

ARTICLE

***THE USE OF DRILLING TECHNIQUE IN TEACHING
SPEAKING TO THE EIGHTH GRADE STUDENTS
OF SMP DHARMA WANITA PARE
IN ACADEMIC YEAR 2017/2018***



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Abstract

Speaking is oral communication using verbal and non verbal expression. It means through speaking learners can communicate with others to achieve certain goals, to express their opinions, intentions, hopes and viewpoints. In addition, speaking is important to learn deeply a good communication. Good communication happen if the speakers can explain their idea and give information clearly, fluently and accurately, so the listener understands the meaning. In making a successful teaching and learning process, technique is one of crucial factors that determines the successful of teaching and learning, in which the students feel bored and become inactive in the classroom. A chain drill is an alternative technique that teacher can use in teaching speaking of English. The goal of the research are to describe the student's ability before being taught using drilling technique, to describe the student's ability after being taught using drilling technique, to find out whether there is effect of using drilling technique. Further, this research used quantitative research particularly pre-experimental with one-group pretest-posttest design. The sample of the research was VIII-A class consists of 24 students with 15 males and 9 females. In order to collect the data, the researcher used spoken test about describing person as the instrument of the research and t-test to analyze the data of the research. The result showed that the mean score gained from post-test was higher than pre-test. The mean score gained from post-test was 73.54 while pre-test was 55.62. Moreover, it was found that the t-score (19.91) t-table at the degree of significance 1% (2.492) or 5% (1.711). Therefore, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. Thus, it can be concluded that drilling technique give significant effect on the students' speaking ability specifically to the eighth grade students at SMP Dharma Wanita Pare in academic year 2017/2018. Here, it is suggested that English teacher to use drilling technique in teaching speaking because it is very interesting way to make learners speak up.

Keywords: Speaking, Drilling Technique.

A. INTRODUCTION

Speaking is oral communication using verbal and non verbal expression. It means through speaking learners can communicate with others to achieve certain goals, to express their opinions, intentions, hopes and view points. In addition, speaking is important to learn deeply a good communication. Good communication happen if the speakers can explain their idea and give information clearly, fluently and accuracy, so the listener understand the meaning. However the learners need to practice more and more to reach good communication. Due to practice has so many advantages such as help students to develop their confidence.

In speaking, the speaker built and organize the word before the learners speak to make the information is clear for the listener, also the listener can carry out conversation with others, give the ideas and exchange the information with others. According to Khoiriyah (2015) Speaking is a process interaction with others to pass information through communication. So speaking was an interactive process in which learners could communication with the other particularly in speaking it self.

Teaching is an educational activity that is done for giving information, sciences and knowledge to the students.

Brown (2000:7) said that “teaching is guiding and facilitating learning, enabling the learners to learn, and setting the conditions”. It means that in teaching learning process, those aspects can not be separated with others because all those components must be integrated to achieve the goal. But teaching a language, especially a foreign language is not easy job, because if the teacher asked the learner speak up and come forward is difficult.

In teaching speaking skill, the English teacher must be creative to design many communication activities in the classroom that urge and motivate students to use the language actively and productively. For example, in oral language class, the learner should be served with conducive learning activity. So the learner can practice English as well as possible. In other words, the teacher is responsible for the situation where the learner can communicate orally with classmate. The goal of teaching speaking should improve students’ communication skills because students can express themselves and learn how to use a language.

Based on the researcher’s experience during teaching and learning program at the previous semester in SMP Dharma Wanita Pare on VIII Grade, the

researcher found out some problems related to the instructional activities in this school. Those problems are, the learners have limited vocabulary, they do not know about generic structure in descriptive text, most of the learners think that speaking English is difficult when the teacher asked them to come forward to have a conversation with their friends, they refused it because they were not confident, afraid of making mistakes. Sometimes, the learners understood about the topic but they were difficult to share and expressed their idea to others. To solve the problems above, teacher needs to use an interesting technique. The successful teaching speaking process depends on the teacher as a model in the classroom, good teacher cares more about their learners in learning than their own teaching.

In making a successful teaching and learning process, technique is one of crucial factors that determines the successful of teaching and learning, where the students feel bored and become inactive in the classroom. That is why a good technique is needed for successful English teaching. In teaching speaking include drill and demonstration, drill have many kinds like backward build- up drill, repetition drill, chain drill, single-slot substitution drill, multiple-slot substitution drill, transformation drill, question and

answer drill. Drill can serve as technique, give a stimulate to the learners then they should hear it carefully. For instance, teacher tells some sentences or phrase then students imitate it.

A chain drill is an alternative technique that teacher can use in teaching speaking of English. A chain drill is one of the activities which is used in Audio-Lingual Method. Being able to use the target language communicatively is the goal of the Audio-Lingual Method.

According to Larsen and Freeman(2000:73) Chain drill is the name from the chain conversation that from around the room as the learner, one by one, ask and answer the questions of each other. So chain drill is effective technique in teaching speaking. In the fact that the researcher found teacher used response drill technique but it failed because many students are confused in the process of teaching and learning, and how to response the question because they did not know the structure and afraid making mistakes and felt bored.

The advantages of drill are a drill technique made the students more interested in learning speaking, a drill technique made the teacher easier in checking and correcting the students' speaking aspects, a drill technique made the students practice speaking English

effectively, a drill technique made the students could speak English communicatively.

Based on the phenomenon of the problem above, the researcher formulates the research problems as follows:

1. How is the student's speaking ability before being taught using drilling technique at the Eighth Grade of SMP Dharma Wanita Pare in the Academic Year of 2017/2018?
2. How is the student's speaking ability after being taught using drilling technique at the Eighth Grade of SMP Dharma Wanita Pare in the Academic Year of 2017/2018?
3. Is there any effect of using drilling technique to the student's speaking ability at the Eighth Grade of SMP Dharma Wanita Pare in the Academic Year of 2017/2018?

B. RESEARCH METHOD

The approach of this research was quantitative research and the technique was experimental research particularly pre-experimental design mainly using one-group pretest-posttest design. This research was conducted at SMP DHARMA WANITA PARE, which consist of 320 students who are divided into 10 clases. Every class consists of 32 students became the population of the research. In here, the

writer use sample clustering sampling in determining the sample of the research. The procedure use clustering sampling is there are 10 classes and the researcher take 1 class that was observed.

In collecting data for this research, the researcher used spoken test about describing people as the instrument of the research. The test was determined into pre-test and post-test. The purpose of using these instruments was to measure students' speaking ability in descriptive text before and after being taught using drilling technique.

In order to analyze the result of students' spoken test, the researcher used t-test. After measuring and calculating students' speaking test, the researcher calculated the mean score of pre-test and post-test, then measure it by using t-test formula and lastly compare the result of t-test with t-table.

C. RESULT AND DISCUSSION

The result of this research was described based on the research questions which are how is the eighth grade students' writing ability before and after being taught using drilling technique, and is there any significant effect of using drilling technique to the student's speaking ability. The result showed that students' speaking ability after being taught using

drilling technique was increasing as it stated in the following table.

Table 4.6

Average Score between Pre-test and Post-test

N = 24 Students	Pre-test	Post-test
Total score	1335	1765
Mean	55.62	73.54

From the table above, it can be seen that the total score gained from pre-test was 1335 with the mean score 55.62. While, the total score gained from post-test was 1765 with the mean score 73.54. It means that the students' score after getting treatment is better and showing an improvement.

Further, from t-test calculation, it was found that the result of t-score was 19.91. The result of t-score was compared with t-table at the degree of significance 1% and 5% to assert whether the alternative hypothesis was accepted or rejected. Moreover, it can be seen from the table below.

Table 4.7

The Statistical Computation of Using T-Test

Df	T-score	1%	5%	Alternative Hypothesis (Ha)	Null Hypothesis (Ho)
23	19.91	2.492	1.711	Accepted	Rejected

Based on the calculation, it was found that the result of t-score was 19.91 at the degree of freedom 23 and t-table was 2.492 at the degree of significance 1%, 1.711 at the degree of significance 5%. It

means that t-score (19.91) > t-table at the degree of significance 1% (1.711) or 5% (1.691). So, Ha is accepted and Ho is rejected.

Furthermore, drilling technique give an impact to the students' ability specifically in speaking descriptive text. Drilling technique help students to understand and remember the material easily so that they can pronounce clearly of vocabulary.

They do not know the generic structure in descriptive text. The score that students gained from pre-test and post-test is increasing even though some students could not pass the passing grade of English subject but their score is better than before. For instance, student who got score 55 in pre-test got 70 in post-test, student who got 65 in pre-test got 80 in post-test, and so on. From the explanation above, it can be concluded that drilling technique give an effect to the students' speaking ability particularly in describing people.

In addition, drilling technique can be implemented in teaching speaking descriptive text because it helps students to be more understand, enjoy, and happy to learn descriptive text. This supported by the previous research conducted by Tri Kuku (2009) "The Use Of Drills To Improve The Students' Speaking Ability". concluded that the majority of students' speaking

ability had improved with using drilling technique. It can be found that drills have strength and weakness in speaking class. The strength can be seen that the students can memorize the word or sentences longer, they can get correction in their error pronunciation, and they can practice the dialogue. The weakness can be seen that the students were bore in the last meeting, sometimes they did not know the meaning of word, and took a lot of time.

Moreover, another research was conducted by Mila Januar Widyaningsih (2013/2014) "Improving Speaking Skill By Using Chain Drill Technique At The Eighth Grade Students of SMPN I Amlapura In Academic Year 2013/2014 using chains drill concluded that positive responses concerning the technique applied in improving the subjects' speaking skill. The present classroom action study proved that chain drill technique could improve speaking skill. These findings of the present action study proved the hypothesis of the study that the problems faced by the eighth grade students of SMPN I Amlapura could be satisfactory overcome through teaching speaking by using Chain Drill Technique. It could be concluded that Chain Drill Technique could improve speaking skill.

Based on the explanation above, it can be concluded that students' speaking

ability after being taught using drilling technique was better than before due to the result of students' score showed an improvement. In other words, drilling technique give significant effect on the students' speaking ability specifically in teaching speaking.

D. CONCLUSION

1. Conclusion

The successful teaching speaking process depends on the teacher as a model in the classroom, good teacher cares more about their learners in learning than their own teaching. In making a successful teaching and learning process, technique is one of crucial factors that determines the successful of teaching and learning, where the students feel bored and become inactive in the classroom. That is why a good technique is needed for successful English teaching. In teaching speaking include drill and demonstration, drill have many kinds like backward build-up drill, repetition drill, chain drill, single-slot substitution drill, multiple-slot substitution drill, transformation drill, question and answer drill. Drill can serve as technique, give a stimulate to the learners then they should hear it carefully. For instance, teacher tells some sentences or phrase then studentds imitate it.

From the result of data analysis that have been explained in the previous chapter, the researcher concluded that drilling technique is very helpful in teaching speaking due to it helps students in understanding and remembering the material easily so that they can memorize vocabulary easily and how to say in a good pronunciation.

2. Suggestion

Based on the result of the study the researcher wants to try to give the solution of those finding that have been problems in teaching English by giving these following suggestions that are addressed to below :

1. For the teacher

The teacher should make a lesson plan for each material teaching students because it is very helpful in teaching learning process and the teacher should be creative to find the way of how to teach speaking using effective technique. The teacher should give motivation and explanation to the learners about the importance of speaking in English communication or universal communication.

2. For the students

The students should be active in teaching learning process especially for speaking ability because speaking is important in English communication, the students should be practiced to speak

individually or in group to increase their vocabulary and their pronunciation.

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