

## **Chapter Four**

### **Finding and Discussion**

In this chapter, the researcher presents the findings of the research. This research is about the students' perception on the use of drilling method in English learning. This research presents findings obtained from the interview. This chapter also includes discussion which relates findings and theories to get the conclusion.

#### **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. The statement could be seen as follows:

Natasha stated that “the implementation of drilling method is already good because it is fun, understandable, and it is not boring. Although it is repeated continuously, it is not boring” (Natasha). Then, Wanda added that “the implementation of drilling method taught by the teacher is very good for me because I feel happy when my teacher teaches me by using drilling method. It is because the drilling is already well structured. When the teacher teaches us, the teacher does not differ us even the others have low level. The teacher still guides the students. Usually they are asked to sit in the front of the row and sometimes

they need to answer the teacher's question" (Wanda). The next, Natalie said that "the implementation of drilling method is so fun" (Natalie). The last, Vanessa stated that "the implementation of drilling method is already good because usually the teacher gave us a paper that consist of vocabulary and we learn the vocabulary that are given by the teacher" (Vanessa).

All of the four participants stated that drilling method was good. Specifically, Natasha stated that drilling method was good even though it was repeated continuously. It was not boring because it was enjoyable and understandable. Wanda argued that the implementation of drilling method was very good because she thought when the teacher taught her, she felt happy. In addition, Wanda also stated that the implementation of drilling was organized well and the teacher did not differ the students even they had low level, instead the students who had low level were asked to sit in front of the row. Moreover, Natalie stated that the implementation of drilling method was good because she thought that drilling method was fun. The last statement came from Vanessa who stated that the implementation of drilling method was already good. It was because Vanessa thought that she could learn vocabulary from the paper consisting of vocabulary that are given by the teacher in the class. From the statement above, all of the participants of this research stated that drilling method was good to be implemented in English learning. It is because the implementation of drilling method was implemented in a fun way, the students felt happy, and the teacher was fair and did not differ the students high and low level of proficiency in their learning process.

It has been found that drilling method is well implemented by the teacher. This finding was in line with study conducted by Delana, Setiyadi, and Suka (2000) who found that the implementation of drilling method was better to be implemented, the students became braver and confident to speak in English after being taught by drilling method. It was also stated by Noviyanto (2016) that drilling method was a good way of teaching method by giving practice to the students to repeat what the teacher says in the class.

The next theory is supported by Lamsal (2011) who stated that the implementation of drilling method was good to introduce the new language and new vocabulary to the students, so this method using drill and repetition was employed to make students understand better about the material. Paulston and Bruder (1976) suggested that the easy way in conducting drilling method is that the teacher gives the examples by repeating first or two three items so it helps students keep repeating together and helps the slow students to understand how the drilling goes. It means, the implementation of drilling method was good because the way the teacher teach makes the students feel happy. Moreover, the implementation of drilling method is well structured by the teacher. Furthermore, the teacher still guides the students and does not differ the students who have high level and low level students, and also the teacher implemented drilling method in a fun way.

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

In this study, the researcher found some findings dealing with the 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.

#### **It helps the students pronounce the words 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. The statement could be seen below:

The first statement **was** stated by Natasha. She said, "The advantage of drilling method is that it makes us more accurate in pronouncing the words" (Natasha). The second statement was stated by Wanda. She said, "The advantages of drilling method is easy to understand and also drilling method make us became correct in pronouncing the words" (Wanda). The third statement was stated by Natalie. She said, "After the drilling method is taught by the teacher. It makes us produce pronunciation correctly because previously we pronounce words

improperly” (Natalie). The last statement was stated by Vanessa. She said, “We can pronounce correctly. It is because sometimes in English the spelling is different but the pronunciation is almost the same” (Vanessa).

Natasha argued that drilling method was beneficial to make the students pronounce the words accurately. She got many words which she could pronounce them correctly. Wanda stated that drilling method was easy to be understood while the teacher was implementing that method. So the students could pronounce the vocabulary correctly. Natalie also shared the same opinion as Wanda that after the teacher taught her by using drilling method, she could pronounce the vocabulary correctly. The last statement was stated by Vanessa. She said that drilling method made the students pronounce words correctly. It was because she thought that sometimes in English there was similar sound in pronunciation. It can be inferred that the more the drilling method applied, the more the students would be able to pronounce the words accurately and correctly. As a result, the students would produce accurate and correct pronunciation of the words.

This finding was also found by Asih (2007) who discovered that drilling method can be effectively used for pronunciation of the students. So drilling method could be a method to train the students to pronounce words accurately, correctly, and clearly. Paulston and Bruder (1976) stated that the function of drilling method focused to the answer of students by pronouncing accurately, so that drilling method helps students to answer accurately in speaking. 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 as stated by two participants of this research. The statements could be seen below:

Natasha stated that “drilling method makes us easy to memorize the vocabulary because in drilling method we need to repeat the vocabulary continuously” (Natasha). The next, Natasha shared the other opinion that “drilling method makes us easy to memorize the meaning of the vocabulary” (Natasha). The last statement from Natalie stated that “if we are being taught about vocabulary, the meaning of it were also given, and we need to memorize the vocabulary together with the meaning, so that we can memorize the meaning of the vocabulary” (Natalie).

Natasha pointed that in drilling method she needed to repeat the vocabulary continuously so that she could memorize the vocabulary easily. Both Natasha and Natalie agreed that drilling method made the students easy to memorize the meaning of vocabulary. Specifically, Natasha stated that the meaning of the words would be easier to memorize by using drilling method. Natalie also agreed with Natasha’s statement that drilling method made her could memorize the meaning of the given vocabulary and the vocabulary itself.

This research found that drilling method made the students memorize the vocabulary and the meaning of the vocabulary easily. Study by Mauliyana (2016) also found that the advantages of drilling method was to make students easier to

memorize and learn the material about the vocabulary in the class. In addition, Freeman (2000) suggested that drilling method are useful to stress the vocabulary and memorize the meaning of the vocabulary. 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.** The third findings of the students' perception on the advantages of drilling method is stated all participants of this research. It was stated by four participants in this research. The statements could be seen as follows:

The first statement was stated by Natasha. She said, "Drilling method increases the vocabulary because the teacher always adds vocabulary continuously" (Natasha). The second statement was stated by Wanda. She said, "Drilling method can increase our vocabulary size" (Wanda). The third statement was stated by Natalie. She said, "Before I am being taught by the teacher, I do not know a lot of vocabulary, and then after being taught by the teacher the vocabulary increased" (Natalie). The last statement was stated by Vanessa. She said, "Drilling increase my vocabulary because the teacher give a lot of vocabulary for approximately 800 words" (Vanessa).

All of the four participants agreed that drilling method increased the students' vocabulary size. Natasha told that drilling method increased the students' vocabulary because the teacher always added the new words in the class.

Wanda also agreed with Natasha that drilling method could increase the students' vocabulary size. Natalie stated that previously she did not know a lot of vocabulary, but after she was taught by the teacher her vocabulary increased. The last statement was stated by Vanessa who said the teacher gave the students a lot of vocabulary for about eight hundred vocabulary, so that she thought that drilling method increased her vocabulary. Khetaguri and Albay (2016) stated that through practice frequently, drilling was beneficial to increase students' vocabulary. Moreover, Jurianto (2016) found that the implementation of drilling method was more effective than word listing to increase students' vocabulary size. Thus, by drilling method the students' vocabulary size would increase through frequent practice.

**It helps the students recall/remember the vocabulary.** The fourth findings of students' perception on the advantages of drilling method was drilling method helped students remember the vocabulary. It was stated by three participants of this research. The statement could be seen below:

Natasha stated that "drilling method makes me quicker to remember the vocabulary" (Natasha). Then, Natalie stated that "drilling method makes me remember the vocabulary for a long time" (Natalie). The last statement was stated by Vanessa. She said, "Drilling method makes me easier to remember the vocabulary for a long time" (Vanessa).

Three participants of this research had the same argument that drilling method helped the students remember the vocabulary. Natasha stated that drilling



method made her faster in remembering the vocabulary. Natalie argued that drilling method made her remember the vocabulary for a long time. The last statement was stated by Vanessa. She said that remembering the vocabulary would be easier by applying using drilling method. This finding was also found by Andarbeni (2010) who discovered that drilling method could make the students remember the words longer. It was also supported by Swanto and Din (2014) who found that drilling method could gave good effect to the learners of new language. 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.** The fifth findings of students' perception on the advantages of drilling method was drilling method made students' speak fluently. It was stated by three participants of this research. The statement could be seen as follows:

Natasha stated that “drilling method makes me fluent in speaking. It makes me not to produce long pause while speaking” (Natasha). The next statement was stated by Wanda. She said, “Drilling method is beneficial to make us more fluent to speak in English and easy to be understood when the teacher repeats the vocabulary” (Wanda). Wanda added the same opinion. She said, “Drilling method makes me often speak in daily life, so it makes me more fluent in speaking” (Wanda). The last statement was stated by Natalie. She said, “Drilling method makes me fluent in speaking” (Natalie).

Three of the participants in this research shared the same opinion that drilling method made the students speak fluently. Natasha argued that drilling method made her speak fluently while speaking because drilling method made her not obstructed while speaking. Wanda said that the advantage of drilling method was drilling method made her more fluent in speaking English in daily life, because the teacher always repeat the vocabulary in the class. The last statement was stated by Natalie, she also share the same opinion as Natasha and Wanda that drilling method made her speak fluently. Khetaguri and Albay (2016) found that the implementation of drilling method gave some contributions to students' speaking fluency and communicatively. Paulston and Bruder (1976) stated that the function of drilling method makes the students fluent in expressing their own opinion in speaking, so that the teacher trained the students to answer truthfully in speaking. 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.** The sixth findings of students' perception on the advantages of drilling method was that drilling method made students more confident in speaking. It was stated by two participants of this research. The statements could be seen as follows:

The first statement was stated by Natasha. She said, "In speaking, drilling method make me more confident to speak with other people by using English language" (Natasha). The last statement was stated by Natalie. She said, "After

being taught by drilling method, it makes me know how to pronounce the words and makes me more confident to speak with others” (Natalie).

Two participants of this research stated the same statement that drilling method made the students more confident while speaking. Natasha argued that drilling method made the students more confident to speak English with others. Natalie also shared the same opinion as Natasha that drilling method was beneficial to make the students more confident while speaking with others. This finding was in line with Widyaningsih (2014) who discovered that the students felt interested in drilling method in speaking activity because it increases students' confidence in speaking ability after being taught by using drilling method. It was also supported by Maulyana (2016) who discovered that drilling method as a method used for teaching speaking that is beneficial for the students to be braver and more confident in speaking English language. 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.**

In this study, the researcher found some 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.

**Continuous drilling method makes students exhausted.** From the result of interview, it has been found some disadvantages of drilling method in English language learning. It was stated by one participant of this research. The statement could be seen as follows:

“Drilling method is exhausting because we need to repeat continuously”  
(Natasha,).

The statement from Natasha revealed that the vocabulary needed to be repeated by the students, so that continuous drilling method made the students exhausted. Handayani (2011) argued that over-learn in repeating the vocabulary would made the students feel tired to repeat the vocabulary continuously. Sharon and Weldon as cited in Andarbeni (2010) also stated that understanding may be delayed by meaningless repetition and the students feel exhausted by too much repetition. Hence, the students might be exhausted if the teacher ask them to be over drilled in the class.

**Monotonous drilling method makes students bored.** For the second finding there were some students' perception on the disadvantages of the drilling method. It was stated by two participants of this research. The statement could be seen as follows:

Natasha stated that “drilling method is boring for me. However, from that we can learn” (Natasha). The next statement was stated by Vanessa. She said,

“Drilling method is boring because it is monotonous method which requires students to learn vocabulary repeatedly” (Vanessa).

Two participants of this research shared the same opinion that monotonous drilling method was boring. Natasha thought that drilling method was boring. Vanessa agreed with Natasha that drilling method was boring, because she stated that drilling method was monotonous since the students needed to learn vocabulary repeatedly. This finding in line with study conducted by Asih (2007) who found that drilling method was boring because the teacher always asked the students to practice the words, so that drilling method became monotonous. Sharon and Weldon as cited in Andarbeni (2010) stated that the implementation of drilling method tends to become monotonous except there is motivation and the goal is understandable. 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.** The third findings of the students’ perception on the disadvantages of drilling method was drilling method makes students lazy to practice the vocabulary outside the classroom. It was stated by one participant of this research. The statement could be seen as below:

“Drilling method makes students lazy to repeat and practice the vocabulary outside the classroom. It causes the students cannot pronounce vocabulary correctly in classroom” (Natalie).

The statement from Natalie revealed that, too much drilling made the students lazy to repeat and practice the vocabulary outside the classroom. This finding is in line with a study conducted by Andarbeni (2010) who found that there was not outside classroom learning incentive in some cases, so that it would make the students lazy to practice outside the classroom. Mauliyana (2016) found that to minimize the laziness in practice outside the class, the teacher can face that problem by giving opportunity for the students to practice applying foreign language after the class. 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.

From the discussion above, it can be concluded that the implementation of drilling was good to be implemented in teaching and learning process. The way the teacher implemented drilling method could be in a fun way, it could make the students understand about what the teacher explain. It also found that drilling method has some advantages towards students' speaking skill. Drilling method helps students to pronounce the words accurately and correctly. The next, the students easier to memorize the vocabulary and the meaning of the vocabulary. Drilling method increases students' vocabulary size, it also improve students' speaking fluency, and helps the students to be more confident in speaking. Besides, drilling method has some disadvantages towards students speaking skill. The first, continuous drilling method makes students exhausted. The second, students feel bored because the monotonous learning process by the teacher in

their learning process. The last, the students lazy to practice the vocabulary because too much drilling by the teacher in their learning process.