, and post activity:

a. Pre Activity

This step aimed to make the students get ready to study. Based on observation from 1st until 7th meeting were found that the teacher greeted the students, asking them who student did not present. This step aimed to remind the students about the previous lesson and how their response it that has been given by teacher. The teacher is successful in stimulating their interest and motivation before started the lesson, and she sometimes give warming up to them.

Warming up is one of important aspect in teaching, because it is the first activity of the lesson. By using it can foster motivation and make the students to focus to learn, as Eragamreddy (2013) using warming up activities can be one way to bring variation in class activity and to make the students curious, focus their attention, provide the purpose and motivation (Akther, 2014 , p.1). Warming up activities are designed to attract students' attention, to help them put aside distracting thoughts, and to get them ready to focus on whatever activities that follow. If the teacher use right warm up, in other hand the teacher use a fun warm up activity, it can be raise energy level, produce relaxed, less inhibited students, and also have created a positive atmosphere to practice and experiment with the language. As

Cotter (2014) the warming up can open the class session, it sets the atmosphere and expectation of the lesson.

In this phase the teacher also successful engganges the students to the lesson by giving statement and question related to the topic because it will help teacher so that the students ready to learn and interest toward learning English from their responses. And, previously teacher always prepared all of things that he need for teaching based on her material.

Teacher preparation is an important part of every lesson because it will help you in teaching, such as helps students develop the knowledge and skill they need in the classroom, more likely to remain in teaching, and can produce higher students achievement. A teacher should know exactly what materials and in what order he will give the lesson. According to Darling-Hammond (2006) teacher preparation is important because teacher knowledge of teaching and learning, subject metter knowledge, experience, and the combined set of qualifications measured by teacher licensure are all leading factors in teacher affecriveness (NCATE, p.3). Based on observation, teacher preparation in teaching such as the projector, material (book, picture, ppt).

The material have to appropriate with students' need such as dialogue, text, passage or picture that related to automotive program. In this school, especially automotive program use materias and in

teaching vocabulary also appropriate with automotive. as Stevens (1988) that ESP focuses on the students' needs and implies a wide variety of resources of language (Lin, 2013, p. 2).

b. While Activity

Based on the observations, In while activity, the teacher taught English especially vocabulary of English for automotive with the various of topic. On 1st meeting, the teacher introduced the list of agreement and disagreement expression to students, and the teacher also intruded a passage. On 2nd and 5th meeting, the teacher introduced a short conversation about agreement and disagreement and making a request. On 3rd and 6th meeting, the teacher introduced some sentences about passive voice and conditional sentence. And on 4th and 7th meeting, the teacher introduced a short text about descriptive text and analytical expository text. From the observation, the teacher always introduced a new expression/ dialogue/ conversation/ vocabulary/ passage appropriate with material and context as Freeman (2003) said language forms do not occur by themselves, they occur most naturally within context (p. 42). All of the material always related to automotive program.

In the other hand, a teacher actually have to appropriate all of things that related to the students' need and program. Automotive program that also learn English (listening, speaking, reading and writing) not only General English but English that related to

Automotive (English for Automotive), so Materials also have to have a very purpose-related orientation which Dornyei (2001) believes is an essential component of any material designed for specific purposes. Having a clear purpose behind materials also promotes motivation (in Brunton, 2009, p.7).

Based on observation on 1st, 2nd, and 5th meetings, the process of using drill technique on while activities are: the teacher showed a picture that was related to automotive, the teacher often used media such as pictures, dialogue, conversation, passage and text that is related to the material and automotive program. She also used audio visual media such as projector and whiteboard to easier teaching and learning process. The use of media is very important in teaching learning process, because it can help teacher to support in her teaching so that more interesting, understanding etc. As Edwin (2004, p. 123) stated media is one of very important aspect in teaching and learning process. It can be used to help students understand the lesson easier when the instructional material is too complex. Use of media may encourage the students solve their problem in learning English.

Using verbal and nonverbal cued often used by the teacher in teaching vocabulary such as spoken cues and picture cues. Freeman (2003, p. 43) said students should learn to respond to both verbal and nonverbal stimuli. In while activity, on 1st and 2nd meeting used both of cued, which the teacher gave guest and picture to students that is

related to the material, and on 4th until 7th meeting just used spoken cues. Those cues would help the teacher easy to lead and make deepen understanding to the students. As according to Paulston and Bruder (1976) that the drill enable a students to produce target language quickly in response to cues without necessarily understanding it.

Students were asked to guess or identify about the picture/ short conversation/ passage/ short text, it makes both teacher and students aware of what they are going to do during the class. It is better for the teacher to make the students more active and enthusiastic. Before the lesson started, she sometimes stimulate the students by giving them.

The teacher gave explaining the material to the students, after that the teacher asked some questions to students about the materials, if there was they have not understood yet. After that the teacher read vocabulary in the picture (on projeytor)and then the students repeated it (Repeation drill or transformation drill) what teachers' said individually(individual drill) or whole class (chorus drill).

Using drill technique to introduce new vocabulary through lines of the short dialogue/ conversation/text, passage or expression and of course appropriate some vocabulary that was related to automotive vocabulary. And they are limited.

Based on observation, the teacher used repeation drill because can be shown that the teacher says models (the word or phrases) and

the students repeat it. According to Freeman (2003, p. 48) which students are asked to repeat the teacher's model as accurately and as quickly as possible. This drill is most often used to teach by her in seventh meetings. Because in this drill easiest to use by the teacher. The teacher used this technique almost all of material such as, dialogue, passage, short text and vocabulary.

Repeation drill can be seen from first until seventh meeting in the classroom. The teacher can use media to support the technique, in the media, the teacher inserted the vocabulary in the picture, the teacher asked the students to follow what she said toward the vocabulary. For example, the teacher said "ok guys, please look at the picture, and repeat after me. Car." The students said "car." Besides using media, the teacher can give clues to students.

Elliot J. and Awasthi, L.D. (1999, p. 33) said that Individual drill which every students (one by one) repeat after teacher. It is important that the teachers find out that students have mastered the item being drilled. For example, For example, the teacher said "ok guys, look at the picture and repeat after me, Ahmad, car" Ahmad said "car", and continue the other students. This drill is found on 1st, and 2nd meetings, teacher asked individual student, specially weaker students to check. If weaker students have mastered the item in question, the majority of students can be expected to have done so too. Based on

observation and interview in the class, this level rare to use by teacher because it need more time.

According to Elliot J. and Awasthi, L.D. (1999, p. 33), Chorus drill which the whole class repeats after the teacher. The teacher asked the students (all of the students in the class) to repeated the vocabulary after her. For example, the teacher said “ok guys, please look at the vocabulary in this slide that underlined, repeat after me, car” all of students repeated “Car”. This drill that most often used by teacher in the classroom. This drill almost is found all of meetings.

In teaching vocabulary to help learning by using drill technique in the classroom, the language teacher in drill technique used only the target language in the classroom. For example, using pictures to give meaning otherwise which Freeman (2003, p. 42) said the native language and the target language have separate linguistic systems. They should be kept apart so that the students’ native language interferes as little as possible with the students’ attempts to acquire the target language. All of them were used in drill technique, because one part of this technique is lead of target language.

As Brown (2001) stays that picture is “old-fashioned but that is very helpful as media in an instruction” (p. 143). In applying both of those techniques, the researcher used pictures related to the topic as the media to substitute a word or give a students cue in order to make

the students be easier in reaching target language and achieving vocabulary.

On 3rd meeting, when the teacher taught grammar “passive voice, she gave no grammar rules, but grammatical points are taught through examples and drills as Freeman (2003, p. 44) stated the learning of foreign language should be the same as the acquisition of the native language. We do not need to memorize rules in order to use our native language. The rules necessary use the target language will be figured out or inducted from examples.

The teacher made some active sentences then the students made a passive voice and she read active sentences and they read passive sentences (transformation drill). Transformation drill is the teacher gives students a certain kind of sentence pattern. This drill very accurate to use in learning grammar and increase the students’ vocabulary especially automotive vocabulary. For example, the teacher said “ok guys, I will read the active sentence, and you chance to passive sentence, Jeki brings scuffs”, all of students said “Scuffs are brought by Jeki”. As Freeman (2003. P.48) said the teacher gives students a certain kind of sentence pattern, and affirmative 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 reported speech. This drill is found on 3rd meeting.

Based on observation on 2nd until 4th meeting, the teacher writes the material such as a short dialogue/conversation, sentences, etc or asked students to writes on whiteboard toward the end in while activity. They did some limited written work with the material and vocabulary or sentences drill. Freeman (2003, p. 44) said that speech is more basic to language than the written form. The 'natural order' the order children follow when learning their native language of skill acquisition is: listening, speaking, reading, and writing.

When the teacher used drill technique which the students was asked to repeat the material such as short dialogue/conversation, expression, passage, or vocabulary, the teacher repeated it two times or more. She also introduced the drills by modeling the correct answer; at other times, she corrects mispronunciation by modeling the proper sounds in the target language. Freeman (2003, p. 42) said one of the teacher's major roles is that of a model of the target language. Teachers should provide students with a good model. By listening to how it is supposed to sound, students should be able to mimic the model.

The students repeated each line or word or sentence of the new dialogue/ vocabulary/ passage several times. Based on observation the teacher asked students to repeated the material as often as

possible, because more often repeated the faster and easier to remember it. Appropriate with Freeman (2003, p. 43), language learning is a process of habit formation. The more often something is repeated, the stronger the habit and the greater the learning.

Along the drill technique used in teaching and learning process, the teacher inserted positive reinforcement when the students answer correctly, for example the teacher said "very good". By the use of positive reinforcement, it can help them to improve their motivation, spirit, attention etc. Freeman (2003, p. 43) said positive reinforcement helps the students to develop correct habits. By using it can increase the chance that students will continue to choose these positive habit.

Teacher did the evaluation by giving the exercise or test to the students with limit of time. Based on the observation, the teacher often used test by using picture, multiple choice, cloze test, change sentence, translation, and make a dialogue. The purpose of evaluation according to Jabbarifar (2009, p.2) is to give students the opportunity to show what they have learned rather than catching them out or to show what they have not learn. Evaluation can be called feedback for teacher and students.

c. Post Activity

This step is to sum up the teaching and learning process and activities. The observation showed that the teacher summarized the

lesson to make the students get the idea about what they have learnt. After then, in this activity the teacher can know what the students could understand or not teacher has taught. From this activity that used by the teacher, it can be concluded that teaching and learning vocabulary is good because the student more enjoy and fun in learning english for automotive and the teacher always used all activities of teaching process.

So, from the activities that are used by the teacher, it can be concluded that the teaching and learning vocabulary through drill technique at eleventh grade of SMK NU Pekauman is good category, because the teacher uses the techniques of teaching vocabulary of English for automotive well. In line with the theory of teaching vocabulary through drill technique that has been presented in chapter II that teaching and learning process will happen if teacher's need to make a procedure of teaching forpresenting the materials with the aim to reach the target language.

2. The students' responses to the use drill technique at eleventh grade students of SMK NU Pekauman academic year 2015/2016

Based on the observation, students' interview and also with the English teacher that the students of the eleventh grade students in SMK NU Pekauman give two responses when they study English vocabulary using drill technique. Students' responses on 1st until 4th meeting are fun,

and enjoy, happy, enthusiastic to join the lesson. As McCaul (1973) students enjoy drills and the teacher should make the drills contextualised situational and interesting (p.6). Drills have many benefits to students and help them in learning English such as the students easier to remember vocabulary especially English for automotive as well as repair their pronunciation. And also Dakin (1973, p.48) says that drills are supposed to train the learner to talk by helping him/her master the basic structural patterns of the language. Using good media to support this technique such as picture and it will have great advantages to students and teacher.

Whereas on 5th until 7th meeting, students' responses began boring toward this technique because the teacher just used same technique. Based on interview with the teacher, she said that the students will bore if a teacher always used same technique in his/her teaching. As Mumford (2002, p. 7) said Unfortunately simple repetition can bore students. And according to Fauziah (2013, p. 6) that by the drill, the teacher will complain about the amount of time required (longer), and the students will complain or feel about the boredom caused by the drill pattern which continuous use. As a teacher have to be creative so that the students not boring toward the lesson. Creative can mean a teacher has various of techniques, strategies, and methods to teaching, and also various media that used in teaching.

The use of appropriate methods will be able to improve teaching and learning, students motivation and learning results. Moreover English

as a foreign language for beginner. In addition, can cover the limitations that may hamper the quality of the learning process and results of learning English in the school.

The use of the drill technique is a practice that should be done repeatedly or continuously by students to gain specific knowledge and skill to become permanent, steady, and can be used at any time automatically. Thus, the drill method of learning has advantages that can expand students' understanding and being able to use knowledge, as well as their skill as is already accustomed.