

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.