

THE EFFECT OF DRILLING METHOD FOR STUDENTS' SPEAKING SKILL IN SENIOR HIGH SCHOOL

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Abstrak:

Penelitian ini bertujuan untuk mengetahui apakah metode drilling mempengaruhi keterampilan berbicara siswa kelas X di SMA Asshomadiyah. Berbicara merupakan salah satu keterampilan dalam berbahasa. Berbicara adalah keterampilan menyampaikan pesan melalui bahasa lisan, berbicara juga untuk memenuhi kebutuhan berkomunikasi. Dalam penelitian ini, peneliti menggunakan metode kuantitatif dengan desain pre-experimental desain untuk mengetahui pengaruh metode drilling terhadap keterampilan berbicara siswa. Jenis penelitian ini menggunakan One-Group Pretest-Posttest desain. Populasi dalam penelitian ini adalah kelas X SMA Asshomadiyah. Peneliti menentukan sampel dengan menggunakan cluster sampling dan mengambil sampel X-A yang berjumlah 29 siswa. Data yang diperoleh dan dianalisis menggunakan bantuan IBM SPSS Statistics versi 25. Hasil analisis menunjukkan rata-rata pada pretest sebesar 52.27 dan rata-rata pada posttest sebesar 70.90. Berdasarkan hasil uji hipotesis menunjukkan $\text{sig } 0,000 < 0,05$ maka dapat disimpulkan bahwa pembelajaran menggunakan metode drilling terhadap keterampilan berbicara mempunyai pengaruh yang signifikan yang menunjukkan bahwa H_0 (hipotesis nol) ditolak sedangkan H_1 (hipotesis alternatif) diterima. Dari hasil tersebut dapat disimpulkan bahwa terdapat pengaruh penggunaan Metode Drilling terhadap Keterampilan Berbicara Siswa.

Kata Kunci: Berbicara; Metode Drilling; Pengulangan Dialog.

Abstract:

This study aims to determine whether the Drilling Method affects students' speaking skills in class X at Asshomadiyah Senior High School. Speaking is one of the skills in language. Speaking is the skill of conveying messages through spoken language, speaking are also to fill the need to communication. In this study, researcher used a quantitative method with a pre-experimental design to determine the effect of Drilling Method on students' speaking skill. This type of research uses One-Group Pretest-Posttest Design. The population in this study was class X at Asshomadiyah Senior High School. The researcher determined the sample by using cluster sampling and took the sample of X-A consisting of 29 students. The data obtained and analyzed using the help of IBM SPSS Statistics version 25. The results of analysis show that the mean on pretest is 52.27 and the mean on the posttest is 70.90. Based on the result of the hypothesis test, it shows that $\text{sig } 0.000 < 0.05$, it can be concluded that learning using the drilling method on speaking skills has a significant influence, which shows that H_0 (null hypothesis) is rejected while H_1 (alternative hypothesis) is approved. From these results it can be concluded that there is an effect of using Drilling Method on Students' Speaking Skill.

Keywords: Speaking; Drilling Method; Dialogue Repetation.

INTRODUCTION

In study English, it is unqualified crucial to continue to increase speaking skills (Tera Athena, 2022). Each student have to generally habit their speaking abilities, use English by generally creating English communication with their friends. Speaking skill authentic interaction with mental, bodily, and sociocultural activities occurs in the moment and in various contexts (Mandasari et al., 2022). As one of the basic skill learning English is speaking. Speaking is an activity used by someone to communicate with others (Camelia & Kiptiyah, 2023). The basic characteristics of diversified language skills may differ depending on language learners' aims and backgrounds. Speaking skills are unquestionably recognized as one of the most vital qualities when studying a foreign or second language (Rao, 2019). Speaking skills really need to be improved. In this sense, one of the four skills that can increase learn English more quickly is speaking, especially considering that English is considered an international language, which is the language used by people from different language who have different backgrounds to communicate each other. Additionally, English is also education, development. Therefore, English language skills are needed by those who wish to enter the international world. Related to the importance of English, The points above indicate the importance of enhancing students' speaking skills for the English subject in the Indonesian national exam.

Even though English has been taught for years, from elementary school to university, many students who are learning the language still struggle with speaking it, especially when it comes to speaking (Lingga et al., 2019). Spoken and written language differ greatly in their formation. In writing

there must a place where time has been planned and analyze. While in speaking activities include spontaneous nature, confidence, and knowledge. With the ability to speak we are able to pour our hearts in front of everyone. In learning English, of course we have a wide tolerance because it is related to how students feel joyful when studying English. Monotonous teaching style where the teacher explains the teaching material, the teacher just write on the board and open a question and answer session. Write the material while students are sitting in their chairs (Rao, 2019). So, many students are just silent when the teacher asks and does not answer questions. Many students lack courage in speaking lessons. They are embarrassed to speak, nervous and afraid of being wrong. Therefore, students cannot master English well, and students will feel bored.

As students, they can start to learn English by searching to the model or repeat what the model do or say. Repetition drill is an excellent attractive method to help students to learn English because people can say a word by hearing a word before. The teacher can say a sentence again and again with a clear voice, so the students can listen to well the sentence (Prahesti, n.d.). Drilling is a method that can be effective in developing learners' speaking skills (Hidayat et al., 2022). Drilling gives learners activity to develop their language skills. Drilling repetition in second language study gives activity to increase second language skills. Every learner will get a chance to cooperate in every class activity. When learners have an opportunity to do the exercises in every action in the class, it can reduce learners' lack of confidence in the class. If the learners are confident in the class, it affects the improvement of their speaking skills as well. By using drilling repetition, it

can lower the number of inactive or passive learners. Being an active learner in the second language class can make every activity to develop learners' speaking ability in the second language class work fluently (Hidayat et al., 2022). The active learners create a dynamic class in which every learner engages in every activity in the class (Mendrofa & Wijaya, 2022). After all, the use of drilling repetition is helpful for the learners because it can increase them to be confident and fluent in speaking the second language. The confidence can be improved by allowing the learners to talk in the class by providing several exciting activities such as repeating the words they hear through the short video and practicing them with a group of people in the class.

For English lessons especially in speaking skill at the school that will be researched, there are limitation because the school is board- based and has rules. The speaking skills of the students are still lacking because most of the students have no confidence and also lack speaking practice. Based on the problem above, the researcher want to find a good technique especially in learning speaking to help the students in having ability to use English communicate. The researcher choose repetition drill to solve the problem.

Based on previous research in 2022, conducted by Vivin with the title “The Use of Drill Method to Enhance Curiosity Pupils in Speaking Skill” found the results that drilling is the right technique to be applied in teaching speaking, it can be concluded that using drilling techniques can make the process of teaching English speaking more fun, so that it can improve students' English language skills.

RESEARCH METHOD

This study uses a quantitative research method because this research focuses on Drilling method in SMA Asshomadiyah. The quantitative research method is considered pure research because it can be explained with definite numbers (Darwin et al., 2021) Quantitative research is research that uses object measurement and also collects numerically structured data analysis.

Research design, research location and time, population, sampling, sampling techniques, data collection techniques, instrument validity and reliability, data analysis techniques, and hypothesis test are some of the sub-chapters that make up this quantitative pre-experimental design research study. This type of research design uses One-group pretest-posttest design. In this design, a pre-test is conducted to determine the initial ability of students, then given treatment to find out more accurately and compare it with the result before treatment. This design can be described as follows :

Table 1. Research Design

Pre-test	Treatment	Post-test
O1	X	O2

O1 : Pre-test (To determine the initial ability of students, before being giventreatment)

O2 : Post-test (Final score after treatment)

X : Treatment (Drilling method)

Population and sample are one of the things that are important for achieving and carrying out a research. According to (Samsu, 2022) the population and sample discussion regarding the efficiency of data processing in research, so that it can be carried out properly.

The population in this study use X grade students at SMA Asshomadiyah in the 2023/2024 school year. The class consists of 2 classes, namely class XA consists 29 students, while XB consists 36 students with a total of class X consisting of 65 students. For sampling researcher use the cluster sampling technique, where cluster sampling is an area that will be use as a data source, then for sampling based on the population that has been determined. From the use of cluster sampling technique, class X-A was obtained with a total of 29 students at Asshomadiyah High School in the 2023/2024 school year.

To complete this research, the researcher collect data using observation, test, and documentation. The instrument use is a dialogue repetation (drilling method) that has been planned as a measuring tool to determine the level of students' abilities in speaking activities. The test was conducted twice, namely pre-test before treatment and post-test after treatment. To analyze the data, the researcher use Validity Test, Reliability test, Normality test and One Sample T-test, which One Sample T-test is use to be able to compare average can also test hypothesis in statistics. The purpose of this study is to determine the effect of students after using drilling method to get better speaking results compared to students who do not use the drilling method.

RESULT AND DISCUSSION

Based on the discussion in the previous

Reliability Statistics

Cronbach's Alpha	N of Items
.335	5

chapter, the researcher uses pre-experimental research with a one group pretest-posttest design. The researcher uses class X-A and the

class consist of 29 students of ten-grade of Asshomadiyah Senoir High School.

The pretest focused on dialogue script , the researcher explains the material and then the students are given a dialogue script to measure the exten of students speaking skill. The students were given instruction of 15-20 minutes to read the dialogue. Evaluation criteria include studentss fluency, grammar, pronounciation before they use Dialogue scrip in Drilling method as a media

Treatment is one of the important things in this study because it can affect the post-test that carried out at the next meeting. In this stage, the researcher provides treatments by conducting experiments using Drilling technique that applied in speaking activities.

After being given treatment, the researcher give a pos-test with the same test as the pre-test (dialogue script) in order to match the results of the pre-test and pos-test to find whether or not there was an effect of using the Drilling technique in Students speaking skill

Pretest and posttest were conducted in class X-A Asshomadiyah Senior with 29 students. This table shows the students speaking scores on a pretest. This will help the researcher metasure how consistent their speaking skills are before and after using Drilling method in their learning. The researcher gave a pretest which was the first test. The pretest was given to find out the students speaking ability before getting treatment from the researcher

The researcher give two times treatment for students in this class. The first treatment was conducted on February 26th 2024. In initial activity, the researcher greet students and start to give treatment using dialogue repetation

Reliability test is only carried out on valid items obtained from the validity result.

The researcher uses re-test by trying several times to the respondent. To see the level of data reliability the researcher uses IBM SPSS version 25 for windows to measure whether it is reliable or not.

Table 2. Pretest Reliability

Table 3. Postest Reliability

The normality test result in the drilling method (dialogue repetition) learning media for speaking skills are as follows:

Table 4. Normality Test

Based on the table above using Shapiro Wilk normality, it shows that the sig results from the pretest are $0.214 > 0.05$. Meanwhile, the sig of the posttest was $0.271 > 0.05$, so it was stated that both the pretest and posttest were declared normal.

Based on the previous chapter, This test used to find testing the average of a sample studied. If the sig value of $0.000 < 0.05$, do it can be concluded that learning using the drilling method on speaking skills has a significant influence, this indicates that h_0 (null hypothesis) is rejected while h_1

Reliability Statistics

Cronbach's Alpha	N of Items
.188	5

(alternative hypothesis) is approved. The research hypothesis are formulated as follows :

H_0 (Null Hypothesis) : is a hypothesis stating that there is no effect of using Drilling technique on the students ability to speak of ten grade in Asshomadiyah High School in the academic year 2023/2024.

H_1 (Alternative Hypothesis) : is a hypothesis stating that there is an effect of using Drilling

technique on the students ability to speak of ten grade in Asshomadiyah High School in the academic year 2023/2024

Table 5. One Sample T-test

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
learning_results	29	70.90	11.105	2.062

Tests of Normality

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	.132	29	.200*	.953	29	.214
Posttest	.147	29	.113	.957	29	.271

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

One-Sample Test

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
learning_results	5.284	28	.000	10.897	6.67	15.12

Based on the results of the table above, it shows that the one sample t-test results have a sig value of $0.000 < 0.05$. So it can be concluded that learning using the drilling method on speaking skills has a significant

influence, which shows that h_0 (null hypothesis) is rejected while h_1 (alternative hypothesis) is approved.

This research was conducted at SMA Asshomadiyah, located in Burneh, Bangkalan. The research object of this study is X grade students. This research using pre experimental method with design one group pretest posttest design. The research results using Drilling Method (Dialogue Repetation) in class X students at SMA Asshomadiyah can show the effect on student result in speaking. Looking at the correlation between the pretest and posttest scores: The highest pretest score was 68 and the highest posttest score was 96. The average pretest score was 52.28 and the average posttest score was 70.90. These observations suggest that students' speaking ability improved between the pretest and posttest. . This allegation is supported by the result calculating using one sample t-test, it can be seen the result of $\text{sig } 0.000 < 0.05$. So it can be concluded that learning using the drilling method (dialogue repetition) on speaking skills in X class at SMA Asshomadiyah has a significant influence, which shows that h_0 (null hypothesis) is rejected and h_1 (alternative hypothesis) is accepted. The results of this study are supported by Asmani who states that Drill method is called teh practice method (Huda, 2020). This method is a way of teaching to improve. This method can also be used to gain skills and be competent.

The result of this research are in line with previous research conducted by Vivin Devi Prahesti (2022) with the title "The Use of Drill Method To Enhance Curiosity Pupils in Speaking Skills" the study's findings demonstrated that because there is insufficient practice, it is difficult for educators to work towards improving students' speaking abilities in classroom settings. Nevertheless, it can be

addressed by selecting an effective strategy to stimulate students' speaking curiosity, which is as simple as triggering as stimulus and responding to their active speaking. Creating a collaborative drill method in class and using the lesson study phase as study research are two ways to improve speaking skills. The study's goals are to : 1) Determine whether the drill approach may increase students' curiosity while speaking, 2) To identify stimulus and reaction in speaking during the drilling process. In this study, data was collected by observation and documentation. This study was descriptive and used the lesson study method. The respondents to this survey were five grade students, totaling around 25 students. The finding revealed that students who are engaged in improving their speaking skills through drills might also increase their curiosity about the subject or speaking procedure. Almost 5,00 of 25 students were interested in asking inquiries in English, with the remaining approximately 1,00 being quiet. As a result, it is possible to conclude that using drill method increases students' curiosity about all subjects taught in English.

CONCLUSION

Based on the conducted research, the researcher got the result by giving treatment Drilling method on students speaking skill in X class at SMA Asshomadiyah. A statistical analysis using a paired one-sample t-test in IBM SPSS version 25 was conducted to examine the pretest and posttest scores , the highest pretest score is 68 and the highest posttest score is 96. From that, it can be concluded that using Drilling Method has difference between before and after treatment.

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