

THE DRILL TECHNIQUE IN SPEAKING CLASS FOR THE STUDENTS' ENGAGEMENT

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Abstract

This study sought to determine two things: (i) if speaking proficiency among students increased statistically significantly after they were taught using drill tactics, and (ii) the degree to which drill techniques were used to engage the students in speaking class. The pre-test, post-test, and observation all yielded data. The outcome revealed a statistically significant improvement in pupils' speaking abilities. The gain score was 14.06 and the significant level was (0.000.05), and the mean score improved from 58.00 on the pre-test to 72.06 on the post-test. The observation's findings revealed that the majority of pupils (79,02%) were actively participating in speaking class. This implies that even while drills encouraged students to speak out loud, they could only partially raise their level of pronunciation proficiency.

Keywords: Drill Technique; Speaking; Teaching Speaking

INTRODUCTION

The objective of the research provided and how they relate to past work in the subject are presented in the Introduction. It shouldn't involve a thorough analysis of the literature. Utilize just the references necessary to provide the most important background information so that readers may comprehend and assess the goal and findings of the current research without consulting earlier works on the subject. Learning English involves developing all four of the basic language abilities: speaking, reading, and writing. The objective of the English language learning process is to provide students with the abilities needed for efficient oral and written communication in English. Speaking is the key communication ability. This shows that speaking is a collaborative activity that integrates the generation, receiving, and processing of information. In other words, when students speak, they take in, absorb, and digest the message or information as well as convey it. Based on the concept that communication depends heavily on speech. To help their pupils learn English successfully, particularly speaking English in or outside of class, instructors face a significant obstacle. In actuality, most pupils have trouble speaking. Jisda (2014:2) claims that there are several issues with learning how to speak. To start, some pupils struggle to generate certain words in English because they are unsure of how to pronounce them. Second, kids fear judgment from their peers and their teachers. Thirdly, they are unable to properly employ grammar while speaking. Fourthly, there is no chance for pupils to practice speaking in class. Given the difficulties kids have while learning to speak, instructors may help pupils by using the appropriate strategy. In order to educate speaking, particularly for teaching microskills like dialog, the researcher employed drill approach. The Audio Lingual Method technique known as the drill method emphasizes verbal repetition of structural patterns. Drilling the students will make it easier for them to remember and learn

since the more English is repeated, the stronger the habit becomes and the more learning is done. comparable to what Setiyadi (2006:55) says that in drill (ALM), students are expected to speak just the target language at all times; translation into their mother tongue is not permitted. Several earlier research examined the use of drill approach in teaching English. Swanto and Din performed a research titled "Using Drilling Technique in Teaching English Writing Skills to a Group of Rural Malaysian Students" (2014). The drilling approach to teaching writing was shown to have a positive effect on students' writing abilities, and the students' responses to their writing performance were great. It is also corroborated by Khetaguri & Albay (2016) study on the use of drills in the improvement of speaking abilities. The outcome demonstrated that speaking abilities were significantly improved through exercises. When results from students who received text-based training are compared, it is clear that the drill-based students performed very well in their presentations. While using drills, learners had the chance to reformulate their replies in response to implicit feedback, enabling them to produce correct responses.

This study differs from the earlier research in the ways mentioned above. The researcher is interested in learning how students are responding to the use of drills in university-level speaking classes. Engagement of the pupils contributed to excellent learning outcomes. Similar to what Kenny et al. (1995) say, student involvement is becoming more and more recognized as a sign of effective classroom teaching. This study was carried out to examine the pupils' participation for that purpose. In addition to incorporating drill technique into the speaking skill in this study, the author also hopes to raise students' speaking proficiency using drill technique. In order to not only increase students' speaking accomplishment via drill method but also to gauge the level of involvement among students, the writer will use drill technique with Universitas Aisyah Pringsewu second semester students. The research was named "The Application of Drill Method in Teaching Speaking" in light of the aforementioned assertions.

METHOD

The goal of this study was to determine if doing drills helped improve students' speaking proficiency. This study used a one-group pre-test post-test design since there would be just one class experiment in which the researcher would give treatments in addition to pre- and post-tests. This research used a descriptive methodology to gauge student participation in a speaking session that included drills. The researcher is interested in seeing how this study is conducted, and in order to determine the level of student involvement in speaking instruction, the researcher has created an observation sheet and video recording. 31 students from Universitas Aisyah Pringsewu's second semester served as the study's subjects. The speaking exam, observation sheet, and video recording were the research's instruments.

RESULTS AND DISCUSSION

Results

Students at Universitas Aisyah Pringsewu in the second semester provided the data for this study. Using pre- and post-testing, the improvement in pupils' speaking abilities was determined. On the other hand, videotaped observations of speaking class drills allowed researchers to determine the level of student participation. According to the study, pupils' speaking exam results were higher in the posttest than they were in the pretest. The table below details how the drill strategy improved pupils' speaking abilities.

Table 1. Students’ Speaking Achievement of Drill Technique in Pretest and Posttest

No.	Students’ score	Pretest		Students’ Posttest	
		Freq.	Percentage	Freq.	Percentage
1.	0-50	3	9,68%	0-60	-
2.	51-55	4	12,90%	61-65	3
3.	56-60	19	61,29%	66-70	5
4.	61-65	1	3,22%	71-75	16
5.	66-70	4	12,90%	76-80	7
	Total	31	100%	Total	31

According to the aforementioned information, three students scored 0–50 on the speaking exam during the pretest. This indicates that students at this level made more errors than other students, and they did so in most speaking-related areas, particularly in terms of grammar, pronunciation, and fluency. Four pupils with scores between 51 and 55 were next. At this level, pupils often repeated themselves while speaking, and they continued to make occasional pronunciation errors. Then, 19 students scored between 56 and 60 on the pretest. The majority of the students at this level made some errors while speaking, but these errors did not significantly impair their speech. The chart shows that after using a drill-based method of instruction, pupils' speaking abilities improved. Three students scored between 61 and 65 on the speaking exam in the posttest. This indicates that from 1 student on the pretest to 3 students on the posttest, there was an increase of 2 students. Then, there was a rise in pupils with scores between 66 and 70; 5 students fell into this category. Four students scored between 66 and 70 on the pretest, if we compare their results. thereafter, following the pupils' therapy. As compared to the pretest, when no students had a score between 71 and 75, there were sixteen kids who did. Seven pupils subsequently scored between 76 and 80 on the speaking exam.

Table 2 Percentage of Students’ Engagement

Stages	Passive (1-25%)	Less Active (26-50%)	Active (51-75%)	Very Active (76-100%)
1	-	19,35%	16,12%	64,51%
2	-	-	19,35%	80,64%
3	-	16,12%,	35,48%	48,38%
4	-	19,35%	-	80,64%
5	-	-	9,67%	90,32%
6	-	19,35%	-	80,64%
7	-	-	19,35%	80,64%
8	9,67%	-	-	90,32%
9	-	16,12%	-	83,87%
10	-	-	9,67%	90,32%
Mean	0,96%	9,02%	10,96%	79,02%

The results of the table below demonstrate how much the students participated in speaking class using drill approach. The researcher can determine how engaged the students were at each step of the teaching and learning process by looking at the mean score. A total of 79,02% of students engaged in highly active participation, 10,96% engaged in active participation, 9,02% engaged

in active participation at a moderate level, and 0,96% engaged in passive participation. The vast majority of the students (79,02%) engaged very actively in the drill-based training. The instructor used a drill technique to teach speaking, which engaged the students well since most of them enthusiastically followed the teacher's directions.

Discussion

The study's findings demonstrated that using a drill strategy to teach speaking skills enhanced student performance. This study demonstrated that using the drill approach had a beneficial impact on students' speaking abilities. Based on the earlier results, it is clear that students' speaking proficiency has improved in terms of pronunciation, vocabulary, fluency, understanding, and grammar. This conclusion supported the findings of Khetaguri & Albay (2016) research on the use of speaking practice techniques. The results showed that workouts greatly benefited the enhancement of speaking skills. Students received plenty of speaking experience utilizing this method. The chance to reword their comments gave learners the chance to provide precise responses.

Also, this discovery corroborated Fortina's study findings (Swanto & Din, 2014). It shown that the use of drills had improved pupils' speaking skills, particularly their pronunciation. Drill method was being used more effectively throughout the teaching and learning process. Compared to before receiving the therapy using drill method, the pupils were braver and more confident while speaking English.

The initial study topic that the researcher suggested was approved, as can be seen from the outcome above. In order to increase students' speaking abilities, the researcher might draw the following conclusion: drill technique can be a suitable speaking teaching method. Students improved from the first to the final therapy after using this method.

According to the results of the observation, 79,02% of the students were very actively engaged, followed by 10,96% actively, 9,02% slightly actively, and 0,96% lazily. The majority of students, or 79,02% of all levels, participated in the teaching-learning through drill method quite actively. This shows that the students were actively participating in speaking class and that they like being involved since the majority of them eagerly completed the teacher's assigned tasks. The author discovered that there are a number of skills that influence how students get engaged in the teaching and learning processes, which may have an impact on how well they learn to speak. Bloom (1956) identified three characteristics for learners to have in order to be engaged in learning: cognitive competence, emotional competence, and psychomotor competence. Speaking is a part of psychomotor competence, and it is true that the students' participation was impacted by psychomotor competence.

CONCLUSION

The use of drill techniques may improve pupils' proficiency in speaking in all areas, but particularly in pronunciation. In contrast, drill methodology is effective for training speaking. Students are engaged in learning in four different ways: extremely actively (79,02%), The percentages are actively (10,96%), actively (9,02%), and passively (0,96%). Most students engaged fully in all drill-based teaching and learning activities. The instructor used a drill technique to teach speaking, which engaged the students well since most of them enthusiastically followed the teacher's directions. Cognitive competence, emotional competence, and psychomotor competence were the three qualities that Bloom (1956) identified as being necessary for learners to be engaged in learning.

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