

The Students' Perception on the Use of Drilling Method in English Learning

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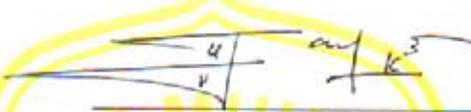
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Abstract

Abstract

Speaking using English language helps students to improve their ability to communicate with other people. Drilling is one of the teaching methods used in improving English speaking skill as focussed on this study. This research aimed to find out students' perception on the use of drilling method in English learning in a private junior high school in Yogyakarta. This research used descriptive qualitative method as the research design. The data collection method in this research was interview. The instrument used in this research was interview guideline. The number of participants in this research was four students of eighth grade in a private junior high school in Yogyakarta. The first finding was about the students' perception on the implementation of drilling method. The findings showed that all participants agreed that the implementation of drilling was good because the way the teacher teach made the students feel happy and also the teacher implemented drilling method in a fun way. The second finding was about the students' perception on the advantages of drilling method in English learning. It showed that drilling helped the students in their pronunciation, increased students' vocabulary size, and also helped students more confident in speaking. The third findings was about the students' perception on the disadvantages of drilling method in English learning. It showed that continuous drilling method made students exhausted. Moreover, monotonous drilling method made students bored.

Keywords: Drilling method, speaking skill, perception.

Background of the Study

Speaking is one of the important skills in English language learning. Speaking skill is very important because it is used to express students' ideas, share their perception and their opinion, and give some information and knowledge to other people. Speaking also helps students to develop their ability to communicate by using English language. Drilling is one of the teaching methods used in improving speaking skill. According to Lamsal (2011), drilling is a method applied in teaching language in order to teach the students to speak by using the structure of target language. Drilling method is the process of listening to a teacher, a tape, or audio, and then the students repeat what they heard especially the pronunciation of the words. The teacher says the word or new vocabulary and the students repeat what the teacher says.

Drilling method brings some significant advantages especially in speaking. Firstly, based on Lamsal (2011) argued that drilling used to teach sentence pronunciation, stress and intonation. Secondly, Asih (2007) mentioned that drilling helps the students to pronounce the words clearly in English learning. Thirdly, Khetaguri and Albay (2016) argued the implementation of drilling method gives some contributions to students' speaking fluency and communicatively.

However, there are some challenges in using drilling for speaking. The students are easier to forget the words because they just memorise them rather than understand the meaning. According to Asih (2007), the weakness of drilling is that drilling concerns more to practice the pronunciation than analyse the meaning of the words or sentence moreover sometimes the exercise becomes unattractive or monotonous. So the students can speak only on the scope of the vocabulary that is being trained.

Drilling method is a traditional method is rarely used by the teacher for teaching and learning process nowadays. However, it turned out that drilling method is still used in one of a private junior high school in Yogyakarta. The researchers did a preliminary interview to the teacher to gather background

information related to the research. The result of preliminary interview found that one of a private junior high school in Yogyakarta used drilling method for teaching English learning. Considering that drilling method is rarely used by the teachers as the teaching method, drilling has advantages and disadvantages. Hence, by those reasons the researcher was interested in conducting a research to investigate the students' perception on the implementation of drilling method, advantages, and disadvantages of drilling method. Therefore, this research is important to be conducted because by conducting this research we will know whether or not drilling method is still can be used in the future as the teaching method.

Literature Review

This study focusses on the use of drilling method towards students' speaking skill. Speaking is important to collect information about what people says and talking about what they see and feel in a real life toward to other people. According to Mauliyana (2016), speaking can be called as oral communication at least between two people. Furthermore, speaking is a process to exchange some information at least between two people. Alfi (2015) stated that speaking is an activity that people produce sounds to share their thoughts and to exchange information.

Drilling method can be applied to introduce new language to the students by listening to what the teacher said or listening to a radio as a model. According to Lamsal (2011), drilling is a method applied in teaching language in order to teach the students to speak using the structure of new language. Drilling method has advantage to make students to pronounce accurately and correctly in speaking. According to Asih (2007), stated that drilling method can be effectively used for pronunciation of the students. Drilling method can be a method to train students to pronounce correctly and clearly. Moreover, the advantages of drilling method is increase students' vocabulary size. Andarbeni (2010) argued that the students can remember the words longer, the students can get correction in their mistake

through drilling to pronounce the words, and the students can practice the dialogue.

However, drilling method also has disadvantages that the implementation of drilling method is monotonous and the students only practice how to pronounce the words. According to Asih (2007), the disadvantages of drilling is that it concerns more on practicing the pronunciation than analysis the meaning of the words or sentence, and sometimes the exercise becomes unattractive or monotonous.

Research Methodology

This research used qualitative approach because it enables for the researcher to get the deeper information and detailed understanding about the data. According to Creswell (2012) a qualitative research investigates a problem and increases a detailed comprehension of a central phenomenon. Moreover, the researcher used descriptive qualitative as a research design to gather the data. The researcher used descriptive qualitative design because it enables the researcher to get a complete summary of the events.

This research was conducted at one of the private junior high school in Yogyakarta. Furthermore, the participants of this study were eighth grade students in one private junior high school at Yogyakarta. The participants of this research were four students. The researcher chose four female students who had high level of proficiency and low level of proficiency to cover two different language proficiencies from the students because researcher wanted to know the students perception from the two categories of the students level of proficiency. In this research, the researcher used interview as the method to collect the data from participants.

Finding and Discussion

Students' Perception on the Implementation of the Drilling Method in English Language Learning.

From the result of the interview, the four participants stated the same statement about their perception on the implementation of the drilling in English language learning. All of the participants stated that the implementation of drilling method was good because the teacher implemented it in a fun way, making the students happy and not boring when learning English speaking skill. The teacher guided the students and did a fair treatment for the students who had high and low level of proficiency.

Students' Perception on the Advantages of Drilling Method in the Process of English Language Learning.

It helps the students pronounce the words accurately and correctly. It has been found that drilling method helped the students pronounce the vocabulary accurately and correctly. From the result of interview, all of the four participants of this research argued that drilling method made students pronounce vocabulary accurately and correctly. It has been found that drilling method helped the students pronounce the vocabulary accurately and correctly. Hence, the more the students drilled how to pronounce accurately, the more accurate the students' pronunciation.

It makes the students easy to memorize the vocabulary and the meaning of the vocabulary. It also has been found that drilling method makes the students easy to memorize the vocabulary and the meaning of the vocabulary. This research found that drilling method made the students memorize the vocabulary and the meaning of the vocabulary easily. It makes the students memorize the vocabulary and the meaning well after being taught through drilling method in learning process. Thus, the drilling method was beneficial to helps the students memorize the vocabulary together with the meaning of the vocabulary.

It increases the students' vocabulary size. It has been found that drilling method increases students' vocabulary size. Drilling method increased the students' vocabulary because the teacher always added the new words in the class. The teacher gave the students a lot of vocabulary for about eight hundred vocabulary, so that she thought that drilling method increased her vocabulary. Thus, by drilling method the students' vocabulary size would increase through frequent practice.

It helps the students recall/remember the vocabulary. It also found that drilling method helps the students recall/remember the vocabulary. Remembering the vocabulary would be easier by applying using drilling method. The students would be easier to remember and learn the new language by using drilling method. Thus, drilling method was useful to make the students remember the words longer.

It improves the students' speaking fluency. Drilling method made the students speak fluently while speaking because drilling method made the students not obstructed while speaking. Drilling method made the students more fluent in speaking English in daily life, because the teacher always repeat the vocabulary in the class. It means that drilling method helps the students improve their speaking skill to be more fluent by training the students to share their opinion honestly in speaking.

It helps the students to be more confident in speaking. It has been found that drilling method helps the students to be more confident in speaking. Drilling method made the students more confident to speak English with others. Hence, the implementation of drilling method makes the students speak more bravely and more confidently. So their speaking skill would increase.

Students' perception on the disadvantages of drilling method in the process of English language learning.

Continuous drilling method makes students exhausted. It has been found that continuous drilling method makes students exhausted. The vocabulary

needed to be repeated by the students, so that continuous drilling method made the students exhausted. Hence, the students might be exhausted if the teacher ask them to be over drilled in the class.

Monotonous drilling method makes students bored. It also found that monotonous drilling method makes students bored. Drilling method was monotonous since the students needed to learn vocabulary repeatedly. Thus, the implementation of drilling method was monotonous because the teacher drilled the students continuously it caused the students might be bored because they are too much drilled by the teacher.

Too much drilling makes students lazy to practice the vocabulary outside the classroom. It was found that too much drilling makes students lazy to practice the vocabulary outside the classroom. The students lazy to practice the vocabulary because too much drilling by the teacher in their learning process. In other words, drilling method would be not useful if the students less practice outside the classroom, then the teacher should manage the time in teaching process to minimize drilling continuously.

Conclusion

This research is aimed to find out students' perception on the use of drilling method which covers the implementation of drilling method in learning speaking whether it is good or bad based on the students' point of view, advantages, and disadvantages of drilling method. In this research, the researcher found the students' perception about drilling method. It was found that the implementation of drilling method was good because the way the teacher taught makes the students feel happy. Moreover, the implementation of drilling method is well structured. It was proven by all participants of this research who stated the same perception on the implementation of drilling method in English language learning.

This research found six findings related to students' perception on the advantages of drilling method in the process of English language learning. The

first, it helps the students pronounce the words accurately and correctly. Second, it makes the students easy to memorize the vocabulary and the meaning of the vocabulary. Third, it increases the students' vocabulary size. Fourth, it improves the students' speaking fluency. Fifth, it helps the students recall/remember the vocabulary. Sixth, it helps the students to be more confident in speaking. Moreover, drilling method was beneficial to give some advantages to the students to improve their speaking skill.

This research also found four findings dealing with the students' perception on the disadvantages of drilling method in the process of English language learning. The findings includes: first, continuous drilling method makes students exhausted; second, monotonous drilling method makes students bored; third, insufficient practice of drilling method makes students forget on how to pronounce the vocabulary correctly; fourth, too much drilling makes students lazy to practice the vocabulary outside the classroom. However, drilling has some disadvantages that make the students feel bored while the teacher drilled the students continuously in the class.

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