

The Effectiveness of Using Drill Method for Mastering Self-Introduction to The Seventh Grade Students at SMPN 33 Barru

Ismeth Nurhadi¹, Ishmah Afifah², Nurmina Muchlis³, Sulkifli⁴

Universitas Muhammadiyah Makassar, Indonesia

¹ ismethnur619@gmail.com, ² ishmahafifah1006@gmail.com, ³ minamuchlis190302@gmail.com,

⁴ sulkifli@unimuh.ac.id

Abstract

This study aims to evaluate the effectiveness of the drill method in improving speaking skills among 7th-grade students at SMPN 33 Barru, particularly in the context of self-introduction. The research employed a pretest-posttest design with a pre-experimental approach, involving 22 students. The results showed a significant increase in the students' overall average score, from 60 in the pre-test to 84.7 in the post-test, reflecting substantial improvement in their speaking ability. Improvements were also observed across all assessed aspects: Information (59.5 to 86.3), Grammar (59.3 to 82.2), Pronunciation (58 to 82.2), Fluency (58.8 to 82.2), and Confidence (64.3 to 86.3). These findings suggest that the drill method is effective in enhancing various speaking skills, including accuracy, fluency, and student confidence. Therefore, the drill method can be a beneficial teaching approach to improve English speaking skills, particularly for beginners.

Keywords: Drill Method; Self-Introduction; Skill Improvement

INTRODUCTION

Education is an ongoing, all-encompassing process that aims to develop people's intellectual, emotional, and social competence. The philosophy and ideals that are prevalent in that society serve as the foundation for both the educational system and its objectives (Qudsiyah et al 2023). This process facilitates human development by cultivating the abilities, principles, and dispositions that equip people to face a variety of obstacles in life. By developing both character and competence, As explained by Naragatti et al. (2019) education fosters social harmony and collective advancement in addition to personal fulfillment. We must learn to resolve our disputes amicably and with a cooperative and receptive attitude. Without harmony, life is a hardship. In this regard, societal harmony is more dependent on value. In today's globalized world, English is therefore intended to be a medium for communication and knowledge acquisition as an international language. Fluent speech and quick, critical thinking are prerequisites for effective communication. Therefore, the primary ability that students must acquire in order to improve their fundamental communication skills is speaking. English language proficiency is now a prerequisite for schooling. English is a means of international communication and a doorway to chances and knowledge in many different professions (Elbes & Oktavianani, 2022).

At the junior high school level, English instruction provides a foundational platform for building students' communication skills. This process facilitates human development by cultivating the abilities, principles, and dispositions (Fitriani, 2022). According to Anggraeni (2017) among the basic skills taught is self introduction, self introduction is one of the fundamental skills taught, which facilitates social interaction and allows students to express themselves in a variety of academic and social settings. Self-introduction is one of the most typical speaking assignments assigned in speaking class. It is related to other accuracy-based

tasks. This skill plays a crucial role in fostering students' confidence and readiness to engage in cross-cultural communication.

However, mastering English speaking skills remains a significant challenge for many junior high school students. Inadequate vocabulary, this problem is the first one that pupils encounter when learning how to speaking (Ratnasari, 2020). Difficulty in constructing grammatically correct sentences, and lack of confidence in speaking in front of others. Their speaking performances are influenced by linguistic variables, such as vocabulary, grammar, and pronunciation, or psychological issues, such as worry, shyness, or fear of making a mistake, and a lack of motivation (Amoah & Yeboah, 2021). These challenges are often compounded by the lack of practical speaking exercises in English language curricula, which tend to prioritize grammar and reading comprehension over oral communication skills.

Although previous studies have shown the effectiveness of the drill method in improving vocabulary acquisition and reading skills, there is limited research on the application of the drill method in enhancing speaking skills, especially in the context of self-introduction for junior high school students. For instance, research by Isnaeni and Purnaningsih (2023) examined the impact of the drill method on English vocabulary pronunciation among vocational high school students, while Nurmi et al. (2024) focused on improving Arabic vocabulary acquisition through the drill method for MAN students. While both studies contribute valuable insights, they do not specifically address speaking skills in the context of self-introduction. This gap in research needs to be addressed, considering the importance of speaking skills in language learning, particularly at the junior high school level. Speaking skills, especially in self-introduction, are highly relevant for students as part of their daily social communication.

To address these challenges, effective teaching strategies are required to enhance students' language acquisition and provide practical opportunities for active use of the language. Many language teachers now use various digital tools, such as video and audio recordings, online quizzes, and interactive games, to enhance language learning and make it more engaging and interactive (Paragae, 2023). One such approach is the drill method, According to Sudirman (2023) using the drill approach in science classes can improve students' knowledge and understanding, as well as their ability to apply and interpret data. Which emphasizes structured repetition of language patterns. This method enables students to internalize sentence structures and vocabulary through systematic practice, making it easier for them to use English fluently and naturally. As explained by Abrar and Widiati (2024) through repeated practice, students train their brains to respond quickly without overthinking grammar or vocabulary. This also improves their pronunciation through consistent exposure to certain sounds and expands their vocabulary by continually practicing new words and phrases. Drilling methods that emphasize oral practice to help pupils become acclimated to the pronunciation can help them become more proficient (Tika, 2022).

The benefits of the drill method include improved tactics, increased player motivation, increased efficiency, reduced injury risk, and optimized training time and physical load. Moreover, the drill method helps reduce the speaking anxiety commonly experienced by beginner learners (Prasetya et al., 2020). By creating a supportive environment for practice, students can build their confidence and become more comfortable using English. The repetitive nature of drills focuses learners' attention on mastering specific expressions and sentence patterns, which is particularly beneficial for developing skills like self-introduction.

This study seeks to evaluate the effectiveness of the drill method in enhancing speaking skills, particularly in the context of self-introduction. By implementing this method, the research aims to assist seventh-grade students at SMPN 33 Barru in overcoming speaking difficulties, such as sentence construction challenges and a lack of confidence, while improving their overall communication abilities.

Based on the background presented, this study focuses on the following research questions :

- a. How is the drill method applied in teaching speaking skills to 7th-grade students at SMPN 33 Barru, specifically in the context of self-introduction?
- b. How effective is the drill method in improving students' information delivery, grammar, pronunciation, fluency, and confidence when introducing themselves in English?

METHOD

This study uses a One-Group Pretest-Posttest design with a Pre-Experimental Design approach and is quantitative in nature. One group was involved in this study, with a Pre-Test (O1) conducted to measure the initial condition, followed by the application of the drill method in self-introduction learning as the treatment (X), and concluded with a Post-Test (O2) to evaluate the final result. A comparison between scores before and after treatment is used to observe the effectiveness of the drill method. According to Sugiyono (2013, p. 74), the pre-experimental design is termed as such because it does not fully meet the criteria of a true experiment. This is due to the presence of external variables that can influence the research results, apart from the independent variable being studied. This occurs because of the absence of variable control and the non-random selection of samples. The collected test results were then analyzed and discussed to observe the effect of the treatment indicated by the Post-Test (O2) results. It is expected that the seventh-grade students of SMPN 33 Barru will benefit from the drill method if there is a statistically significant increase in scores after the treatment.

The population of this study consisted of 22 seventh-grade students from SMPN 33 Barru. The sampling technique used was a saturated sample, where all students were included as samples due to the limited population size. The research instrument was a speaking test (self-introduction) designed to assess students' ability to introduce themselves in English. The aspects measured included completeness of information, grammar, pronunciation, fluency, and confidence, with a rating scale of 1-100. The data analysis was conducted using a descriptive statistical approach based on the Pre-Test and Post-Test results. To determine whether there was a significant difference between pretest and posttest results, a paired t-test was used.

RESULTS AND DISCUSSION

Results

The drill method is implemented in teaching speaking skills to 7th-grade students at SMPN 33 Barru in the context of self-introduction by providing repetitive practice and structured speaking activities aimed at enhancing students' grammar, pronunciation, fluency, and confidence.

Table 1. Comparison of Average Pre-Test and Post-Test Score

Indicator	Mean score Pre-Test	Mean score Post-Test
Test Speaking	60	84,7

Table 1 displays the overall improvement in students' speaking ability at SMPN 33 Barru Grade 7 as measured through pre-test and post-test assessments involving 22 students. The assessment covered five aspects of speaking skills: Information, Grammar, Pronunciation, Fluency, and Confidence. Based on the statistics, the average overall score of students in the pre-test was 60, which then increased significantly to 84.7 in the post-test. This indicates a substantial improvement in students' speaking ability after receiving the treatment with the applied learning

method. The results of the classified data were based on five speaking skill aspects and measured individually to track progress.

Table 2. Improvement in Speaking Skills: Pre-Test and Post-Test Mean Scores

Aspect	Mean score Pre-Test	Mean score Post-Test
Information	59,5	86,3
Grammar	59,5	82,2
Pronunciation	58	82,2
Fluency	58,8	82,2
Confident	64,3	86,3

Table 2 illustrates the significant improvement in all aspects of the speaking test. Each assessed aspect showed an increase in scores. In the Information aspect, the average score improved from 59.5 to 86.3, while Grammar increased from 59.3 to 82.2. A similar improvement was observed in Pronunciation, rising from 58 to 82.2, and Fluency, which increased from 58.8 to 82.2. Confidence demonstrated a notable improvement, with the average score rising from 64.3 to 86.3. These results indicate that the implemented teaching method had a positive impact on various aspects of students' speaking skills.

Discussion

Based on the findings obtained, the implementation of the drill method in teaching speaking skills at SMPN 33 Barru showed a significant improvement in students' speaking abilities. The average pre-test score was 60, which then increased to 84.7 in the post-test, indicating a clear improvement in speaking skills after students participated in structured and repetitive speaking practice. This finding is supported by the findings of Ahmada and Komariyah (2022) who also found the drill method effectively improves speaking skills in learning English. This improvement was observed in five key aspects of speaking: information, grammar, pronunciation, fluency, and confidence. The score in the Information aspect increased from 59.5 in the pre-test to 86.3 in the post-test, showing progress in students' ability to deliver information more clearly and systematically. The Grammar aspect also improved, from 59.3 to 82.2, indicating that students' use of grammar became more accurate after repeated practice. This finding is supported by the results of Andries (2019) drill method can improve student competence and English grammar.

Furthermore, a significant improvement occurred in the Pronunciation aspect, which increased from 58 to 82.2, demonstrating better clarity and accuracy in students' pronunciation. In the Fluency aspect, the average score rose from 58.8 to 82.2, showing that students became more fluent in speaking and were able to express their ideas without many obstacles. The Confidence aspect also showed a remarkable improvement, with the average score increasing from 64.3 to 86.3, indicating that students felt more confident when speaking in front of others. This finding is supported by the results of Juwiwati and Pratiwi (2018) This method effectively reduces students' anxiety in learning speaking and students felt more confident when speaking.

Overall, these findings suggest that the drill method has a positive impact on various aspects of students' speaking skills. Repetitive practice in a structured context helps students enhance their mastery of information, grammar, pronunciation, fluency, and confidence comprehensively. The significant score improvements in each aspect show that the drill method is effective in improving students' speaking competence overall, particularly in the context of self-introduction. This indicates that the drill method can be an effective strategy for teaching speaking skills in schools, especially in the context of self-introduction.

CONCLUSION

This study demonstrates that the drill method is effective in improving students' speaking skills, particularly in the context of self-introduction. The students' average scores showed significant improvement from the pre-test to the post-test, reflecting progress in delivering information, grammar, pronunciation, fluency, and confidence.

Through structured and repetitive practice, the drill method helps students internalize sentence patterns, enhance accuracy and fluency, and build confidence in speaking. This approach also effectively reduces students' anxiety about speaking in front of others, making it a relevant and supportive strategy for fostering comprehensive communication development. The drill method can be adopted as an effective teaching strategy for enhancing students' speaking skills, especially during the early stages of English language learning.

ACKNOWLEDGMENTS

The author would like to express his gratitude to friends for their assistance, the supervisor for his direction and guidance, and SMPN 33 Barru for their collaboration and assistance during this research.

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