II. FRAME OF THEORIES

This chapter discusses about the concept of vocabulary, concept of teaching learning vocabulary,concept of noun, concept of verb, concept of adjective, concept of adverb, concept of drill, principles of drill, substitution and cued response drills as the technique in teaching English vocabulary, procedure of teaching English vocabulary through drill, the advantages and disadvantages of drill, theoretical assumption, and hypothesis.

2.1 Concept of Vocabulary

Vocabulary is a basic part of a language. In making a simple or a complete sentence, vocabulary has an important role. It cannot be separated from the language when learning listening, speaking, writing, and reading. Rivers (1970: 462) states that it would be impossible to learn a language without vocabulary. Dellar H. and Hocking D. in Harmer (2004) state *"if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words."* According to Dellar H. and Hocking D. theory, it means that vocabulary is a great aspect in communication, without grammar somebody can build a communication but without vocabulary it can be nothing.

Learning vocabulary does not mean understanding the meaning of the words only, spelling and how to pronounce were parts of vocabulary. Hatch and Brown (1995: 1) define vocabulary as a list or set of words for a particular language or a list or set of word that individual speakers of language might use. It can help the students to prove their four skills; there are listening, speaking, writing, and reading. It can be inferred that vocabulary is important factor of learning language because if we have many vocabularies of language we can practice the language in our daily life (Novita, 2011:10). In the other word, the quality and quantity of a communication that happen in our activity was measured by the mastery of vocabulary.

There are many forms of vocabulary. Kamil and Hiebert (2005:3) state that generally, vocabulary is the knowledge of meanings of words. They divide vocabulary into four types, there are :

1. Oral Vocabulary

   Oral vocabulary is the set of words for which we know the meanings when we speak or read orally.

2. Print Vocabulary

   Print vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral represesntation. As they learn to read, print vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary.

3. Productive vocabulary

Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.

4. Receptive or Recognition Vocabulary

Receptive or recognition vocabulary is that set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use.

In the other hand, Nation (1990: 19) describes that vocabulary into four types, namely:

1. High Frequency Word

These words occur frequently in all of texts. It consists mainly of short words that cannot be broken into meaningful, such as *age*, *people*, *find*, etc.

2. Academic Vocabulary

These words are useful for learners who study in upper secondary school or at university or in a technical institute. The examples of these words are *converse*, *energy*, *afficient*, *design*, etc.

3. Technical Vocabulary

These words occur only in limited area, within a certain topic or subject area. They may occur several times but they are unlikely to occur in text outside that subject area, for examples *fossil*, *squid*, *dinosaur*, *lever*, etc.

4. Low Frequency Words

These words occur only one in the text and they are unlikely to be met again for long time. These words are very large groups which are made from much smaller number of word part. The words impose for example, are made of two parts → *im* and → *pose*.

Fries (1974) stated that vocabulary are classified into four types, there are:

1. Content Words represent:

   a. Name of subject or things, that is nouns. According to Frank (1972:6) noun can be classified into five types. They are proper noun (*Mr. Adam, Paris, Dutchman*), concrete noun (*boy, girl*), abstract noun (*honesty, beauty*), countable (*doors, cars*) or non countable noun (*sand, coffee*), and collective noun (*group, gank*).

      Example:

      1. <u>Paris</u> is the center of world's fashion.

      2. He likes her <u>beauty</u>.

      3. They put some <u>chairs</u> in the room.

      4. <u>The comminttee</u> looks tired after the event.

   b. Action done by with those things, that is: verbs. According to Frank (1972:47) verbs are divided into five types, they are predicative or linking verbs (*look, seem*), transitive verbs (*eat, see*), intransitive verbs (*sleep, walk*), reflective verbs (*express oneself, wash oneself*), auxiliary verbs (*be, am, is*), and finite or in-finite verbs.

Example :

- ✓ *He <u>looks</u> confused.*

- ✓ *My sister <u>writes</u> a letter for me.*

- ✓ *He <u>washes</u> his car.*

<div align="right">Renata (2011: 10)</div>

c. Qualities of the things, that is: adjectives. According to Frank (1972:109) adjectives are classified into : determiners (*the, a, an*), demonstrative adjectives (*this, that*), possessive adjectives (*my, your, the girl's*), numeral adjectives (*four, fourth, twenty, twentieth*), adjective of indefinite quantity (*some, few*), relative and interrogative adjectives (*which, whose*), descriptive adjectives (*a French dish, a Catholic church*), participle adjectives (*a bored student*), and adjective compounds (*a good-looking girl, a never-to-be-forgotten plot*).

Example :

- ✓ *We will visit <u>the</u> museum today.*

- ✓ *She left <u>her</u> purse.*

- ✓ *My mother cooked <u>a French dish</u> for dinner.*

- ✓ *Sarah is <u>a good-looking girl</u>.*

<div align="right">(Renata, 2011: 10)</div>

d. How the action done, that is: adverbs. According to Frank (1972:148), he classify the adverb into five categories. They are adverbs of manner (*loudly, freely*), adverbs of place (*inside, there*), adverbs of time (*last week, next month*), adverbs of frequency (*seldom, often*) and adverbs of degree (*completely, very*).

Example :

- ✓ *She walks <u>slowly</u>.*
- ✓ *He puts the present <u>inside</u> the box.*
- ✓ *He will visit an orphanage <u>tomorrow</u>.*
- ✓ *He <u>sometimes</u> go swimming.*
- ✓ *He was <u>very</u> angry.*

Renata (2011: 11)

2. Function Words are those words, which one is used as a means of expressing relation of grammar or structure, such as conjunctions (*and, but, however*).

Example :

- ✓ *Rina <u>and</u> Rini go swimming.*
- ✓ *Andi is as clever as Indah <u>but</u> Ronnie is not.*

3. Substitute Words, those which represent the individual things or specific action as substitutes for whole form classes of words (*anybody, anyone, somebody*).

Example :

- ✓ *<u>Everyone</u> has left the room.*
- ✓ *<u>Nobody</u> is perfect.*

4. Distributed Words, those are distributed in use according to grammatical matter as the presence or absence of a negative, such as any, either, neither, etc.

Example :

- ✓ *You do not allow passing this line and <u>neither</u> do I.*

✓   *She cannot finih the task and I do not <u>either</u>.*

Vocabulary itself include the nouns, verbs, adjectives, and adverbs (include into content words). Content words are forms of vocabulary that always be found in our daily communication. Novita (2011: 11) states that content words are often used in communication. Content words consist of noun, verb, adjective, and adverb.

According to the concepts of vocabulary above, the researcher has a notion that vocabulary is an important role in learning a language. Meanwhile, for some students, it is difficult to remember the new words that are strange for them, because they are not accustomed of it. Murcia (1987:253) says that students often claim that their primary problem in acquiring English is lack of vocabulary. A great number of vocabularies that is mastered by the students helped them to communicate with the others, in oral or written form. Vocabulary is defined as a stock of words used by the people, a particular class or people or even a person (Wallace, 1986: 30).

Vocabulary is not strange anymore, it is an enjoy thing in learning if the students know about the classification of the words (especially in content words). Therefore, content words could cover the material of this research, kind of occupation. Concerning the reason above, the researcher focus on content words in this research in order to help the students in increasing their vocabulary achievement and make them be easier to reach target language.

2.2 Concept of Teaching Learning Vocabulary

Teaching is an activity that is causing the students to understand about they have learnt. Thus, after the teacher teach the students, she or he hope they (the students) understand what the teacher has taught in the end of teaching learning process so the teacher must choose the best method or techniques to make the students attract to the subject. Teaching vocabulary can be meaningful if the teacher conducts the process of teaching learning by using two or more techniques. It is supported by Harmer (2004:47) that teachers need to think of creative ways of developing activity to ensure memorability.

Choosing the right technique to teach is better to do in the big class because with the right technique making the students able to reach the target language of the subject. According to Nation (1990: 5) there are four vocabulary that will be considered by the teacher :

1. The word is very frequent and important for the learners.
2. The word causes particular difficulty.
3. The word is needed for another activity.
4. The word contains features or regular patterns. Knowledge of these patterns will help learners master words more easily.

As Nation (1990:44) states that it is important for teachers where English is not used much outside the classroom to know whether they can rely on a coursebook to provide enough repetition for vocabulary learning to be possible. On the other words, the statement means that the teacher needs to repeat the vocabulary often

on teaching learning process, the aim is making the students understand what they have learnt.

Harmer (1991: 23) states that language students need to learn what words mean and how they are used. Students need a process to remember words or phrases after studying and teachers must to keep the new kind of exercises and to serve the different learning styles in order to make the students understand the learning process. As Nation (1990: 18) states, there are three things to be taught in teaching vocabulary :

1. Teaching the words form, they are spelling and pronounciation.
2. Teaching the meaning of the words.
3. Teaching the use of the words.

Scoot (2007) states that there are five basics instructional method of teaching vocabulary , there are:

1. Defitional methods

   Include of anything where a student is given a word and a definition. The student may be given a list or words and have to look them upin a dictionary or the teacher may simply give an oral definition for new vocabulary words without discussing the meaning beyond definition.

2. Contextual methods of vocabulary instruction

   Asking the students to create a meaning for a word based on the rest of sentence or paragraph. The instructional method also teaches students how to use a new vocabulary in the right context by writing original sentences using the new words.

3. Organizational or semantic framework instruction

   Students learn relationship between and among similar words. This type of instruction includes the use of concepts maps, semantics maps, and other graphics organizer.

4. Mnemonic instructional methods

   make use of vital image as a way of help students learn and remember new terminology. Instead of memorizing abstract definition, students are encouraged the picture something that helps them associate a word meaning.

5. Structural methods of vocabulary instruction

   Showing the students how to look at the parts of the word for clues about what the new word means.

In the process of learning vocabulary, the students learn the meaning, then they learn the pronounciation and spelling of its word, which are supported by the structure or grammar, the purpose is to enable the students to communicate both in written and spoken or oral form (Darmajati, 2003:9).

Darmajati (2003:9) mentions that learning vocabulary is a process of receiving the knowledge about word of language. The aim of all teaching learning process is the students can catch the meaning of the subject that the teacher explains, especially in vocabulary, and they able to answer the test correctly. In addition, the students cannot get that meaning (from what teacher explains about) in the same time.

The role of the teacher as a guide is important. Using her or his voice and body movement can be useful in tranferring the material because the process of

transferring the new words need a lot of time, but when the teacher teaches the new words to the students, he or she also teach the students how to pronounce and how to spell it because both of them (pronouncing and spelling) cannot be separated. Therefore, learning vocabulary is same like learning all aspects on the language.

Kustarjo (1988: 24) describes five possible ways of learning vocabulary, there are as follow:

1. Learning vocabulary through creativity

   The teacher lets students decide many choices by themselves what they want. The teacher can choose any techniques which enable students to be creative in producing vocabulary, e.g.: game, picture, drama, flashcards, etc.

2. Learning vocabulary through context clues

   The teacher can use a context clue in a word recognition by figuring out of meaning of a word based on the clues in the sorrounding context. The teacher can give students synonyms, antonyms, or definition of words.

3. Learning vocabulary through guessing

   The teacher can encourage students to guess and to consult the words learned. Guessing correctly, the student should have a good rational. The teacher can give an example by pronouncing sentence, and then the student guess the word.

4. Learning vocabulary through derivation

   The teacher involves the four classes of word in the passion of accuracy in English sentence patterns; the teacher asks the student to derive the words,

for example : employ – verb, employer – noun, employable – adjective, etc.

5. Learning vocabulary through definition

The teacher guides students to define the meaning of words into the correct sentence. For example: a voter is someone who votes.

In this research, the researcher focused in learning vocabulary through drill. Drill is a technique which is the part of audio lingual method. The purpose of its technique is making the language learners to master English in short time by doing oral exercise continually (See page 28).

2.3 Concept of Noun

Noun is the name of thing or subject. Furthermore, in Renata (2011:20) Frank (1972:6) classified noun into five categories:

1. Proper noun (*Mr. John Smith, Paris, Dutchman, Thanksgiving Day*)

Examples :

✓ *Mr. John is my favorite teacher.*

✓ *Paris is the center of wold's fashion.*

2. Concrete noun (*book, pencil*)

Examples :

✓ *This is Yulita's book.*

✓ *She needs a pencil.*

3. Abstract noun (*beauty, justice*)

Examples :

✓ *He likes her beauty.*

✓ *He disappointed with Indonesia's justice.*

4. Countable noun (*chairs, tables*)

Example :

✓ *I need some chairs for this room.*

✓ *We need some tables for our cafe.*

Uncountable noun (*sugar, coffee, sand, water*)

Examples :

✓ *Give me a glass of water.*

✓ *How much sugar do you want?*

6. Collective noun (*class, crew, committee*)

Examples :

✓ *We are trans 7's crew.*

✓ *The class is so big.*

Based on the example above, concrete noun is the noun that can be touched by somebody, abstract noun is the noun that can not be touch but it can be felt and looked, countable noun is the noun that can be counted and uncountable noun is the noun that can not be counted by somebody and need a media to measure the quantity of its thing. Considering the defitions of each types of nouns, the researcher conducted the research only focus on proper noun in order to make the students be easier to learn vocabulary.

2.4 Concept of Verb

Verb is the name of an action done. According to Crystal (1995: 206) verb is the words which express an action or help to make a statement. There are some types of verb :

1. Auxiliary verb

    This helping verb assists the main verb in a clause to express several basic grammatical contrasts, such as in a person, number and tense. They do not follow the same grammatical rules as main verb, which is why they must be considered as a separate class. Auxiliaries can be used before the word "not". It is also put before the subject in order to ask a question.

    The examples are:
    - ✓ *They <u>do</u> not understand what he said.*
    - ✓ *<u>Does</u> she have a boyfriend?*
    - ✓ *Sinta <u>does</u> not want to meet her anymore.*

2. Inchoative verb

    Inchoative verb is a verb that describes a change of state. The examples of inchoative verb are *freeze, dry, burn, rise, etc.* The examples are:
    - ✓ *The refrigerator freezes everything in it.*
    - ✓ *The fire burns the wood.*

3. Modals

    The function of modals is only as an auxiliary verb, expressing meaning which is much less definable, focused, and independent than those of lexical verbs. There are nine verbs in this class: *can, could, may, might,*

will, would, shall, should and with *dare, need, ought to* and *used to* having a very similar function.

Examples of using modals in sentences:

- ✓ *I <u>will</u> go to the beach.*

- ✓ *You <u>should</u> obey your parents.*

4. Phrasal verb

   Phrasal verb is a set of verbs which demonstrate some unique properties. It appears with what looks to be a preposition, traditionally referred to as particle.

   Here are the examples of phrasal verb:

   - ✓ *The plane <u>took off</u>.*

   - ✓ *I am <u>looking for</u> my watch.*

5. Regular and irregular verb

   A regular verb is the verb that follows the pattern of taking *–ed* for the past tense and past participle or *–d* if the word ends in e, such as *walk = walked,* for example:

   - ✓ *He <u>walked</u> alone to school.*

   An irregular verb is the verb that does not take the *–ed* ending for the past tense and past participle forms. Some irregular verbs do not change: *put = put = put,* while others change completely: *drink, drank, drunk,* for examples:

   - ✓ *He <u>put</u> my book on the table.*

   - ✓ *She <u>drank</u> a cup of milk.*

According to Frank (1972:47) restated by Renata (2011:9), verb can be classified into five types, there are :

1. Predicative or linking verbs (*be, seem, look*)

    Examples :

    - ✓ *The flowers seem very beautiful.*
    - ✓ *I look for him.*

2. Transitive verbs (*eat, see*)

    Examples :

    - ✓ *I see him.*
    - ✓ *I eat my breakfast.*

3. Intransitive verbs (*sleep, walk*)

    Examples :

    - ✓ *She sleeps in the morning.*
    - ✓ *They walk around the garden.*

4. Reflective verbs (*express oneself, wash oneself*)

    Examples :

    - ✓ *He washes his car by himself.*
    - ✓ *He buys a bar of chocolate for himself.*

5. Auxiliary verbs (*be, have, do*)

    Examples :

    - ✓ *I am happy.*
    - ✓ *I do my homeworks.*

Considering the defitions of each types of verbs above, the researcher conducted the research only focus on irregular and regular verb in order to make the students be easier to learn and comprehend the target language, especially on mastering those types.

2.5 Concept of Adjective

It is the name of qualities of the things. According to Crystal (1995) It is the word used to qualify noun and pronoun. An adjective modifies a noun or a pronoun by describing, identifying, or quantifying words. An adjective usually recedes the noun or the pronoun which it modifies.

In the following examples, the underline words are adjectives:

- ✓ *The small boat foundered on the wine dark sea.*
- ✓ *The back room was filled with large, yellow rain boots.*

An adjective can be modified by an adverb, or by a phrase or clause functioning as an adverb in the sentence, for example:

- ✓ *My husband knits intricately patterned mittens.*

1. Possessive adjective

    A possessive adjective (*my, your, her, his, its, our, and their*) is similar or identical to a possessive pronoun; however, it is used as an adjective and modifies a noun or a noun phrase, as in following sentences:

    - ✓ *I can't complete my assignment because I don't have the text book.*
    - ✓ *What is your phone number?*

2. Demonstrative Adjective

The demonstrative adjective *this, these, that, those,* and *what* are the identical to the demonstrative pronouns, but are used as adjectives to modify nouns or noun phrases, as in the following sentences:

✓ *When the librarian tripped over <u>that</u> cord, she dropped a pile of books.*

✓ *<u>This</u> apartment needs to be fumigated.*

Frank (1972:109) categorizes the types of adjectives into several form :

1. Determiners articles (the, a, an)

2. Demonstrative adjectives (this, that)

3. Possessive adjectives (my, your)

4. Numeral adjectives (four, fourth)

5. Adjective of indefinite quantity (some, few, many)

6. Relative and interrogative adjectives (whose, which)

7. Descriptive adjectives (Catholic church, mosque)

8. Participle adjectives (an interesting book)

9. Adjectives compound (a good-looking girl)

Generally,adjective can be classified into four categories. There are:

1. Attribute adjectives. Adjectives that modify noun. Example :

✓ *Nice girl*. ("*nice*" precedes "*girl*")

2. Predicative adjectives. Example:

✓ *They are hungry*. ("*hungry*" modifies "*they*" and linked or connected by "*are*")

3. Absolute adjectives. Adjectives that modify subject of sentence, noun, or pronoun.

   Example :

   The girl with blue skinny jeans is my sister.

4. Nominal adjectives. Example :

   Playing with the young man. ("*the young*" is nominal adjective, means "*that which is young*").

According to the explanation of the types of adjectives above, the researcher used to apply adjective of indefinite quality in this research. It was caused the type was suitable of the students level, junior high school, and it was very often used in daily communication with some people.

2.6 Concept of Adverb

Adverb is the way of the action done or modifies the verbs. adverbs can modify another adverb (*very carelessly*).

According to Frank (1972), adverbs devided into several categories :

1. Adverbs of manner (*loudly, freely*).

   Example :

   Your voice, loudly please...!

2. Adverbs of place (*inside, there*).

   Example :

   I want to go there.

3. Adverbs of time (*last week, next month*).

   Example :

I will visit you next month.

4. Adverbs of frequency (*seldom, often*).

    Example :

    He calls me too often.

b. Adverbs of degree (*completely, very*).

    Example :

    He is very young.

Based on the defition of types of adverb above, the researcher deals to use adverb of frequency and manner in applying content words in treatments and vocabulary test. It caused both of adverb were appropriate in junior high school syllabus and their level.

According to the explanation of the content words above, the researher focused in applying the four aspects of content words in order to make the students more interested in increasing their vocabulary achievement and sharpen their creativity in combining the four aspects of content words into a good sentence when they used substitution and cued response drills in learning English Vocabulary. The four aspects above were applied not only in the treatments, but also in vocabulary test. Thus, it helped the students to comprehend the means of target language and made them to master it for a long time.

2.7 Concept of Drill

Drill is a key feature of audio lingual approaches to language teaching which is emphasis on oral communication part. In the other hand, as known, drill is a part

from audio lingual method, which is introduced in United States of America (USA) in 1940s (Setiyadi, 2006:53).

In Audio Lingual Method, the main focus of its is the oral communication of the target language come first, and the understanding of its meaning come later, after the learners know how to pronounce the target language achieved. Therefore, the teacher gives the students conversation without reading and writing but the teacher gives them listening and speaking step at the beginning and also exercises how to pronounce and spell the target language with the right pronounciation.

Drill, itself, is a technique where is creating the teaching learning process as a media for the students to practice the new words in regular time and continually with the purpose to make their mastering vocabulary permanently and strengthen the students' ability to communicate to the other students actively.

There are many kinds of drill. Setiyadi (2006: 63-66) explained 13 types of drill in his book, as follow:

1. Repetition Drill. This drill is the simplest drill that istused in learning language patterns. It is used at the very beginning of language class.

   Example   :

   T   : I study in the morning.

   S1 : I study in the morning.

   T   : I work in the morning.

   S1 : I work in the morning.

2. Substitution Drill. Language learners are required to replace one word with another.

    Example   :

    T   : John is cold.

    T   : hungry.

    S1 : Johnn is hungry.

    T   : in the class.

    S2 : John is in the class.

3. Transformation Drill. Language learners are required to change entences from negative to positive, from positive to interrogative, or from simple present tense to simple past tense depending on the instruction from the teacher.

    Example   :

    T   : The book is new.

    S   : Is the book new?

    T   : We are in the class.

    S   : Are we in the class?

4. Replacement Drill. It is the same drill as the substitution drill but it involves with a replacement (replace a noun with a pronoun).

    Example   :

    T   : I like the book.

    S1 : I like it.

5. Response Drill. Language learners respond to somebody's sentence. in this drill the answers are patterned after the questions. The drill may involve "wh" questions or "yes/no" questions.

   Example   :

   T1 : Alice is at school.

   T2 : Where is Alice?

   T3 : At school.

6. Cued Response Drill. In this drill the students are provided with a cue before or after the question.

   Example :

   T   : What did the man buy? (A book)

   S   : The man bought a book.

7. Rejoinder Drill. It is almost similar with thee cued response drill. But in this technique the students are given instrunction of how to respond the teacher statement.

   Example   :

   T   : Come to my house. (Be polite)

   S   : Would you like to come to my house.

   T   : Your idea is not good. (Disagree)

   S   : I disagree with your idea.

8. Restatement. The students rephrase an utterance and address it to somebody else, according to the content of the utterance.

   Example   :

T   : Tell him where you live.

S   : I live at Raden Intan Street no. 5.

9. Completion Drill. The students are told to supply a missing word in a sentence or statement.

Example   :

T   : I bring my book and you bring ....

S   : I bring my book and you bring your book.

10. Expansion Drill. The students build up a statement by adding a word or phrase.

Example   :

T   : Mathematics.

S   : We study mathematics.

T   : Everyday.

S   : We study mathematics everyday.

11. Contraction Drill. The students replace a phrase or clause with a word or an expressions that will make the sentence be simple.

Example   :

T   : I did not mean to kill the bird.

S   : I did not mean it.

T   : Do not go to that place.

S   : Do not go there.

12. Integration Drill. The students combine two separate statements.

Example   :

T   : Which one do you think is true? The earth goes around the sun or the sun goes around the earth.

S   : I think the eath goes around the sun.

13. Translation Drill. The students may translate a sentence from their mother tongue/L1/Bahasa into the target language.

The teacher can use more than one drill in teaching learning process. Using two or three drills will be better during it can be balance in conveying the target language.

In this research, the researcher focus on the using of Substitution and Cued Response Drills as the techniques in teaching learning activity to increase the students' vocabulary achievement. In addition, both of the techniques are closely with Audio Lingual Method and the researcher assumes those of the techniques can make the students be easier to reach the target language in mastering vocabulary.

2.8 Principles of Drill

Drill has some principles which are important to be known before teaching learning activity is running. The principles are :

1. The students must be given an explanation about the target language before they do the exercises.

2. At the beginning of teaching learning process, the perfect result from the practicing with drill technique will not run well. It indicates that the process of absorbing to the understanding about drill and target language are in processing.

3. The practice is relatively in the short time.

4. Exercises are given systematically.

The principles above as a measurement for the students and the teacher to build the effective teaching and learning process in order to reach the vocabulary achievement. The teacher being a guide and a corrector for the students when they are practicing a conversation or something else. Correcting the mistakes of the students directly when they are practicing to pronounce the new words helped them to revise their mistakes at that time.

2.9 Substitution and Cued Response Drills as the Techniques in Teaching English Vocabulary

In this research, the researcher use typical technique closely with the Audio Lingual method, those are **Substitution** and **Cued Response Drills** because the students can repeat the teacher's statement as quickly and accurately.

2.9.1 Substitution Drill

Substitution drill can be used to practice different structures or vocabulary items (i. e one word or more word change during the drill). It can change with a pronoun, number, gender, job, activity, etc. (Setiyadi, 2006:63).

Example:

(The teacher shows a picture that relate to the things that is mentioned, then she asks the students' to repeat after the teacher).

Teacher   : Marry is a doctor.

Teacher   : nurse.

Students   : Marry is a nurse.

Teacher   : dentist.

Students   : Marry is a dentist.

Teacher   : in the clinic.

Students   : Marry is in the clinic.

Teacher   : Ben and Marry.

Students   : Ben and Marry are in the clinic.

Teacher   : She goes to school.

Teacher   : They.

Students   : They go to school.

In Substitution Drill, the students follow the teachers' instruction. For example, the teacher substitutes the noun from *"she"* to be *"Mary"* so the students must repeat the same statement but with the new noun *"Mary"*.

2.9.2 Cued Response Drill

In this drill, students are provided with a cue before or after the question (Setiyadi, 2006: 64). For example :

Teacher   : What did the man buy? (A book)

Students   : The man bought a book.

Teacher   : Who will help us? (His brother)

Students   : His brother will help us.

According to te explanation above, the teacher is giving a question then she gives the students a cue to answer, but in the cued response drill the cue can be given before or after the question. Then, the students response it according to the teacher's instruction or cue.

According to the examples of each techniques above, the researcher used both of the techniques in teaching English vocabulary. Those techniques were applied in combination in every meeting with the aim to make the students more active in language learning, especially in learning English vocabulary.

As Brown (2001: 143) stays that picture is 'old-fashioned but that is very helpful as media in an instruction'. In applying both of those techniques, the researcher used pictures related to the topic as the media to subtitute a word or give a students cue in order to make the students be easier in reaching target language and achieving vocabulary.

2.10 Procedure of Teaching English Vocabulary through Drill

In teaching process, the teacher needs to make a procedure of teaching for presenting the materials with the aim to reach the target language. The skills that have a first role in teaching are listening and speaking. As Huebener in Setiyadi (2006:59) states the listening and speaking ability is the first skill to consider, the first procedure of teaching is more related to listening and speaking ability.

According to Huebener in Setiyadi (2006:59) the procedures of teaching vocabulary through substitution and cued response drills consist of several steps, namely; listening, speaking, writing, and reading.

First, listening. In this step, the students listen the explanation from the teacher about the rules of the techniques (substitution and cued response drill). Then, the students listen the model from the teacher for several times.

Second, speaking. After the students listen the explanation about the rules of substitution and cued response drills and then the model, the students practice the model by themself. They learn how to pronounce the new words and make sure that there is no other activities except oral practice. Next, the students practice the dialogue based on the model that given by the teacher with their pair. Then, after it sets, they demonstrate the dialogue on their seat. The researcher controls the activity, and if there is any mistakes in students' pronounciation the researcher have to correct the mispronouncing directly. Later, after they are finish, they were given some pictures and practice to arrange the new dialogue with their pair, and last go in front the class to demonstrate it to the other students.

Third, writing. Writing is a representation of oral practice from students' dialogue. The teacher writes down the dialogue, that has been given, on the white board. Then the students write it on their book. Thus, the students know the representation of what they have to pronounce it before.

Fourth, reading. The students read the written form of their oral practice together. Grabe and Stoller (2002:17) define reading comprehension as the ability of

understanding and interpreting information in a text correctly. The aim of reading comprehension of the representation of the students' oral practice is to help them in memorizing the vocabulary and developing their knowledge.

Repetition is necessary to make sure that the students memorize each of words carefully. When repetition is running, mimic must be followed to makes the students more understandable with the meaning that the teacher wants to explain without translation. As the Huebener's statement in Setiyadi (2006: 59), Audio Lingual Method is a method that are not introduce translation in teaching, when the teacher teaches in front of the class she or he needs to show their mimic while they exhibit a conversation. The researcher assumes that the statement from Heubener can be applied in drill as the teaching technique. The process of teaching learning activity must run naturally and the teacher is demanded to explain the material by using mimic or body language in the other hand to achieve the target language itself.

2.11 The Advantages and Disadvantages of Drill

Drilling is an effective technique in teaching English vocabulary. Some teachers use drill as their technique in teaching, helping the students to remember the new words quickly because drill is an continually activity. However, if the teachers rely only on drill itself, it makes a boredom for the students. They will feel bored and unattractive with drill. As known by another people, drills are very often help somebody in learning process but in the other hand it will be a statical if use drill very often. Drill has some advantages and disadvantages like Lewis (2013) states:

2.11.1 The Advantages of Drill

The advantages of drill are:

1. Provides basic skills for the students

   Drill gives students an opportunity to learn certain concepts quickly and effectively. Using various drills for various learning styles can help students integrate various tactics for remembering words or skills.

2. A way to help students solidify newly learned skills.

3. Memorizing and performing the pattern drills minimize the chance of producing mistakes.

4. Motivate the students to know the representation of the pronounciation the new words that they pronounce before.

As the advantages that are mentioned above, drill can be a good technique if at the same time, the teacher and the students are supported each other. Thus, the target language can be achieved.

2.11.2 The Disadvantages of Drill

The Disadvantages of drill are:

1. Hard for students to focus when done the drill too often.

   Students who only learn through drills may get distracted and bored with practice drills especially if they have already mastered the skills. After every student demonstrated knowledge concerning the subject, the drills and practice exercises should be used occasionally to maintain proficiency.

2. Students may not truly be learning.

If the learning becomes too predictable, students may not gain clear knowledge about the skills they are supposed to master. They may just be memorizing the material and that can cause problems for them later on when trying to accomplish more complex tasks and learn more advanced lessons.

2.12 Theoretical Assumption

The principles of ALM are filled in drill because drill is the technique of Audio Lingual Method. Thus, while the teacher teaches by using drills, there is no translation into first language during the process of teaching learning activity. When the teacher wants to explain about the target language, showing mimic is needed. Remembering the target language quickly enables the students to comprehend the subject matter deeply. Therefore, the researcher assumes that after the students understand about the target language deeply and quickly, it makes them easier to remember the vocabulary that needed by them when they are speaking or doing the oral and written communication. In the other hand, the students' vocabulary achievement can increase.

According the explanation above, the researcher assumes that drills can be used to increase the students' vocabulary, because drill helps the students to memorize the new words in the short time.

2.13 Hyphothesis

Based on the theoretical assumption above, the researcher formulates the hypothesis that substitution and cued response drills have better impact to help the students to increase their vocabulary achievement in the short time.