

The Students' Engagement of Drill Technique in Speaking Class

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Abstract

This research was aimed at finding out i) whether there is statistically significant increase of students' speaking achievement after the students were taught through drill techniques, ii) the extent to which the students were engaged in speaking class through drill techniques. The data were obtained from the pre-test, the post-test and observation. The result showed that there was a statistically significant increase of students' speaking achievement. The mean score increased from 58.00 in the pre-test to 72.06 in the posttest, with the gain score 14.06 and the significant level was $(0.00 < 0.05)$. The results of the observation showed that the majority of the students were very actively engaged in speaking class (79,02%). This suggests that in spite the fact that Drills actively engaged students to speak, they could only improve partial aspects of students speaking achievement, in terms of pronunciation.

Keywords: *drill technique, speaking, teaching speaking*

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I. Introduction

Learning English cannot be separated from learning the four main of language skills, such as listening, speaking, reading, and writing. The aim of English language learning process is to enable the students to communicate in English well both in spoken and written forms. Speaking regarded as the main skill in communication. This indicates that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. It means that, when students speak, they do not only produce the message or information but they also receive and process that information.

Based on the fact that speaking has important role in communication. The teachers have big challenge to enable their students to master English well, especially speaking English in class or out of the class. In fact, most of students get difficulties to speak. According to Jisda (2014: 2), there are many problems in learning speaking, first, some students cannot produce some words in English because they do not know how to say it. Second, students are afraid of being criticized by other students and the teacher. Third, they do not know how to use grammar effectively in speaking. Fourth, the students do not get any opportunity to train their speaking in the classroom.

Based on the fact that the problems of the students face when they learn speaking, the teachers can overcome these problems by providing the right technique. The researcher used Drill technique in implementing of teaching speaking especially for teaching micro skill such as dialog. Drill technique is a technique of Audio Lingual Method which emphasizes on repeating structural patterns through oral practice. By drilling the students, it will be easier for them to remember and learn, since the more often English is repeated, the stronger the habit is and the greater learning will be achieved. That is like what Setiyadi (2006: 55) states that Drill (ALM) forces the students to use the target language at all times by drilling, their mother tongue is not used unless it is necessary and translation into their mother is prohibited.

There are several previous researches related to the use of drill technique in teaching English. According to Swanto & Din (2014) who investigated on Employing Drilling Technique in Teaching English Writing Skills to a Group of Rural Malaysian Students. It was found that the use of drilling technique in teaching writing have positive effects on students' writing ability, the learners' responses towards their writing performance were very positive.

It is also supported by Khetaguri & Albay (2016) in his research on the use of Drills in the Development of Speaking Skills. The result showed that drills contributed considerably to the enhancement of speaking skills. If it is compared to scores of learners who were exposed to text based instruction, those learners in the drill based received high scores in their presentation. By means of implicit feedback whilst employing drills, learners had an opportunity to reformulate their responses which allowed them to generate accurate responses.

From the previous research above, this research has differences from the previous before. The researcher is wondering about how is the students' engagement towards the implementation of drill technique in teaching speaking for ten grade. The students' engagement effected to the successful learning achievement. That is like what Kenny and Dumont (1995) state that students' engagement is increasingly seen as an indicator of

successful classroom instruction. For that reason, this research was conducted to observe the students' engagement. Beside, this research implemented drill technique in the speaking skill, the writer wants to improve the students' speaking achievement through drill technique. Therefore, the writer will conduct drill technique in the first grade students of SMA YP UNILA Bandar Lampung in order not only to improve students' speaking achievement through drill technique but also to analyze the extent of students' engagement.

Regarding all of the statement above, therefore, this study was entitled "The Implementation of Drill Technique in Teaching Speaking at SMA YP UNILA Bandar Lampung".

II. Method

This research intended to find out whether drill technique could improve students' speaking achievement. So, this research conducted this quantitative research which used *One-group pre-test posttest design* since there would be one class experiment which got treatments from the researcher and also got pre-test and posttest. This research used descriptive method to find out the extent of students' engagement when they were being taught speaking by using drill technique. The researcher wants to see the process of this study, the researcher has an observation sheet and video recording to know the extent of students' engagement in learning speaking.

Subject in this study were 31 students of X ISOS 4 of SMA YP UNILA Bandar Lampung. The material was in several kind of dialogues based on KTSP curriculum of senior high school. The instrument used in this research were speaking test, observation sheet, and video recording

III. Results And Discussion

Result

The data of this research was taken from class X ISOS 4. The result of improvement of students' speaking achievement was obtained through pre-test and posttest. Whereas, the result of the extent of students' engagement in speaking class through drill technique was obtained from the observation through video recording. From the research, it was found that the scores of students' speaking achievement in posttest were higher than those of pretest. The table below showed about the improvement of students' speaking achievement through drill technique.

Table 1.1. Students' Speaking Achievement of Drill Technique in Pretest and Posttest

No.	Students' score	Pretest		Students' score	Posttest	
		Freq.	Percentage		Freq.	Percentage
1.	0-50	3	9,68%	0-60	-	-
2.	51-55	4	12,90%	61-65	3	9,68%
3.	56-60	19	61,29%	66-70	5	16,13%
4.	61-65	1	3,22%	71-75	16	51,61%
5.	66-70	4	12,90%	76-80	7	22,58%
	Total	31	100%	Total	31	100%

Based on the data above, it can be stated that in pretest, there were three students who reached 0-50 in speaking test. This means that the students who were in this level, they made more mistakes than other students and they made the mistakes in most of the aspect of the speaking especially pronunciation, fluency, and grammar. Then, there were four students who score 51-55. In this level, the students often made spaces and repetitions in their speaking, beside that they also still made some mistakes in pronouncing the words. Then there were nineteen students who reached 56-60 score in pretest. The students of this level most of them made some mistakes in the speaking aspect but their mistakes did not affect their speaking a lot. The table indicates that there was an improvement of students' speaking achievement after being taught by drill technique. In posttest, there were three students who reached 61-65 in speaking test. This means that, there was an increase by 2 students from 1 student in pretest to be 3 students in posttest. Then there was an increase of students who score 66-70, there were 5 students in this level. If we compare from the pretest, there were 4 students who score 66-70. Then, after the students got the treatment. There were sixteen students who reached 71-75, if we compare in pretest there was no student who got score 71-75. After that, there were seven students who reached 76-80 in speaking test.

Table 1.2. The Extent to Which the Students were Engaged in Speaking Class through Drill Technique

Stages	Percentage of Students' Engagement			
	Passive (1-25%)	Less Active (26-50%)	Active (51-75%)	Very Active (76-100%)
1	-	19,35%	16,12%	64,51%

2	-	-	19,35%	80,64%
3	-	16,12%	35,48%	48,38%
4	-	19,35%	-	80,64%
5	-	-	9,67%	90,32%
6	-	19,35%	-	80,64%
7	-	-	19,35%	80,64%
8	9,67%	-	-	90,32%
9	-	16,12%	-	83,87%
10	-	-	9,67%	90,32%
Mean	0,96%	9,02%	10,96%	79,02%

From the table below, the result showed that the extent to which the students were engaged in speaking class through drill technique. The researcher see from the mean score of the extent to which the students were engaged of every stages of the teaching learning. There were 79,02% of students who engaged very actively, 10,96% of students who engaged actively, 9,02% of students who engaged less actively, and 0,96% of students who engaged passively. Most of the students were engaged very actively (79,02%) during the teaching learning through drill technique. The teacher used drill technique in teaching speaking and it attracts the students' affection to be engaged as most of the students were enthusiastically did the activities instructed by the teacher.

IV. Discussion

The Findings of the Improvement of the Students' Speaking Achievement through Drill Technique

The result of the research showed that the students' speaking achievement was improved after being taught through drill technique. This research showed that the implementation of drill technique had given positive effect of the students' speaking achievement. Based on the result presented before, it proved that there were improvement of students' speaking achievement in term of pronunciation, vocabulary, fluency, comprehension and grammar. This finding confirmed the result of the research by Khetaguri & Albay (2016) in his research on the use of Drills in the Development of Speaking Skills. The result showed that drills contributed considerably to the enhancement of speaking skill. By using this technique, students had lots of speaking practice. Learners had an opportunity to reformulate their responses which allowed them to generate accurate responses.

In addition, this finding also supported the result of the research by Fortina (2014). It showed that drill technique had made some improvement in students' speaking ability especially in their pronunciation. The implementation of drill technique in the teaching learning process was getting better. The students were more brave and more confident talking English than before getting the treatment through drill technique.

From the result above it can be seen that hypothesis for the first research question proposed by the researcher was accepted. Finally, the researcher can conclude that drill technique can be a good technique of teaching speaking to improve students' speaking achievement. After implementing this technique, students got improvement from the first until last treatment.

The Finding of the Extent to Which the Students were Engaged in Speaking Class through Drill Technique

The result of the observation showed that 79,02% of students were engaged very actively, 10,96% actively, 9,02% less actively, and 0,96% passively. The most of students were engaged very actively or 79,02% of all stages in the teaching learning through drill technique. This indicates that the students' engagement in speaking class was very active and it attracts the students' affection to be engaged as most of the students were enthusiastically did the activities instructed by the teacher. The writer found that there were several competencies that determine the creation of students' engagement in the teaching and learning processes that may affect the students' achievement in learning speaking. There were three competencies adopted by Bloom (1956) that must be possessed by learners that affects their engagement in learning, namely cognitive competence, affective competence, and psychomotor competence. Speaking is included in psychomotor competence, it is true that the psychomotor competence affected the students' engagement.

V. Conclusions

1. Drill technique can improve the students' speaking achievement in all aspect of speaking, especially the pronunciation aspect. On the other words, drill technique is good for teaching speaking.
2. There are 79,02% of students are engaged very actively, 10,96% actively, 9,02% less actively, and 0,96% passively. The most of students were engaged very actively of all stages in the teaching learning through drill technique. The teacher used drill technique in teaching speaking and it attracts the students' affection to be engaged as most of the students were enthusiastically did the activities instructed by the teacher. There were three competencies adopted by Bloom (1956) that must be possessed by learners that affected their engagement in learning, namely cognitive competence, affective competence, and psychomotor competence.

VI. Suggestions

1. English teacher should select the interesting topics and media in implementing this technique which can increase the students' interest.
2. This was suggested for teacher to emphasize of three competencies that the students should be mastered to get a good speaking achievement. There were cognitive competence, affective competence, and psychomotor competence that must be possessed by learners that affected their engagement in learning.
3. This study conducted drill technique in the senior high school. Therefore, the further researcher should add the subject to make research into more reliably.
4. It was suggested for further researcher to use the same topic to strengthen the previous theory.

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