

**STUDENTS' PERCEPTION TOWARD DRILLING TECHNIQUE
IN SPEAKING SKILL AT MAHESA INSTITUTE PARE KEDIRI**



THESIS

**Submitted to Faculty of Tabiya and Teacher Training of Prof. K.H.
Saifuddin Zuhri State Islamic University as a Partial Fulfillment of the
Requirements for Achieving the Degree of Sarjana Pendidikan (S.Pd) in
English Education**

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Wassalamu 'alaikum Warahmatullahi Wabarakatuh



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MOTTO

You, just be you. You are your power.



DEDICATION

Big thank for myself for doing all this hard work together. It is hard but nice try.

This thesis is dedicated to my parents and my little brother. Thank you for giving me the love and support throughout graduate school.



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Peace be upon the king of life, Allah SWT. So far, grace and blessings have allowed the paper to be completed properly. Sholawat and greetings are always extended to the Prophet Muhammad SAW, Allah's most beloved prophet, his relatives, and companions. I realize that I could not complete this thesis without the support, help, and encouragement of many people who care about me. Therefore, I want to express my heartfelt gratitude and appreciation to:

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Purwokerto, 7th of June 2022

The researcher,



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**STUDENTS' PERCEPTION TOWARD DRILLING TECHNIQUE IN
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ABSTRACT

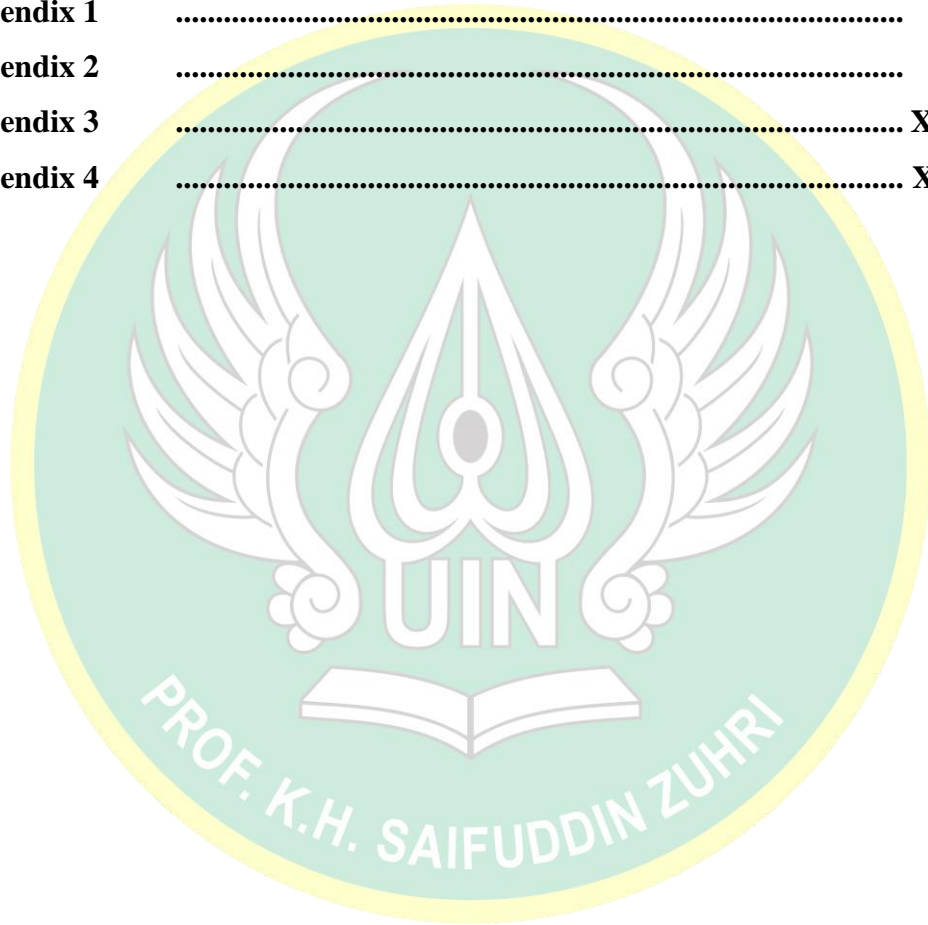
This research aims to describe students' perception toward the drilling technique in speaking skills. It was conducted at Mahesa Institute, and there were 32 students selected as the subject of the study. This class was selected because one of the classes in Mahesa Institute still has difficulties in speaking English, such as pronunciation, vocabulary, and fluency. The research applied qualitative research. This study used data collection instruments; a questionnaire and a semi-structured interview. Basic statistical analysis was used to analyze data from the questionnaire. Meanwhile, data from the interview were analyzed using data reduction, data analysis, and drawing conclusions. The result indicated that most students in that class agreed that drilling helped them pronounce the words accurately and correctly. It makes it easy for the students to memorize the vocabulary, improves their speaking fluency, and helps them be more confident in speaking. Furthermore, the researcher found the student' perception of the drilling technique in this research. It was proven by all participants in this study who expressed the same opinion about the use of drilling techniques in English speaking. Based on the results, students' perception of the drilling technique can be concluded positively.

Keywords: *Students' perception, Speaking skill, a Drilling technique*

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CHAPTER I INTRODUCTION

In this chapter, the researcher will explain the research background, why the researcher chose "Students' Perception Toward Drilling Technique in Speaking Skill at Mahesa Institute Pare Kediri" as the title of the current research, the problem of the study, the study's objective, and the definition of critical terms.

A. Background of The Research

Speaking in a language other than our mother tongue is a challenge, especially if there is little language knowledge. English is taught in most schools in Indonesia, and anyone should be able to learn the language as a native speaker¹. However, even though English has been learned from primary school, students still find it difficult, especially in Indonesia. Apart from that, many studies have written about English speaking difficulties. For example, Nakhalah said that the cause students have difficulty speaking English is because they have limited time and still do not have enough encouragement to practice speaking². Another study mentioned that the lack of strategy used during English teaching in public schools does not address the need for students to communicate orally in English³. Another reason, based on Teacher Training Materials Implementation of Curriculum 2013 students are more often accustomed to reading and understanding text rather than using the language for communication⁴. Therefore, the solution to this problem is to look at the internal and external factors. The internal factors are related to the students in which they should think that English is interesting to learn. Meanwhile, the

¹ Agus Husein As Sabiq, "Localized English for Ngapak Javanese Speakers as Language Instruction," *ENGLISH FRANCA : Academic Journal of English Language and Education* 4, no. 2 (2020): 85, <https://doi.org/10.29240/ef.v4i2.1818>.

² M. Al Nakhalah, A.M, "Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University", *International Journal of Humanities and Social Science Invention* 5, No. 12, 2016, p. 96.

³ R. AM. Melendez, G. GQ. Zavala, & R. F. Mendez, "Teaching Speaking Strategies to Beginners", *1st International Scientific Forum*", Universidad Autonoma del Carmen, Mexico, Vol. 1, 2013, p. 550.

⁴ Kemendikbud, "Press Workshop : Implementasi Kurikulum 2013", *Paparan Menteri Pendidikan Dan Kebudayaan Workshop*, 2014, p. 73.

external factors are related to the teaching-learning process, for example, the teaching technique used by teachers, media, and school facilities⁵.

The selection of the suitable learning model will greatly determine students' interest and participation in learning. Students will gain knowledge and have a deep impression of the subject matter through the appropriate learning model. So, a teacher must organize a fun learning process for students to encourage the growth of student learning creativity⁶. When we talk about speaking, it does not mean simply saying a word by mouth⁷. It means conveying a message, ideas, and expression through speech⁸. Speaking is one of the skills important to be learned by students. By speaking, students can develop good communication to help them become accustomed to speaking English⁹. Therefore, to support their ability in English, some students tried to learn English in private English courses, significantly developing their speaking.

There are currently many non-formal educational institutions that offer English language learning services. It is an English course that uses better learning techniques and even brings native speakers to support learning. Teaching speaking in an English language course is not the same as teaching English at school. The main goal of teaching and learning the English language in a language course is improving and develop English students' skills. One of Indonesia's most popular non-formal education or English language courses is Kampung Inggris Pare, Kediri, East Java¹⁰.

⁵ Maulida Fatikha Rahma, "English Teaching and Learning at Kampung Inggris Gunung Pati, Semarang" (*Thesis*, UIN Walisongo Semarang, 2018), p. 3.

⁶ Pupuh Fathurrohman and Aan Suryana, "Guru Profesional", *Bandung: Refika Aditama*, 2012.

⁷ Lai Mei Leong and Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill", *Internationa Journal of Research in English Education*, 2017, p. 34.

⁸ Henry Guntur Tarigan, "Berbicara Sebagai Suatu Ketrampilan Berbahasa", *Bandung: Angkasa*, Edisi Revisi 2008, p.15.

⁹ M. L. Khakim, "Improving Students' Pronunciation Ability Through Repetition of Drill" (*Thesis*, IAIN Salatiga, 2015), p. 16

¹⁰ Siti Fitri Mardiah, "The Impact of Students' Participation in English Course at Kampung Inggris (Pare) on Their English Communication (A Qualitative Descriptive Research on University Students in Banten)", (*Thesis*, UIN SMH Banten, 2019), p. 4.

According to Tulungrejo Village data in Lathifah, there are more than 200 institutions in the English village¹¹. It is thus called an educational tourism destination that focuses on learning a foreign language, especially English. Students can speak English with people in the English village of Pare, including bicycle rental owners, cafe owners, food sellers, motorcycle taxi drivers, etc. Students studying in Pare come from various levels, ages, and backgrounds. Therefore, the English village of Pare is called a unique educational destination with this phenomenon¹².

One of the interesting English courses in Pare is Mahesa Institute. It is located at Jl. Mawar Desa No. 04, Mangunrejo, Tulungrejo, Kec.Pare. Mahesa Institute has a special program that focuses on speaking. It is becoming more interesting because the speaking tutor used a drilling technique to teach speaking. Therefore, Mahesa Institute is the right place to improve their English ability. There are about 300 students who want to study at the Mahesa Institute every month, based on the data in 2020 told by the staff administration.

As the tutor, knowing suitable teaching is important because teaching speaking is a challenging task. If the teacher knows what kind of teaching techniques are suitable for the students, it will increase their motivation to learn. Sometimes teachers speak more than students, teachers have to know how much they talk¹³. A drill is the process of students listening to and repeating the teacher's sentence, phrase, and words. This method is great for repetition and memorization¹⁴. The drilling technique also stimulates students to be active in the classroom and allows students to speak English. Drills must

¹¹ Nur Afni Lathifah, Agus Purnomo, and Sukanto Sukanto, "Dinamika Pengelolaan Kampung Inggris Oleh Masyarakat Di Desa Tulungrejo Kecamatan Pare Kabupaten Kediri", *Jurnal Ilmu Sosial Dan Humaniora* 9, 2020, No. 2, p. 1.

¹² Muhammad Ali Mas'ud, "The Implementation of Speaking and English Dormitory Program : A Case Study", *Language-Edu Journal* 9, 2020, no. 1, p. 1.

¹³ Desi Wijayanti Marufah, "Teachers Ways in Maximizing Students Talking Time" (Thesis, FKIP UMP), 2014, p. 16.

¹⁴ M. L. Khakim, "Improving Students' Pronunciation Ability Through Repetition of Drill" (Thesis, IAIN Salatiga, 2015), p. 2-3.

be space, and the teacher needs to add variety to the classroom to avoid boredom.

The use of drilling in teaching speaking skills is suitable¹⁵. However, whether suitable or not, teachers must know about the students' perceptions. Perception is the way of someone in looking something. Therefore, Perception is important to know students' responses toward the use of the drilling technique in speaking skills because the tutor will know whether they enjoy or not their response in the learning process. If their response is not good enough, changing the teaching technique to be more interesting is recommended. Based on the background of the study, the researcher decided to conduct a research entitled "**Students' Perception Toward Drilling Technique in Speaking Skill at Mahesa Institute Pare Kediri.**"

B. Operational Definition

To avoid unnecessary misunderstanding and convey the same Perception between researcher and readers. Several key terms have been added to this research and serve as a guide in conducting the research. Some of the key terms are described below:

1. Perception

Student perception refers to how students feel about particular objects based on their responses to sense organs. People perceive the same object differently based on their experiences and responses.

2. Drilling technique

The drilling technique is a learning technique that emphasizes training activities carried out repeatedly and continuously to master specific abilities or skills.

3. Speaking Skill

Speaking is the one crucial skill besides four other skills, writing, reading, and listening. Therefore, speaking is one of the language skills that students should master.

¹⁵ Nisita Wiweka Adiratna, "Students' Perception Towards The Use of Drilling Techniques", (*Thesis*, Universitas Brawijaya, 2016) p. 3.

C. Research Questions

This research is to answer how do the students' perceptions toward drilling techniques in speaking skills at Mahesa Institute Pare Kediri?

D. Objectives of The Research

This research aims to analyze the student's Perception toward drilling techniques in speaking skills at Mahesa Institute Pare Kediri.

E. Significances of The Research

1. Theoretical significances

- a. This research is expected to be helpful and can be used as additional references for teaching English techniques, mainly speaking.
- b. This research expects to provide information about English teaching techniques in informal education which can also be implemented in formal education.

2. Practical significances

a. The English teacher

The researcher hopes that the teachers will know the importance of the students' Perception and the kind of teaching technique suitable for speaking. Thus, it can make the atmosphere of the learning process more exciting and fun so that students will enjoy it.

b. The students

The researcher hopes this study can help students increase their confidence in speaking using the drilling technique and provide a reference for the course to improve their English skills.

c. The next researcher

In addition to gaining valuable knowledge and experience, researchers also get more information about the drilling technique in speaking skills. The researcher hopes that further research will observe more about students' perceptions in another field.

F. Structure of The Research

To make this research easy to comprehend, the writer divided this paper into five:

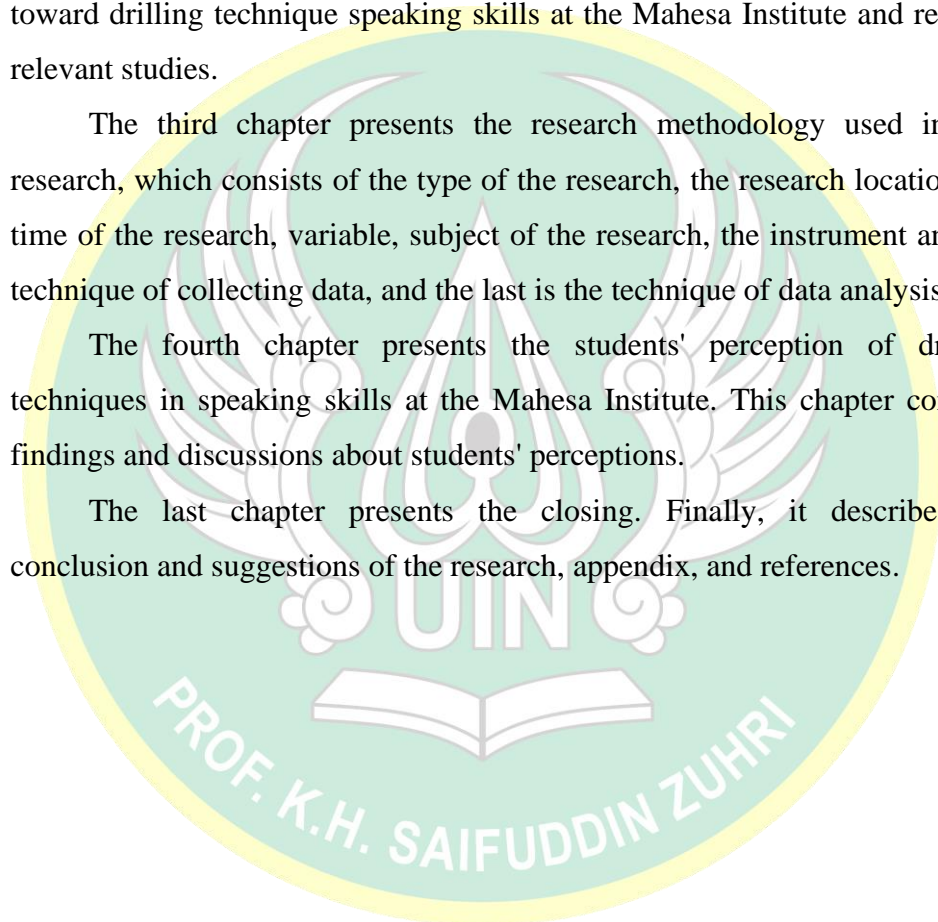
The first chapter presents an introduction, which consists of the background of the research, operational definition, research questions, objectives, significance of the research, and structure.

The second chapter presents the theories of the students' Perception toward drilling technique speaking skills at the Mahesa Institute and reviews relevant studies.

The third chapter presents the research methodology used in this research, which consists of the type of the research, the research location and time of the research, variable, subject of the research, the instrument and the technique of collecting data, and the last is the technique of data analysis.

The fourth chapter presents the students' perception of drilling techniques in speaking skills at the Mahesa Institute. This chapter contains findings and discussions about students' perceptions.

The last chapter presents the closing. Finally, it describes the conclusion and suggestions of the research, appendix, and references.



CHAPTER II

THEORETICAL REVIEW

This chapter discusses related literature and previous studies relevant to the current study.

A. Perception

Michotte, in his book *The Perception of Causality*, suggests that Perception is only one phase of the whole process of biological actions and roles to initiate and direct the behaviour of living things¹⁶. According to Aristotle's theory, Perception is related to changes in the sense organs caused by Perception¹⁷. Early Latin commentators on *Aristotle's De Anima* point out that Perception is something that will first be received by the sense organs, which will then activate the powers of the senses and determine their actions¹⁸. Perception is the experience of an object, event, and relationship obtained by resuming information and interpreting a message. Perception can be harmful or good, relying on their view based on their experience¹⁹. Everyone has their Perception even though of the same object.

It is critical to understand students' perceptions in this study. Each student's Perception, even if they receive the same experience, stimulus, and information about the teacher's teaching techniques. Still, each individual has their Perception so each student will have a different perception²⁰. Knowing student perceptions, according to Chang, will help teachers be aware of students' perspectives and recognize the need for changes in teaching²¹.

¹⁶ A Michotte, "The Perception of Causality", Oxford University: New York, p. 25 .

¹⁷ Aristotle, H Lawson-Tancred, "Aristotle's De Anima (On the Soul)", UK: *Penguin Classics*, 2004.

¹⁸ Simo Knuutila and Pekka Kärkkäinen, "Studies in the History of Philosophy of Mind, Theories of Perception in Medieval and Early Modern Philosophy", *Finland: Springer Science*, vol. 6, 2008, p. 9-10.

¹⁹ Windy Okstian, "Students' Perception On The Use of Google Based Learning Media In English Class at SMPN 1 Bukateja", (*Thesis*, IAIN Purwokerto, 2021), p. 18.

²⁰ Nisita Wiweka Adiratna, "Students' Perception Towards The Use of Drilling Techniques", (*Thesis*, Universitas Brawijaya, 2016) p. 8.

²¹ Ya-Ching Chang, "Students' Perceptions of Teaching Styles and Use of Learning Strategies," 2010.

Teachers must be aware of their students' perceptions because they affect their learning achievement. If the teacher believes that appropriate teaching techniques are being used, not all students will feel the same way; each individual has their Perception of whether they enjoy or not following the learning process.

1. Process of Perception

The perception process begins when a person is exposed to stimuli from their surroundings. The information is then acquired by sensory instruments and transmitted to the brain. Next, the stimulus is interpreted based on the motivation and personality of the individual. Finally, the individual then analyzes the information as feedback to the stimuli.

Similarly, Walgito in Safitri stated that the process of Perception is used through several steps. First, object stimulation improves the sensory organs in our bodies. The stimulus could come from both inside and outside the person. The stimulus is then delivered to our brain's central nervous system. The brain subsequently processes the stimulation, making the person aware of the object the sense organs receive. This happens because a person can be exposed to various stimuli in their surroundings, and not all of these stimuli produce a response from the individual that can be felt. So, depending on the individual, which stimulation is sensed²².

According to the preceding definition, Perception is a complex process that entails paying attention to the object, gathering the stimulus through our senses, and processing the stimulus into different interpretations that lead to a response that influences our behaviour.

2. Domain of Perception

In this regard, in his book, *Organisational Behaviour Global and Southern African Perspectives*, Robbins mentions three domains of Perception; perceiver, target, and situation²³.

²² Muetia Safitri, "Students' Perception of the Use of Social Media for Learning English (A Case Study at the Eleventh-Grade Students of SMA Al-Hasra in Academic," 2021, p. 93.

²³ Robbins, S. P., "Organizational Behavior: Global and Southern African Perspectives", 2003, *Cape Town: Pearson Education South Africa*, p. 107-109.

a. Perceiver

Someone who makes a perception of something. A person's Perception is influenced by characteristics, behaviour, motives, experiences, and expectations. For example, the behaviour of two people can produce different perceptions even though the object being observed is the same.

b. Target

The goal's characteristics can affect what is being seen and perceived. For example, loud people are more likely to be noticed in a group than are quiet ones. As well as very attractive or unattractive individuals.

c. Situation

The context in which each individual perceives the object or event is important. Elements in the environment and surrounding situations affect the Perception of each individual. The time at which an object or event is seen to influence attention or some situational factors.

3. Kind of Perception

Sunaryo cited in Fatah that Perception is divided into two types: external Perception and self-perception²⁴. The first type of Perception is external Perception, which occurs when a stimulus comes from outside the individual. The object, in this case, is someone else. This means that others observe and identify a person's activities through their external Perception. For example, external Perception typically refers to how others express their opinions and argue with those surveyed. The second is self-perception, a perception that occurs due to stimuli arising from individual Perception. In this case, the object is itself. In this case, the object is itself. Therefore, it is possible to conclude that self-perception is incorrect and invalid because it is generated by ourselves.

²⁴ Fatah, R. A, "Persepsi Masyarakat Tentang Perilaku Merokok di Desa Sedan Kecamatan Sedan Kabupaten Rembang", (*Thesis*, Universitas Muhammadiyah Semarang, 2007), p. 7.

B. Speaking Skill

Speaking is a two-way process involving productive skills and comprehension between the speaker and the listener²⁵. It means that while speaking, people try to communicate and use their language to convey their message to the other person. In this case, the speaking process requires the participation of at least two people, one as a speaker who generates information and the other as a listener who generates and receives information.

Speaking is the primary skill in communication. Furthermore, Irawati in Muklas said that speaking is one of the central elements of communication from an interactive process in which individuals take turns taking roles as speakers and listeners who are used to communicate information, ideas, and emotions to others using spoken language²⁶. Good communication skills are important for academic achievement and future career success, so they must be developed. In addition, students can form relationships with people from all over the world if student communicates effectively.

1. Component of Speaking Skill

Harris mentions five components of speaking skills: pronunciation, grammar, vocabulary, fluency, and comprehension²⁷.

a. Pronunciation

Thornbury stated that the lowest level of understanding used by speakers is pronunciation²⁸. However, having an excellent pronunciation of the language can assist in regular communication, especially clarity²⁹. So, to speak English, students must understand

²⁵ Muhammad Muklas, "Talking Chips Technique To Teach Speaking", 2017, *Journal of English Language Education and Literature* 2, No. 1, p. 60.

²⁶ Muhammad Muklas, "Talking Chips Technique To Teach Speaking", 2017, *Journal of English Language Education and Literature* 2, No. 1, p. 60.

²⁷ David P. Harris, "Testing a Second Language," 1969, *McGraw-Hill Book Company, Library of Congress Catalog*.

²⁸ Scott Thornbury, "How to Teach Speaking by Scott Thornbury", *Pearson Longman*, 2005, p. 24.

²⁹ Jonathan M. Newton and I.S.P. Nation, "Teaching ESL/EFL Listening and Speaking, Teaching ESL/EFL Listening and Speaking", 2020, *UK: Routledge*, p. 75.

stress, intonation, and tone to help students speak English without problems and effectively.

b. Grammar

Grammar is the concepts and rules relating to the usage and structure of language³⁰. Usually, students use grammar unconsciously in communication. Therefore, grammar has to be the first element to learn because if a student already understands grammar, it will be easier to learn English.

c. Vocabulary

Vocabulary is a crucial thing to communication to be able to help a person in learning English. If people lose vocabulary, they will not understand what people are saying. Therefore, vocabulary is needed to enhance students' language abilities³¹.

d. Fluency

Fluency is an essential communicative element, which is teachers' primary goal in teaching speaking skills³². Many practices can help learners improve their communicative competence. Hughes describes fluency as the ability to speak without too much hesitation to interfere with communication³³. Speed and pause are essential factors in fluency because all speakers need to take a breath. Thornbury mentions tricks speakers use to imply pauses, as in "um, er, erm..." and some fuzziness expressions, as in "I mean" and "sort of."

e. Comprehension

Comprehension is the capability to obtain and interpret a series of communication activities. The reason for speaking is to convey

³⁰ Dawn D'Arcy Nell, "English Language Teaching", *History of Oxford University Press*, Volume IV 1970 to 2004, 2017, p. 17.

³¹ Ana Septiani, "The Effectiveness of Sequenced Pictures In Teaching Speaking At The 10th Grade Students Of SMAN 1 Petanahan In The Academic Year of 2019/2020 Based On Students' Perception", (Thesis, IAIN Purwokerto, 2020), p. 11.

³² Salima Mazouzi, "Analysis of Some Factors Affecting Learners' Oral Performance A Case Study: 3 Rd Year Pupils of Menaa's Middle Schools", (*Thesis*, Univerity of Briska, 2013), p. 8.

³³ Rebecca Hughes, "Teaching and Researching Speaking", *New York: Pearson Education*, 2002, p. 113.

information. That is why comprehension is needed in speaking activities. Speaking is achieved by delivering the message or information that listeners can receive³⁴. So, a speaker needs to speak clearly.

2. Categories of Speaking

Brown mentions five categories of speaking: imitative, intensive, responsive, interactive, and extensive³⁵.

a. Imitative

An activity in which the learner repeats a phrase or structure for clarity and accuracy. This activity helps and allows students to listen and verbally repeat some of the language structures that may be difficult to understand³⁶.

b. Intensive

As assumed by Korompot, intensive is oral activities guided and assisted by teachers who emphasize student involvement to develop students' accuracy in speaking the target language³⁷.

c. Extensive

Extensive is a kind of extended monologue like a short speech, oral report, or storytelling³⁸. Usually, this activity involves a lot of preparation and minimal interaction with the audience.

d. Responsive

³⁴ Ana Septiani, "The Effectiveness of Sequenced Pictures In Teaching Speaking At The 10th Grade Students Of SMAN 1 Petanahan In The Academic Year of 2019/2020 Based On Students' Perception", (Thesis, IAIN Purwokerto, 2020), p. 12.

³⁵ H Douglas Brown, "Teaching by Principles An Interactive Approach to Language Pedagogy", 2004, *New York: Person Education*, p. 272-274.

³⁶ Salima Mazouzi, "Analysis of Some Factors Affecting Learners' Oral Performance A Case Study, 3rd Edition Year Pupils of Menaa's Middle Schools", (*Thesis*, Univerity of Briska, 2013), p. 12.

³⁷ C A Korompot and B Jabu, "Intensive and Extensive Speaking: Approaches to Systematizing The Speaking Skills Courses for Undergraduate ELE Students," *LINGUA: Jurnal Bahasa Dan Sastra* 20, 2019, p. 21.

³⁸ Salima Mazouzi, "Analysis of Some Factors Affecting Learners' Oral Performance A Case Study: 3 Rd Year Pupils of Menaa's Middle Schools", (*Thesis*, Univerity of Briska, 2013), p. 13.

Responsiveness is a short answer to a teacher or student question or comment. For instance:

Lou: "Hi, how's it going?"

Nial: "Not bad, and yourself?"

Lou: "I am good."

Nial: "Okay, cool."

e. Transactional

Interactive is a speaking activity carried out by direct or indirect interaction between speakers and listeners and may have more of negotiated nature. As in face-to-face conversation, daily dialogue, and telephone calls.

f. Interpersonal

Interpersonal communication is carried out more to maintain social relations than to transmit facts and information.

3. Teaching Speaking Strategies

There are several valuable strategies that teachers can teach their students to use sequentially during oral activities so that students who practice these strategies can speak more confidently. In the following section, we will discuss our best general speaking strategies. As assumed by Brown, in his book *Teaching by Principles An Interactive Approach to Language Pedagogy*, proposed these speaking strategies so that students can communicate orally³⁹:

- a. Asking for clarification (what?)
- b. Asking someone to repeat something (huh? Excuse me?)
- c. Using filler (uh, I mean, well) to gain time to process
- d. Using conversation maintenance cues (hu-uh, right, yeah, okay, hm)
- e. Getting someone's attention (hey, say, so)
- f. Using paraphrases for structures, one cannot produce

³⁹ Brown, H. D, "Teaching by Principles An Interactive Approach to Language Pedagogy", 2004, *New York: Person Education*, p. 276.

- g. Applying for assistance from the interlocutor (to get a word or phrase, for example)
- h. Using formulaic expressions. Formulaic expressions include conversational formulas, idioms, proverbs, and swearing.
- i. Using mime and nonverbal expressions to convey meaning

There is another teaching strategy that Mendez and Marin used in Melendez, Zavala, and Mendez, namely using fillers, circumlocution, asking for clarification, and expressing not understanding⁴⁰:

a. Fillers

The first strategy taught is filler; the order is purposeful because we believe that fillers should be taught first; this strategy will expedite the teaching of other strategies. In addition, it assists students in filling those quiet times when they have difficulty remembering what they want to say.

b. Circumlocution

The second strategy taught is ambiguity, in which students replace unknown or forgotten words with synonyms or descriptive sentences. This can help students avoid using Bahasa during English class, and when giving a description, students can remember the word to be explained. If another friend can remember, then the friend will say the word. For instance, an item used to sit down (chair).

c. Asking for clarification

The third strategy is to ask for clarification; this strategy is taught to motivate students to ask for clarification when students do not understand very common ideas, questions, or words at the elementary level. Instead of being silent, students can ask questions like, "what do you mean?" or "can you repeat that?" "sorry"? or phrases such as "you mean that..." or "what you are trying to say is..." and so on.

⁴⁰ R. AM. Melendez, G. GQ. Zavala, & R. F. Mendez, "Teaching Speaking Strategies too Beginners", *1st International Scientific Forum*, Universidad Autonoma del Carmen, Mexico, Vol. 1, 2013, p. 550.

d. Expressing not understanding

The last strategy taught to students is to state that they do not understand something with gestures (confused look) or expressions "sorry, can you repeat that?". This strategy does not require a good level of English. This strategy can be done when a student with a good level of language converses with a student who barely speaks. Then this student must use the expression strategy of not understanding.

4. Technique to Teach Speaking

McGonigal in Mukhlas mentions the techniques for each process involved in learning in class⁴¹.

a. The Activating Event

Activation events can be anything that causes students to question their thinking and the potential limits of their comprehension.

b. Identifying Current Assumption

The best way to assist students is to identify their current assumptions and have them explain their thoughts.

c. Encouraging Critical Reflection

Transformational learning is both an individual and a social process. Critical reflection, which requires students to check their current assumptions personally, is the most solitary aspect of transformational learning. Critical reflection is most likely to occur outside of class because students absorb and integrate what happens in the classroom.

d. Encouraging Critical Discourse

The most social aspect of transformative learning is critical discourse. It can provide opportunities for students to reflect through discussion.

⁴¹ Muhammad Muklas, "Talking Chips Technique To Teach Speaking.", 2017, *Journal of English Language Education and Literature* 2, No. 1, p. 61.

From the explanation, the researcher concluded that activating events, identifying current assumptions, encouraging critical reflection, and encouraging critical discourse, are the steps to make an appropriate technique of teaching speaking.

C. Drills

A drill is a repeated operation or exercise designed to improve a skill or familiarity with a procedure. It is most effective for teaching skills and memorization. The primary goal of the drill is doing and experiencing, which is one-way learning⁴². Drilling is a technique that has long been used in foreign language classrooms.

Drilling is a technique that many teachers still use when introducing new language items to their students. A drill consists of two parts: what the students hear and see.⁴³ Drilling is a method by which students listen to the teacher and repeat sentences and words. Drilling is used to train the teacher's new language word model, and students repeat what the teacher said⁴⁴. According to Noviyanto, the drilling method is a teaching method by giving practice to the students to repeat what the teacher says to gain a specific competence⁴⁵. In brief, drilling is listening to a model and then repeating what the teacher says.

Based on the presented above, the author concludes that drilling is a technique used in foreign language teaching that focuses on repeating structural patterns through oral practice to demonstrate students' ability to use specific language.

⁴² Sharon, Zenger K and Weldon, "57 Ways to Teach", 1997, Los Angeles: Crescent Publication, p. 29.

⁴³ Allen, Harold B and Campbell, Rusell N, "Teaching English As A Second Language", 1972, United States of America: Mc Graw-Hill Book Company, p. 121.

⁴⁴ M. L. Khakim, "Improving Students' Pronunciation Ability Through Repetition of Drill" (*Thesis, IAIN Salatiga, 2015*), p. 16.

⁴⁵ G. C. Noviyanto, Efektifitas Metode Drill Terhadap Kemampuan Berbicara Bahasa Prancis Siswa Kelas X SMA Negeri 2 Magelang, (*Thesis, Universitas Negeri Yogyakarta, 2016*).

1. Type of Drilling

In his book *Technique and Principle and Language Teaching*, Freeman notes many types of drills⁴⁶.

a. Dialogue Memorization

In speaking class, one of the approaches is dialogue. The students will memorize some lines from the dialogue before switching roles and memorizing the other half.

b. Expansion Drill

This drill is used when students struggle with a long-line dialogue. First, the teacher divides the line into many sections. Next, the students repeat a part of the sentence, usually the last phrase of the line. The students then expand the section they're repeating at the end of the sentence (and go backwards from there) to make the line's tone as natural as possible, as directed by the teacher. This also draws students' attention to the end of the phrase, usually when new information appears.

Teacher : My father is a teacher.

Students : My father is a teacher

Teacher : He works in the school.

Students : He works in the school

Teacher : My father is a teacher. He works in the school.

Students : My father is a teacher. He works in the school.

Teacher : He teaches the students.

Students : He teaches the students

Teacher : My father is a teacher. He works in the school. He teaches the students.

Students : My father is a teacher. He works in the school. He teaches the students.

c. Repetition Drill

⁴⁶ Diane Larsen-Freeman, "Techniques and Principles in Language Teaching 3rd Edition (Teaching Techniques in English as a Second Language)", *Journal of Chemical Information and Modeling* 53, 1981, No. 9, p. 73-75.

The teacher says the word or phrases, and the students repeat them.

Teacher : My rabbits are hungry, so I give some food to them

Students : My rabbits are hungry, so I give some food to them

d. Chain Drill

The teacher starts the chain by greeting or questioning a specific student. That student responds and then turns to the students sitting next to him. The chain continues when the first student greets or questions the second student. A chain drill provides some controlled communication even though it is limited. In addition, a chain drill allows the teacher to assess each student's communication ability.

Teacher: What is the colour of the Indonesian flag? The colour of the Indonesian flag is red and white. What is the colour of the strawberry?

Student A : The colour of the strawberry is red. What is the colour of a banana?

Student B : The colour of the banana is yellow. What is the colour of the sunflower?

Student C : The colour of the sunflower is yellow.

e. Substitution Drill

Substitution exercises can be used to practice various structures and vocabulary words, namely one or more-word changes.

Teacher : I go to the library. She?

Students : She goes to the library.

Teacher : They?

Students : They go to the library.

f. Transformation Drill

The teacher provides students with opportunities to practice answering questions. The students should respond to the teacher's queries as fast as possible. It is also possible for the teacher to allow students to practice asking questions. This allows students to become more familiar with the question pattern.

Example (positive into negative)

- Teacher : I am happy.
 Students : I am not happy.
 Teacher : Jack sings a song.
 Students : Jack doesn't sing a song.

g. Question-and-answer Drill

The teacher provides students with opportunities to practice answering questions. The students should respond to the teacher's queries as fast as possible. It is also possible for the teacher to allow students to practice asking questions. This allows students to become more familiar with the question pattern.

- Teacher : Does Bella go to school? Yes?
 Students : Yes, she does.
 Teacher : No?
 Students : No, she does not.

h. Use of Minimal Pairs

The teacher suggests some words with similar pronunciations, such as dawn or down. Students are first asked to differentiate between the two sounds, and by the end of the lesson, they can correctly pronounce the word.

i. Complete the Dialogue

This technique uses a dialogue that has some elements removed. Students finish the dialogue by filling in the blanks with the missing words.

- Teacher : I bring my flower, and you bring....
 Students : I bring my flower, and you bring your flower
 Teacher : I have to solve... own problems
 Students : I have to solve my own problems.

j. Grammar Game

This technique is intended for students to learn grammar through games; despite its limitations, it includes a high level of repetition. As a result, students will have more opportunities to practice.

2. The Advantages of Drill

Based on Thornbury, cited in Adiratna, states that it can help in the gradual memorization of unknown structures and stored in long-term memory⁴⁷. This means that by using drills, students can quickly memorize the material because it will be kept in their long-term memory. Other advantages are mentioned below:

a. Improve students' speaking skills.

The drilling technique can be used in teaching speaking and is appropriate for the teacher in teaching language to improve students speaking skills. The drilling technique can be applied in all aspects of teaching speaking or introducing a new language to the students⁴⁸. It can be inferred that the drilling technique could improve students' speaking skills by applying it in teaching and learning. Furthermore, drills will build confidence, enabling learners to respond quickly without hesitation in honest communication⁴⁹. When students do it right during practice, they will try to do their best; consequently, exercises are helpful because they will keep students focused for better achievement

b. Pronunciation accurately and correctly.

The drilling technique makes students pronounce accurately and correctly in speaking. According to Asih, the drilling technique can be effectively used for students' pronunciation. Drilling technique can be a technique to train students to pronounce correctly and clearly⁵⁰. In addition, it is to train the fluency and accuracy of pronunciation. Moreover, Khakim argued that the drilling technique helps the students

⁴⁷ Nisita Wiweka Adiratna, "Students' Perception Towards The Use of Drilling Techniques", (*Thesis*, Universitas Brawijaya, 2016) p. 15..

⁴⁸ M. FN Kholid, H. Yufrizal, & P. Raja, "Improving Students' Speaking Ability Through Drill Technique" No. 1, p. 3.

⁴⁹ T. Khetaguri & M. Albay, "The Use of Drills in the Development of Speaking Skills," *International Journal of Social Sciences & Educational Studies* 3, 2016, No. 1, p. 55.

⁵⁰ Nur Saadah Fitri Asih, "Efektivitas Penggunaan Metode Oral Drill Untuk Latihan Kemampuan Berbicara Bahasa Jepang Di Kelas Dasar", 2007, *Lingua Cultura* 1, No. 1, p. 60.

memorize to speak the English language with good pronunciation⁵¹. The teachers can teach the students by using drilling techniques to make them remember and produce the words.

It can be concluded that the drilling technique can train the students to pronounce the words accurately and correctly. Furthermore, Khetaguri and Albay argued that the drilling technique helps the students produce language effectively⁵². Moreover, the drilling method is beneficial for improving fluency and accuracy. The teachers teach the students how to respond quickly and also drilling in language learning is to practice the vocabulary of a new language. According to Paulston and Bruder, the function of the drilling technique makes the students fluent in expressing their opinion in speaking, so the teacher trained the students to answer truthfully⁵³. It means the drilling technique helps the students' speaking fluency and accuracy.

c. Increasing vocabulary.

The advantage of the drilling technique is to increase students' vocabulary. Andarbeni argued that the students could remember the words longer, the students could get a correction in their mistakes through drilling to pronounce the words, and the students could practice the dialogue⁵⁴. The students will achieve their learning goal by continuously repeating the English language and making the drilling technique their habit in learning a language. Hence, the drilling technique helps the students more accessible to memorize the vocabulary and to remember the vocabulary. It makes the students increase their vocabulary size.

⁵¹ M. L. Khakim, "Improving Students' Pronunciation Ability Through Repetition of Drill" (*Thesis, IAIN Salatiga, 2015*), p. 63.

⁵² T. Khetaguri & M. Albay, "The Use of Drills in the Development of Speaking Skills," *International Journal of Social Sciences & Educational Studies* 3, 2016, no. 1, p. 55.

⁵³ C. B. Paulston & M. N. Bruder M.N, "Teaching English as a Second Language. Techniques and Procedures", *Chambridge*, 1976.

⁵⁴ Tri Kukuh Andarbeni, "The Use of Drills to Improve The Students' Speaking Ability (Classroom action research in the first grade of MTs NU Salatiga in the academic of 2009/2010)", (*Thesis, State Islamic Studies Institute Salatiga 2010*), p. 84.

Drilling can motivate students to learn to speak and practice their skills. The advantages of the drill are that a drilling technique made the students more interested and motivated in learning to speak and practising their skills, a drilling technique made it easier for the teacher to check and correct the students' speaking aspects, a drilling technique made it compelling, and a drilling technique made the students communicatively speak English⁵⁵. That is, the drilling technique has the advantage of allowing students to memorize lines from dialogues. In addition, students are accustomed to producing the target language and are confident in using it due to their exposure to it⁵⁶. As a result, drilling has several advantages for students regarding speaking skills. This will be kept in their long-term memory and help them improve their speaking skills, pronounce accurately and correctly, increase vocabulary, and make students more confident in carrying out conversations in the long term.

3. The Disadvantages of Drill

Based on Asih said that the advantages of drilling are monotonous. Implementation of monotonous drilling technique and students just practice how to pronounce the words. The weakness of drilling is that it is more important to practice pronunciation than to analyze the meaning of words or sentences, and practice can become dull or monotonous sometimes⁵⁷.

Other disadvantages mentioned by Sharon and Weldon in Andarbeni⁵⁸;

- a. Tend to be monotonous unless there is great motivation and clear goals.
- b. Take a lot of time.

⁵⁵ Novia Luluk Aisyah, "The Use of Drilling Technique In Teaching Speaking to The Eighth Grade Students of SMP Dharma Wanita Pare", (*Thesis*, Universitas of Nusantara PGRI Kediri, 2017), p. 4.

⁵⁶ Nisita Wiweka Adiratna, "Students' Perception Towards The Use of Drilling Techniques", (*Thesis*, Universitas Brawijaya, 2016) p. 15.

⁵⁷ Nur Saadah Fitri Asih, "Efektivitas Penggunaan Metode Oral Drill Untuk Latihan Kemampuan Berbicara Bahasa Jepang Di Kelas Dasar", 2007, *Lingua Cultura* 1, No. 1, p. 60.

⁵⁸ Tri Kukuh Andarbeni, "The Use of Drills to Improve The Students' Speaking Ability (Classroom action research in the first grade of MTs NU Salatiga in the academic of 2009/2010)", (*Thesis*, State Islamic Studies Institute Salatiga 2010), p. 31.

- c. It does not always help students understand the purpose.
- d. Students sometimes only learn exercises and do not maintain grades.
- e. There is no outdoor learning in some cases.
- f. Because memorization is used, students may be unable to use their skills in the same situation.

D. Review of Relevant Studies

Many people, including educators and academics, have conducted several studies on teaching speaking. For example, Sartika used a round table for speaking skills⁵⁹. Another study by Awaliyah used Instagram vlogs to teach speaking skills⁶⁰. However, previous research has its strengths and weakness. Based on several sources related to research on teaching speaking, the researcher describes several previous studies to help the researcher conduct this research as a reference:

First, research instead of a journal article was written by Adiratna and Nisita Wiweka. "Students' Perception Toward the Use of Drilling Technique in Teaching Conversation at SMPN 10 Malang". This paper aims to This research aims to describe students' perception toward the use of drilling techniques in teaching conversation. It can be concluded that students' perception of the 8D class was positive. The research result showed that the teacher already applied good drilling techniques to teach conversation, but it is suggested to apply another teaching technique to avoid boredom. The sameness of Wiweka and Adiratna's research and this research is both focused on students' perceptions about drilling techniques, and both used qualitative research. The difference is that the previous research written by Wiweka and Adiratna focuses on conversation. Meanwhile, this research focuses on students' perception of drilling techniques in speaking skills.

Second, research instead of a journal article was written by Tri kukuh Andarbeni entitled "The use of Drills to Improve the Students' Speaking

⁵⁹ Endang Sartika, "The Effectiveness of Round Table Technique to Improve Students' Speaking Skill in the First Grade Students of SMAN 3 Salatiga", (*Thesis*, IAIN Salatiga, 2014).

⁶⁰ Titis Awaliyah, "The Effectiveness of Instagram Vlog in Teaching Speaking At The Tenth Grade of SMAN 1 Jenangan Ponorogo", (*Thesis*, IAIN Ponorogo, 2020).

Ability of MTS NU Salatiga" This paper to know the situation of teaching and learning when drills are implemented in the speaking class, and to find out the strength and the weaknesses of the drill in speaking class. The result is that most students' speaking ability had improved with using drills. It can be seen from the mean scores of pretest 57,72 to 64,31 in post-test cycle 1, and the mean score of pretest 72,26 to 78,07 in post-test cycle 2. The similarity between their research and this research is both focused on the use of drilling techniques in speaking skills. The difference is that this previous research used collaborative classroom action research. Meanwhile, this research tries to use qualitative research.

Third, a thesis by Yudi Basuki entitled "The Use of Drilling Method in Teaching Phonetic Transcription and Word Stress of Pronunciation Class 2018". This thesis was done in STKIP PGRI Trenggalek by focusing on improving the mastery ability of voice transcription and emphasizing English words through the drilling method. Basuki did this research by using qualitatively and quantitatively. The result of Basuki's research is that the implementation of the method drilling effectively improves student achievement gradually from initial studies. The similarity between the previous research conducted by Basuki is found in the same technique, and both use drilling techniques. The difference is that Basuki's research focused on improving the mastery ability of voice transcription and different research methods. Meanwhile, this research focuses on qualitative research and students' Perception toward drilling techniques in speaking skills.

Fourth, research was written by Aisyah, "The Use of Drilling Technique in Teaching Speaking to the Eighth Grade Students of SMP Dharma Wanita Pare, 2018". The result of Aisyah's study is that the drilling technique significantly affects students' speaking ability, particularly for eighth-graders in Dharma Wanita Pare Junior High School. Therefore, it is recommended that English teachers use the drilling technique when teaching speaking because it is a fun way to get students to talk. The resemblance of the research both focused on technique in speaking skills. The difference is

that previous research used quantitative analysis to determine whether the drilling technique has an effect. Meanwhile, this research used qualitative research to focus on students' Perceptions of drilling techniques in speaking skills.



CHAPTER III

RESEARCH METHODOLOGY

The researcher described the research design, data sources, location, and the study participants in this chapter. Next, the data collection section described the instrument the researcher used to collect the data, and the data analysis section described how the researcher analyzed the data.

A. Type of The Research

The descriptive qualitative method was used in this study. This analysis was used to describe the students' perceptions of the use of the drilling technique as a strategy for teaching speaking skills. As assumed by Creswell, qualitative research is a type of educational research in which the researcher relies on the participants' perspectives, asks broad general questions, and collects data from participants primarily in words⁶¹. The researcher used descriptive qualitative as a research design because the researcher conducted a perception study with some instruments, such as questionnaires, to know about the students' perceptions. Therefore, the researcher wanted to measure the students' Perception of the drilling technique. Furthermore, the questionnaire's results were a number or a percentage, and the researcher analyzed the questionnaire using a Likert scale. A study by Sugiono stated that the Likert scale is a scale used to measure attitudes, opinions, and perceptions of someone about social phenomena⁶².

⁶¹ J. David Creswell, W. John & Creswell, "Research Design: Qualitative, Quantitative and Mixed Methods Approaches", 2018, LA: SAGE Purblication, p.50.

⁶² Sugiyono, "*Metode Penelitian Kuantitatif Kualitatif dan R&D*", 2015, Bandung: Alfabeta, p. 93.

B. Place and Time of The Research

1. Place of The Research

This research was conducted at Mahesa Institute located at R. Office, Jl. Mawar Desa No. 04, Mangunrejo, Tulungrejo, Kec.Pare, Kediri, Jawa Timur 64212.

Since 1998, the Mahesa Institute course has taught tens of thousands of students from various regions in Indonesia using the drilling technique combined with English-style learning that is fun and can facilitate students' speaking. Therefore, the researcher chooses this course as the setting of the research.

a. Mahesa's Vision and Mission

Preparing the younger generation in the capacity to meet the intergenerational development relay

- 1) Develop human resources adept at communicating at the national, regional, and international levels.
- 2) Develop scientific potential, creativity, and social awareness.
- 3) Fostering the spirit of independence and entrepreneurship.

b. Programs Offered by Mahesa Institute Course

1) Holiday

Suitable for those who want to fill their holidays with valuable and fun, learners can take the holiday program. Here learners will meet various friends from all over Indonesia to make many new friends and study. Packages offered:

i. Short holiday

The facilities offered are 40 meetings for two weeks and a dormitory with an English area.

ii. Holiday for TOEFL

The facilities offered are 40 meetings for two weeks and a dormitory with an English area.

iii. Holiday for kids

The facilities offered are 40 meetings for two weeks and a dormitory with an English area.

2) Offline

Suitable to help learners to achieve their English language skill targets. Those who do not understand will understand, and those who are already good become better.

Packages offered:

i. Fast track (2 weeks)

The material offered is grammar, speaking, pronunciation, and vocabulary in 50 meetings.

ii. Acceleration track (1 month)

The material offered is grammar I, speaking I, pronunciation I, and vocabulary in 100 meetings.

iii. Complete track (2 months)

The material offered is grammar I II, speaking I II, pronunciation I II, and vocabulary I II in 200 meetings.

iv. Excellent track (3 months)

The material offered is grammar I II III, speaking I II III, pronunciation I II, and vocabulary I II in 280 meetings.

v. General English course (4 months)

The material offered is grammar I II III, speaking I II III, pronunciation I II, vocabulary I II, and TOEFL I in 360 meetings.

vi. Zero to Hero (5 months)

The material offered is grammar I II III, speaking I II III, pronunciation I II, vocabulary I II, and TOEFL I II in 440 meetings.

3) Online

This package helps students who want to study online achieve their English proficiency targets.

Packages offered:

i. Speaking class

The material offered is daily conversation and grammar for speaking for two weeks. Also, facilities are offered, such as a live class, free e-book, e-learning, games, telegram group, and certificate.

ii. TOEFL class

Study for two weeks or one month, depending on the selected class. Also, facilities are offered, such as a live class, free e-book, e-learning, games, telegram group, and certificate.

4) TOEFL

Suitable to help learners increase their TOEFL score with the optimal method.

Packages offered:

i. Intensive I (1 month)

Facilities offered as 80 meetings, 6-10 scoring, one official test, and a module.

ii. Intensive II (2 months)

Facilities offered as 160 meetings, 16 scorings, one official test, and a module.

2. Time of The Research

This research is conducted at Mahesa Institute. There are some steps that the writer did to conduct this research, and they are preparation, analysis of the data, report the result of the research. Those steps are described briefly as follows:

a. Preparation

- 1) Application for observation permit to the Mr A as the director Mahesa Institute conducted on 8th Augst 2021.
- 2) Observation permission was given by Mrs N as the administration staff on October 18 2021.
- 3) Application for a research permit to Mrs N as the administration staff on January 8 2022.

4) Information finished research given by Mrs N as the administration staff on March 23 2022.

b. Data collection

Data collection was conducted from January 10 2021, until March 22 2022.

1) Questionnaire collection was conducted from 14th until 18th March 2022.

2) Interview collection was conducted from 20th until 22nd March 2022.

c. Data analysis was carried out from May 18 until May 30 2022.

C. The subject of This Research

The participants of this research are C class who took an excellent track program course for three months, from January 25, 2022, and will end at the end of March. There were 32 participants in one classroom, 9 males and 23 females. Based on the tutor's suggestion, the researcher was recommended to choose C class as the subject of the study because, in that class, that still has difficulties speaking English, such as pronunciation, vocabulary, and fluency.

D. Instrument and Technique of Data Collection

1. Instrument

A tool used to measure the observed natural and social phenomena is usually called an instrument⁶³.

a. Questionnaire

A questionnaire is a written collection of self-record questions to be answered by a selected group of study participants to get information⁶⁴. The researcher combines Harries, Khetaguri & Albay's theory in a questionnaire. The researcher made some modifications to

⁶³ Geoffrey E Mills and Lorraine R Gay, "Educational Research: Competencies for Analysis and Applications, 12th Edition", *Pearson*, 2018, p. 168.

⁶⁴ Geoffrey E Mills and Lorraine R Gay, "Educational Research: Competencies for Analysis and Applications, 12th Edition", *Pearson*, 2018, p. 556.

make the questionnaire more appropriate for thesis research. With this current study, the researcher makes some changes to the questionnaire. Respondent answers 15 questions. Closed-ended questions chose in this research to get qualitative data.

To avoid misunderstandings, the researcher provided the questionnaire in Bahasa. An expert proofreads the translated questionnaire to ensure that the researcher's questions were appropriate and accurate. Mrs Windharyati Dyah Kusumawanti, M. A, M.Pd, was the expert who proofread the questionnaire. Mrs Kusumawanti was chosen to check the questionnaire because of her proficiency in speaking English as a lecturer at the State Islamic University of Prof. K.H Saifuddin Zuhri.

To help collect the data, this research uses a Likert scale. The Likert scale requires a person to respond to statements by indicating whether they strongly agree (S.A.), agree (A), disagree (D), and strongly disagree (S.D.). Every reaction is assigned a point value, and person scores are determined by adding up the point scores of all statements⁶⁵. The following is a list of questionnaires:

Table 3.1 Research Instrument: Questionnaire

No.	Statements	SA	A	D	SD
1.	Speaking English is important for my future.				
2.	Learning speaking English using drilling technique is fun.				
3.	Drilling technique reduces my anxiety about speaking English.				

⁶⁵ Geoffrey E Mills and Lorraine R Gay, "Educational Research: Competencies for Analysis and Applications, 12th Edition", *Pearson*, 2018, p. 174.

4.	Drilling technique gives me opportunity to improve my speaking skill in daily life and able to talk with foreigner.				
5.	Drilling technique helps me memorize the vocabulary.				
6.	Drilling technique helps me to memorize the dialogue material.				
7.	Drilling technique helps me pronounce the words accurately and correctly.				
8.	Drilling technique gives me opportunity to enhance my English speaking fluency.				
9.	Drilling technique gives me opportunity to enhance dialogue material comprehension.				
10.	Drilling technique makes me enthusiastic about English.				
11.	Drilling technique helps me to be more confident in speaking English.				
12.	Drilling technique helps me more creative to use appropriate diction when speaking English.				
13.	Drilling technique makes me easy to learn speaking English.				
14.	I actively speak English during the drilling technique.				
15.	I feel comfortable when my teacher uses drilling technique during speaking English.				

b. Interview

The second instrument is an interview. The interview is an interaction between the interviewer and the source of information

through a face-to-face communication or the media⁶⁶. The point is that researchers cannot observe the feelings and thoughts of informants, so interviews are necessary to understand what and how respondents think⁶⁷.

The study conducted a semi-structured interview. In a semi-structured interview, questions can be answered freely, and the following questions are related to the main question being asked. In the interview, students answered two open questions about their Perception of drilling techniques. In addition, this study conducted a chat interview via WhatsApp to ask 5 of 32 students as an interviewee. The following is a list of interviews:

1. What do you think of the use drilling technique in speaking skill? Is it fun or bored? Why?
2. Does the drilling technique help you in pronouncing words clearly and correctly? Why?
3. Does the drilling technique help you in memorizing vocabulary? Why?
4. Does the drilling technique help you to improve your fluency in speaking English? Why?
5. Does the drilling technique help you reduce anxiety so that you are more confident speaking English? Why?

2. The technique of Collecting Data

To get the data, the researcher used a questionnaire and interview described as follows:

- a. The first step in the research procedure was to create the research questionnaire. The questionnaire used Harries, Khetaguri & Albay's theory, combined into a questionnaire relevant to this research's aims.

⁶⁶ A. Muri Yusuf, "Metode Penelitian Kuantitatif, Kualitatif & Penelitian Gabungan", Jakarta, 2014, p. 152.

⁶⁷ Sharan B Merriam, "Qualitative Research and Case Study Applications in Education. Revised and Expanded from: Case Study Research in Education", Texas University, 1998, p. 71-72.

The questionnaire item was then verified by the writer's advisor to ensure that it was appropriate for the study. The questionnaire's content was about their Perception of the use of drilling. Then, from 14th until 18th March 2022, the researcher distributed questionnaires to students of the Mahesa Institute through the google form shared via WhatsApp to facilitate access to collect data. The researcher feels that this method is safer because this research was conducted during a pandemic and considering the distance.

- b. After analyzing the questionnaire data, the writer created interview questions for students. The interview questions were approved by the writers' advisors and were ready for use. Five interviewees were chosen from among the total number of participants. The interviewee was chosen based on the results of the questionnaire. On March 20 2022, the researcher conducted one-on-one interviews with students in Bahasa Indonesia via WhatsApp chat. The interview lasts about two days for all students.

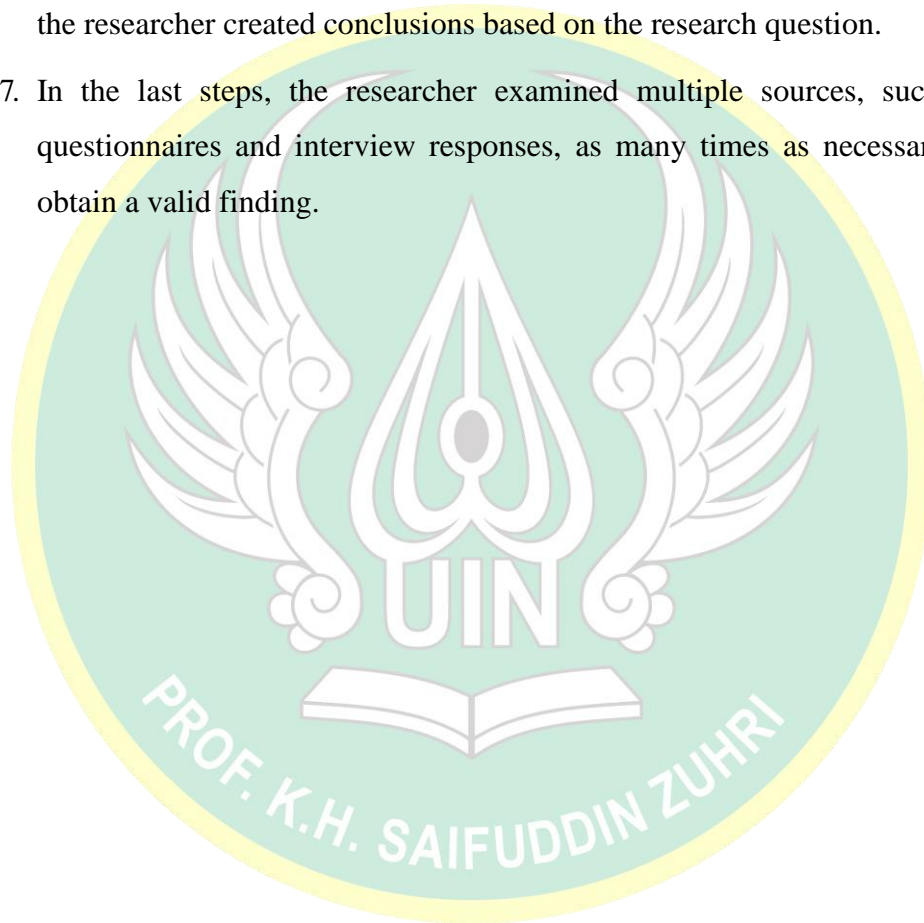
E. The technique of Data Analysis

This study was analyzed using descriptive qualitative as the research method. There are eight steps in analyzing the data, as follows:

1. The questionnaire and interview data must be analyzed after they have been collected.
2. The questionnaire data were entered into a table and chart. It can be summarized in the form of frequency and percentage. The frequency and percentage results were copied from the google form result.
3. Then the data was interpreted by the researcher, such as how many students strongly agreed, agreed, disagreed, and strongly disagreed based on their Perception toward drilling technique in speaking skills in the form of description.
4. Meanwhile, the data from the interview was analyzed using the flow

model by Miles & Huberman⁶⁸. The model has some components to analyze, such as data reduction, display, and concluding. The first is data reduction. Therefore, the researcher focused on choosing which parts must be included in the interview transcript.

5. The second stage is data display. In this study, the interview data were presented in narration.
6. The third is drawing and verifying conclusions. After displaying the data, the researcher created conclusions based on the research question.
7. In the last steps, the researcher examined multiple sources, such as questionnaires and interview responses, as many times as necessary to obtain a valid finding.



⁶⁸ Miles, M. B., Huberman, A. M., & Saldana, J, “Qualitative data analysis: A methods Sourcebook, 3rd Edition”, SAGE Publications, 2014.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the result of the research and discussion. In addition, the data collected from the questionnaire and interview that focuses on the students' Perception toward drilling techniques are presented the following sub-chapter.

A. Research Finding

The researcher presented the students' Perception of drilling techniques in speaking skills. The result was based on the questionnaire and the interview. The questionnaire was distributed to the students in C class for two weeks. As a result, 32 students participate in it.

Question number one was speaking English was necessary for their future. For this question is to know information about the students' Perception about whether English is important for their future or not, the result shows:

Question: *Speaking English is important for my future.*

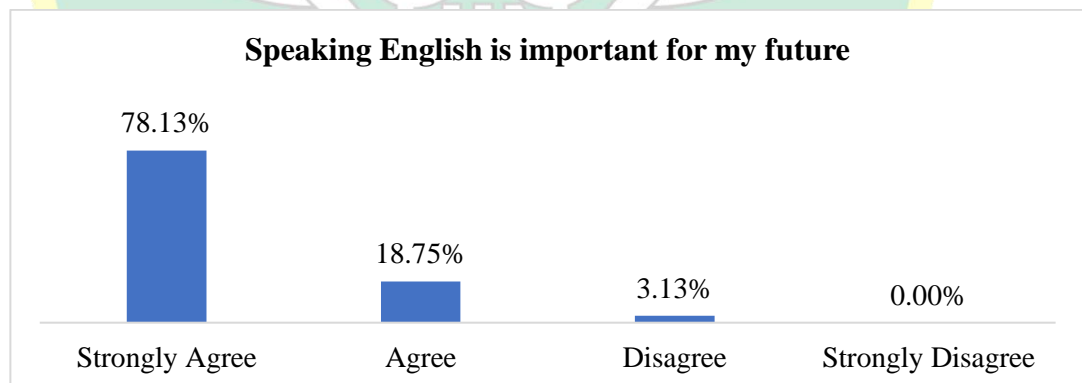


Figure. 4.1 Students' Perception about speaking English is important for their future.

Regarding the questionnaire, the first statement talked about how speaking English is important for their future. It could be seen that majoring students strongly agreed that speaking English is important for their future, and some students chose to agree that speaking English is important for their

future. On the other hand, a few students disagree that speaking English is important for their future. Meanwhile, no one of the students strongly disagreed. It means most students thought that speaking English was necessary for their future.

Question number two was learning speaking English using the drilling technique is fun. For this question is to know information about the students' Perception of whether learning to speak English using drilling technique is fun or not, the result shows:

Question: *Learning speaking English using drilling technique is fun.*

Thirty students agreed, which was a positive perception, and two included students disagreed, which was a negative perception. Then, the researcher also calculated the as follows:

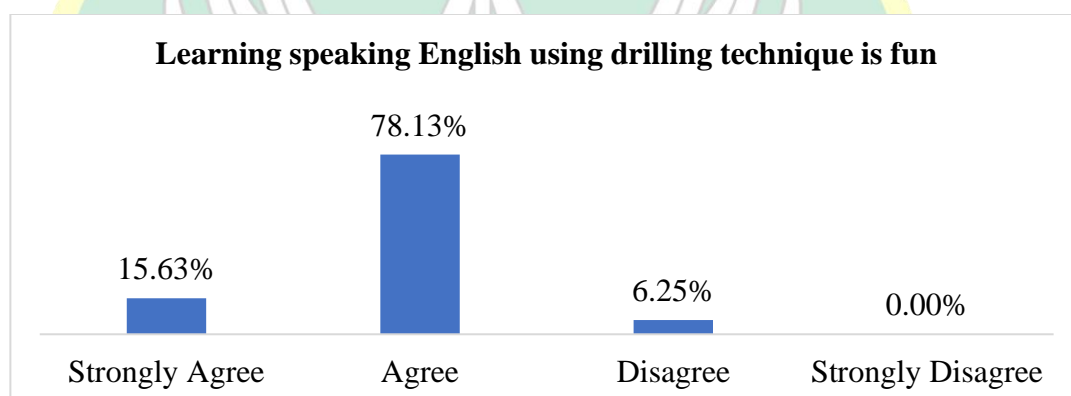


Figure. 4.2 Students' Perception about learning speaking English using drilling technique is fun.

The second statement talked about learning speaking English using the drilling technique is fun. Some students strongly agreed that learning to speak English using the drilling technique is fun, and more than half of students agreed that learning to speak English using the drilling technique is fun. Meanwhile, only a few students disagreed, and no one strongly disagreed. It means most students thought they felt fun learning English using the drilling technique. Students also said the drilling technique is fun because they practice a lot, making them enthusiastic. Another student also

said the drilling technique was not dull, although repeated continuously. Therefore, they feel happy when the tutor teaches them.

Question number three was drilling technique reduces their anxiety in speaking English. For this question is to know information about the students' Perception about whether drilling technique reduces their anxiety in speaking English or not, the result shows:

Question: *Drilling technique reduces my anxiety in speaking English.*

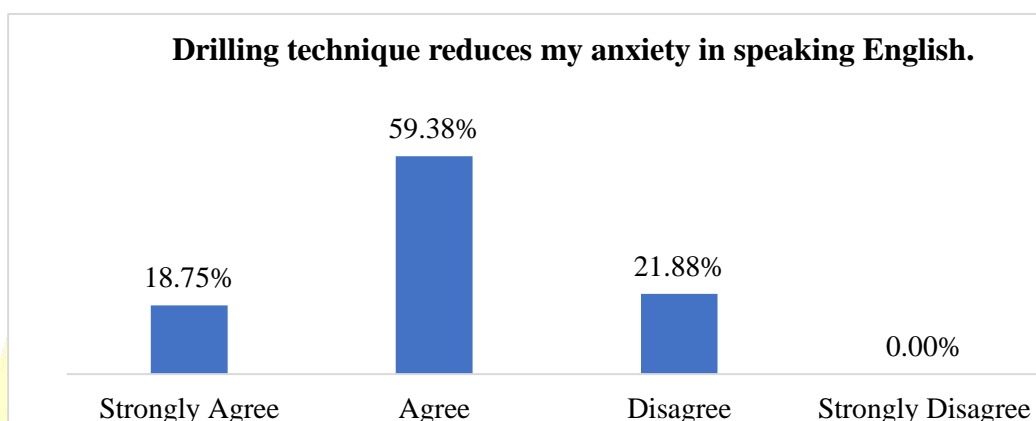


Figure. 4.3 Students' Perception of drilling technique reduces my anxiety in speaking English.

The third statement is aimed to know whether the drilling technique reduces their anxiety in speaking English. Some students strongly agreed that the drilling technique reduces their anxiety in speaking English, and most agreed that it reduces their anxiety. However, a few students disagreed that the drilling technique reduces their anxiety in speaking English and no one strongly disagreed with this statement. Nevertheless, most students thought the drilling technique reduced their anxiety about speaking English. A student also said during the interview. He said the drilling technique reduced his anxiety about speaking English with others.

Question number four was the drilling technique that allows them to improve their speaking skills in daily life and talk with foreigners. So this question is to know information about the students' Perception of whether the drilling technique allows them to improve their speaking skills in

daily life and talk with a foreigner. The result shows:

Question: *Drilling technique gives me opportunity to improve my speaking skill in daily life and able to talk with foreigner.*

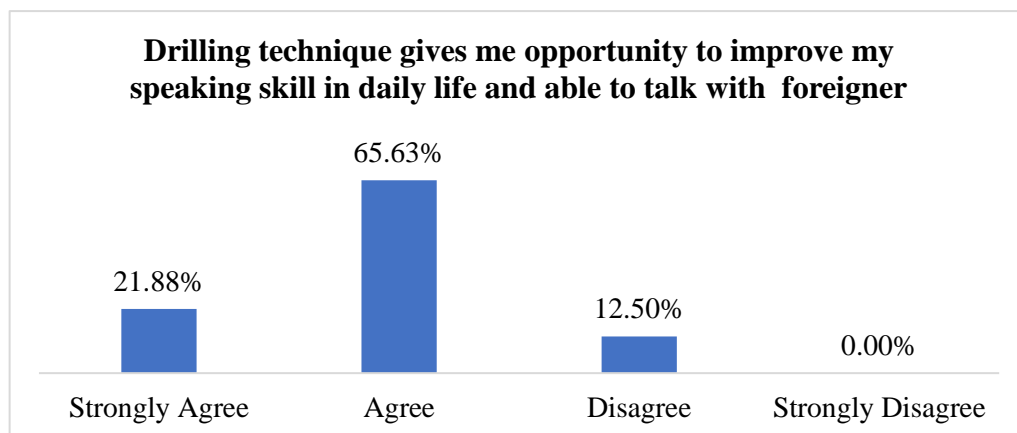


Figure. 4.4 Students' Perception about the drilling technique allows them to improve their speaking skills in daily life and talk with foreigners.

The fourth statement is intended to know whether the drilling technique allowed them to improve their speaking skills in daily life and talk with foreigners. The questionnaire shows that some students strongly agreed that the drilling technique allows them to improve their speaking skills in daily life and talk with foreigners. More than half of the participants agreed with this statement. However, a few of the total participants disagreed, and no one disagreed that the drilling technique allows them to improve their speaking skills in daily life and talk with foreigners. It means that most students think that the drilling technique allows them to improve their speaking skills in daily life and talk with foreigners. A student also said during an interview. She said that because in the classroom usually practices, the dialogue helps her used to speak English in daily life.

Question number five was the drilling technique helps them remember the vocabulary. For this question is to know information about students' Perception about whether drilling technique helps them remember the vocabulary or not, the result shows:

Question: *Drilling technique helps me remember the vocabulary.*

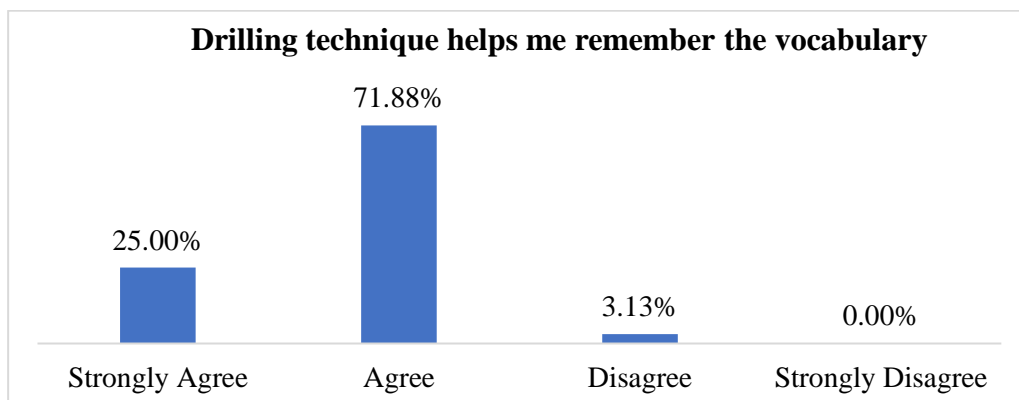


Figure. 4.5 Students' Perception about drilling techniques helps them remember the vocabulary.

In the following statement, some participants strongly agreed that the drilling technique helps them remember the vocabulary, and more than half of the participants agreed that it helps them remember it. Meanwhile, a few participants expressed disagreement, and no one strongly disagreed that the drilling technique helps them remember the vocabulary. Therefore, it can be concluded that the drilling technique helps them memorize the vocabulary. Students also said during the interview that he did not know a lot of vocabulary, but his vocabulary increased after the tutor taught him.

Question six was the drilling technique to help them memorize the dialogue material. This question is to know information about the students' Perception of whether the drilling technique helps them memorize the dialogue material or not. The result shows:

Question: *Drilling technique helps me to memorize the dialogue material.*

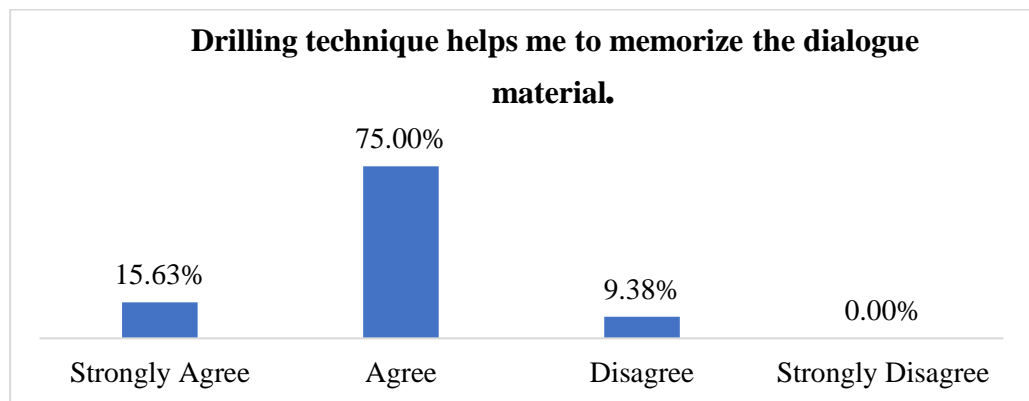


Figure. 4.6 Students' Perception about drilling techniques helps them to memorize dialogue material.

In the sixth statement, some participants strongly agreed that the drilling technique helped them memorize dialogue material. More than half of the participants agreed that drilling techniques help them memorize dialogue material. Meanwhile, a few participants disagreed, and no one expressed strongly disagreed that the drilling technique helped them to memorize dialogue material. Therefore, it means that the drilling technique helped them to memorize dialogue material.

Question number seven was drilling technique helps them pronounce the words accurately and correctly. This question is to know information about the students' Perception of whether the drilling technique helps them pronounce the words accurately and correctly or not. The result shows:

Question: *Drilling technique helps me pronounce the words accurately and correctly.*

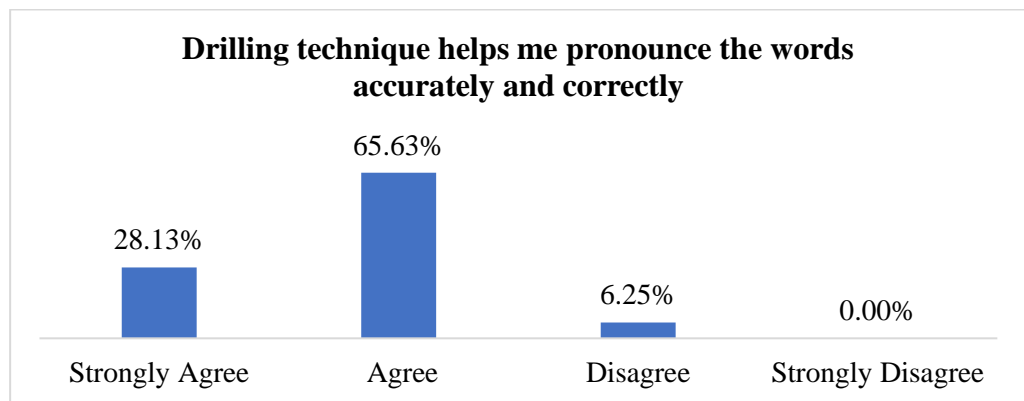


Figure. 4.7 Students' Perception of the drilling technique helps them pronounce the words accurately and correctly.

In the seventh statement, some participants strongly agreed that the drilling technique helped them pronounce the words accurately and correctly. More than half of the participants agreed that the drilling technique helped them correctly pronounce the words. Meanwhile, a few participants disagreed, and no one strongly disagreed that the drilling technique helped them pronounce the words accurately and correctly. It means most students thought the drilling technique helped them correctly pronounce the words. The student also said during an interview that the drilling technique made them produce pronunciation correctly because previously, we mispronounced words. Another student said another reason, sometimes the spelling is different in English, but the pronunciation is almost the same. It can help pronounce correctly because we repeat continuously to pronounce some word until it is correct.

Question number eight was that the drilling technique allows them to enhance their English speaking fluency. So this question is to know information about the students' Perception of whether the drilling technique allows improving their English speaking fluency or not. The result shows:

Question: *The drilling technique gives the opportunity to enhance their Englishspeaking fluency.*

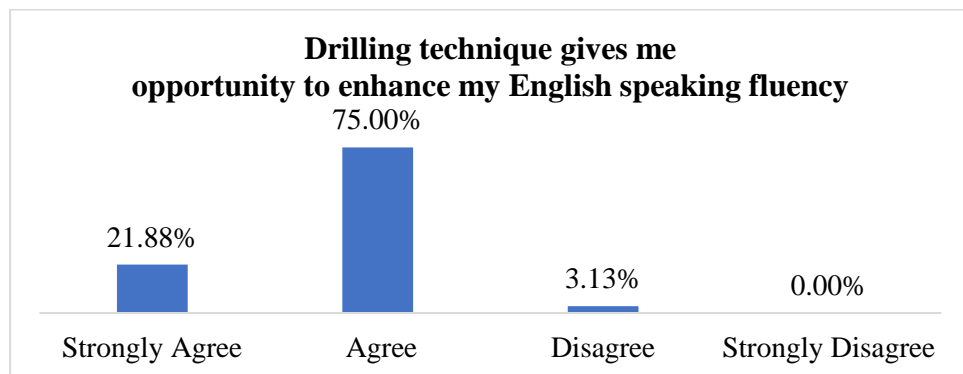


Figure. 4.8 Students' Perception of the drilling technique allows them to enhance their Englishspeaking fluency.

The eighth statement is that the drilling technique allows them to enhance their English speaking fluency. Some of the participants strongly agreed that the drilling technique gives the opportunity to enhance their English speaking fluency, and most of the participants agreed with the statement. Meanwhile, almost nobody of the participants disagreed, and nobody strongly disagreed that the drilling technique gives the opportunity to enhance their English speaking fluency. Therefore, it can be concluded that the drilling technique offers the chance to improve their English speaking fluency. A student also said during an interview, and she said that the drilling technique made her fluent in speaking. It made her not produce long pauses while speaking.

Question number nine was the drilling technique allows for enhancing dialogue material comprehension. This question is to know information about the students' Perception of whether the drilling technique allows for improving dialogue material comprehension or not, the as follows:

Question: *The drilling technique gives me an opportunity to enhance dialogue material comprehension.*

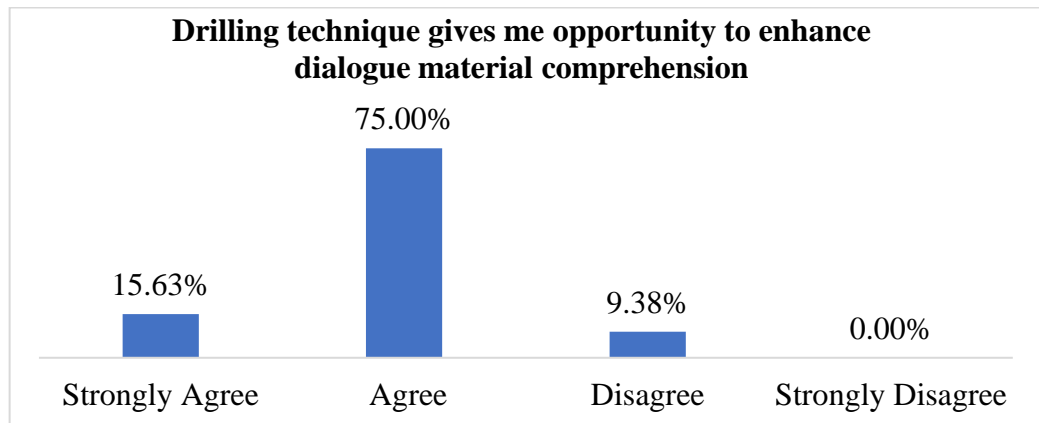


Figure. 4.9 Students' Perception about drilling techniques allows them to enhance dialogue material comprehension.

The ninth statement is drilling technique helps them to memorize dialogue material comprehension. Some students strongly agree that the drilling technique enhances dialogue material comprehension, and more than half of the participants stated that it allows them to enhance dialogue material comprehension. Then almost no one of the participants disagreed, and no one expressed strongly disagreed that the drilling technique allows for enhancing dialogue material comprehension. Therefore, it can be concluded that the drilling technique gives them to memorize dialogue material comprehension.

Question number ten was the drilling technique made them enthusiastic about English. This question is to know information about the students' Perception of whether the drilling technique makes them enthusiastic about English or not. The result shows:

Question: *The drilling technique makes me enthusiastic about English.*

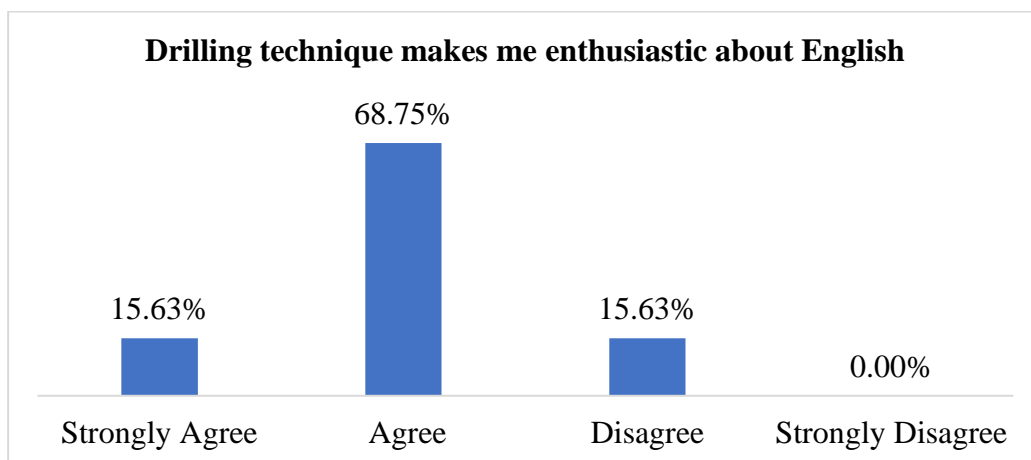


Figure. 4.10 Students' Perception of the drilling technique makes them enthusiastic about English.

In the tenth, some students strongly agreed that the drilling technique makes them enthusiastic about English, and most agreed that it makes them enthusiastic about English. Meanwhile, some students disagreed, and no one strongly disagreed that the drilling technique made them enthusiastic about English. The data showed that the total of students who agreed was higher than the total of disagreed students. It means students felt enthusiastic about English because of the drilling technique.

Question number eleven was drilling technique helps them to be more confident in speaking English. This question is to know information about the students' Perception of whether the drilling technique helps them to be more confident in speaking English or not. The result shows:
 Question: *Drilling technique helps me to be more confident in speaking English.*

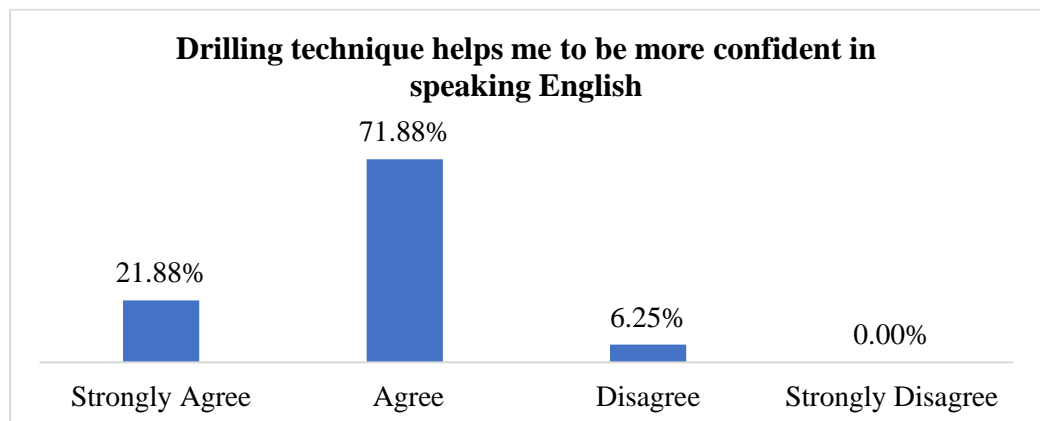


Figure. 4.11 Students' Perception of the drilling technique helps them be more confident speaking English.

The eleventh, the statement talk about drilling technique helps them to be more confident in speaking English. Some students strongly agreed that the drilling technique helps them be more confident in speaking English, and most participants agreed that it helps them be more confident in speaking English. While a few students disagreed, no one expressed a strongly disagree about this statement. The data showed that the total number of students who agree was higher than that of students who strongly agree and disagree, which means the drilling technique helps them to be more confident in speaking English. Students also said during an interview. They said that the drilling technique makes them more confident in speaking English with others.

Question number twelve was a drilling technique that helped me be more creative in using appropriate diction when speaking English. This question is to know information about the students' Perception of whether the drilling technique helps me be more creative in using appropriate diction when speaking English or not. The result shows:

Question: *Drilling technique helps me be more creative in using appropriate diction when speaking English.*

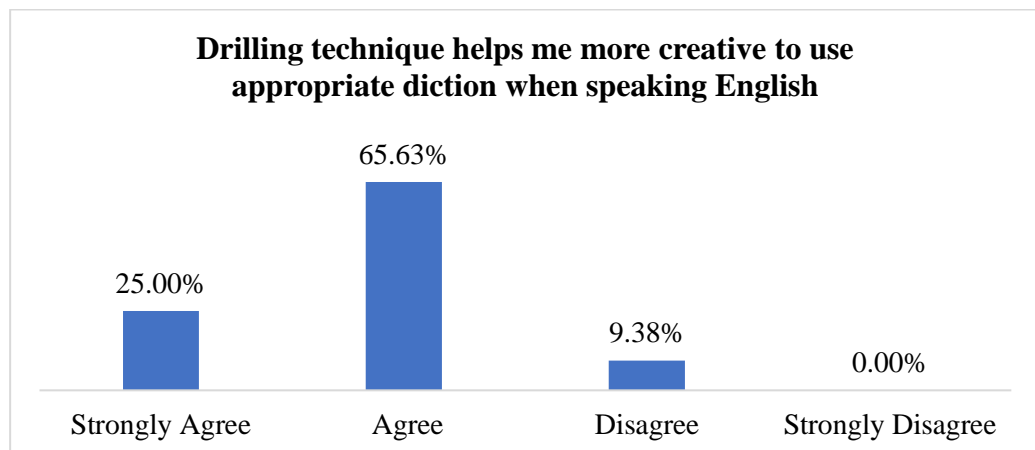


Figure. 4.12 Students' Perception of the drilling technique helps them use appropriate diction when speaking English more creatively.

The twelfth is about the drilling technique that helps them be more creative in using appropriate diction when speaking English. The result showed that some students strongly agreed that the drilling technique helps them use proper diction when speaking English more creatively, and most students agreed that it helps them use appropriate diction more creatively when speaking English. Meanwhile, few students disagreed, and no one expressed that the drilling technique helps them use proper diction when speaking English more creatively. The data showed that the total number of students who agreed was higher than the total. The latter strongly agree and disagree, which means they thought the drilling technique helped them use appropriate diction more creatively when speaking English. The student also said during an interview. She said that she learned the drilling technique repeatedly and added her vocabulary. It makes her more creative in using the word in speaking English.

Question number thirteen was drilling technique makes them easy to learn speaking English. This question is to know information about the students' Perception of whether the drilling technique makes them easy to learn to speak English or not. The result shows:

Question: *Drilling technique makes me easy to learn speaking English.*

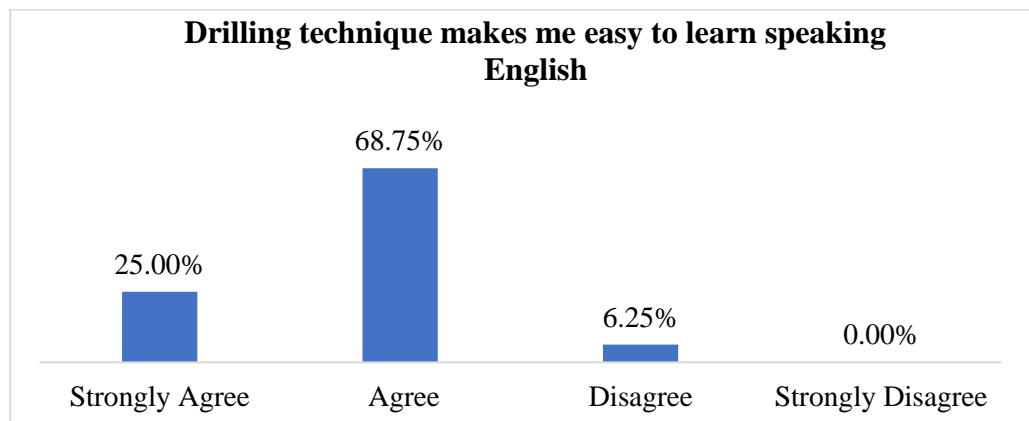


Figure. 4.13 Students' Perception of drilling techniques makes them easy to learn speaking English.

On the thirteenth, some students strongly agreed that the drilling technique makes it easy to learn speaking, and most agreed that it makes it easy to learn speaking English. Meanwhile, a few students disagreed, and no one choose strongly disagreed that the drilling technique makes them easy to learn speaking English. However, from the result, more a half of the participants expressed agree, which means that students agreed that the drilling technique makes them easy to learn speaking English.

Question number fourteen was they actively spoke English during the drilling technique. This question is to know information about the students' Perception of whether they actively speak English during the drilling technique or not. The result shows:

Question: *I actively speak English during the drilling technique.*

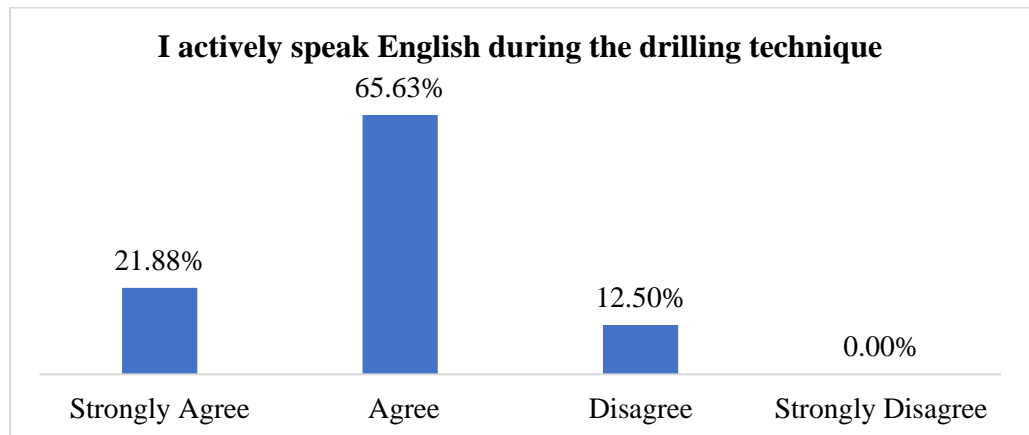


Figure. 4.14 Students' Perception of they actively speaking English during the drilling technique.

The following statement is about they actively speak English during the drilling technique. The result showed that not half of the participants strongly agreed that they actively spoke English during the drilling technique, and more than fifty per cent agreed. Meanwhile, some participants disagree, and no one strongly disagrees that they actively speak English during the drilling technique. Because the percentage of agreed is higher than disagree, it means the students thought that using the drilling technique made them speak English actively.

Question fifteen showed they feel comfortable when their teacher uses drilling techniques while speaking English. This question is to know information about the students' Perception of whether they feel comfortable when their teacher uses drilling technique during speaking English or not. The result shows:

Question: *I feel comfortable when my teacher uses drilling technique during speaking English.*

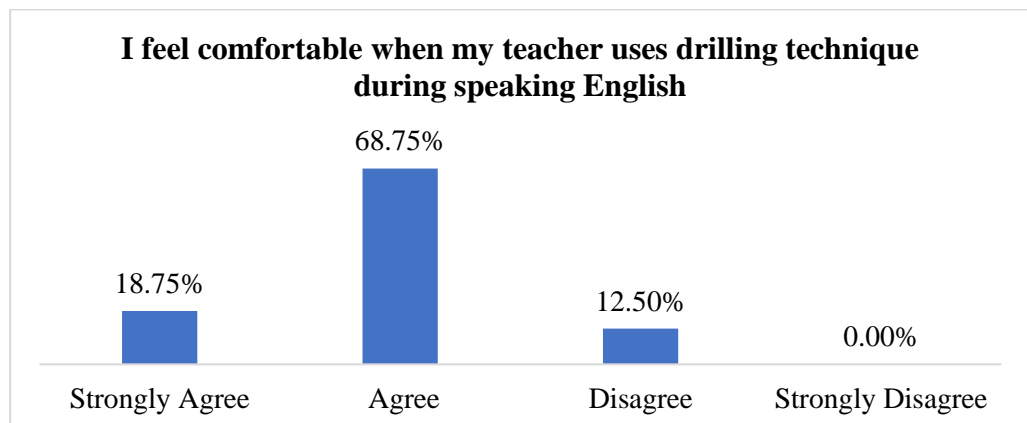


Figure. 4.15 Students' Perception about feeling comfortable when their teacher uses drilling technique while speaking English.

The last statement is about the feeling of students when a teacher uses a drilling technique during speaking English. It can be shown that some of the students expressed strongly agreed that they feel comfortable when their teacher uses the drilling technique during speaking English, and students expressed agreed it is more than a half of students feel comfortable when their teacher uses the drilling technique during speaking English. However, a few students disagreed, and no one strongly disagreed that students feel comfortable when their teacher uses drilling technique while speaking English. It means the students thought they felt comfortable when their teacher used drilling technique while speaking English. Students said during the interview she said when the tutor teaches us, the teacher does not differ us even though the others have a low level. The tutor guides the students, making me feel comfortable during learning.

B. Discussion

In this subchapter, the researcher discusses the research findings based on the questionnaires for the students and interview, which deals with the findings from the previous chapter. It covers the students' Perception toward drilling techniques in speaking skills.

In this study, the researcher found some findings dealing with the student's Perception of the advantages of drilling techniques in learning to speak English. First, it helps the students pronounce the words accurately and correctly. Second, it makes it easy for the students to memorize the vocabulary and its meaning. Third, allow the students to enhance their English speaking fluency. Fourth, it helps the students reduce their anxiety to be more confident speaking. Moreover, the drilling technique was beneficial in giving some advantages to the students in their speaking skills.

1. It helps the students pronounce the words accurately and correctly.

From the interview result, all four participants of this research argued that the drilling technique made students pronounce words accurately and correctly. Furthermore, it has been found that the drilling technique helped the students pronounce the words accurately and correctly. This finding was also found by Asih, who discovered that the drilling technique could be effectively used for students' pronunciation⁶⁹. So drilling could be a technique to train the students to pronounce words accurately, correctly, and clearly. Furthermore, Khakim argued that the drilling technique helps the students memorize to speak the English language with good pronunciation⁷⁰. Hence, the more the students drilled how to pronounce accurately, the more accurate the students' pronunciation. Therefore, it can be concluded that the previous study was in line with this research in that the drilling technique could train the students to pronounce the words accurately and correctly.

2. Drilling technique helps memorize the vocabulary

It also has been found that the drilling technique helps the students quickly memorize the vocabulary, as stated by five participants of this research. This research found that the drilling technique made the students

⁶⁹ Nur Saadah Fitri Asih, "Efektivitas Penggunaan Metode Oral Drill Untuk Latihan Kemampuan Berbicara Bahasa Jepang Di Kelas Dasar", 2007, *Lingua Cultura* 1, No. 1, p. 60.

⁷⁰ M. L. Khakim, "Improving Students ' Pronunciation Ability Through Repetition of Drill" (*Thesis, IAIN Salatiga, 2015*), p. 63.

memorize the vocabulary easily for a long time and increased their vocabulary. Furthermore, a study by Andarbeni discovered that the drilling method could make the students remember the words longer⁷¹. Adiratna suggested that by using drills, students can quickly memorize the material because it will be kept in their long-term memory⁷². It means that the previous research was in line with the result of this research that the drilling technique was beneficial to help the students memorize the vocabulary easily in the long term and increase their vocabulary.

3. The drilling technique allows me to enhance my English speaking fluency

The findings of students' perception of the advantages of the drilling technique were drilling technique made students speak fluently. Four participants of this research stated it. Four participants in this research shared the same opinion that the drilling technique made the students speak fluently. Khetaguri and Albay found that the drilling technique contributed to students' speaking fluency and communication⁷³. Paulston and Bruder stated that the function of the drilling technique makes the students fluent in expressing their opinion in speaking, so the teacher trained the students to answer truthfully⁷⁴. This research was in line with the previous research above that the drilling technique helps the students in their speaking skills to be more fluent by training them to share their opinion honestly in speaking.

⁷¹ Tri Kukuh Andarbeni, "The Use of Drills to Improve The Students' Speaking Ability (Classroom action research in the first grade of MTs NU Salatiga in the academic of 2009/2010)", (*Thesis, State Islamic Studies Institute Salatiga 2010*), p. 84.

⁷² Nisita Wiweka Adiratna, "Students' Perception Towards The Use of Drilling Techniques", (*Thesis, Universitas Brawijaya, 2016*) p. 15..

⁷³ T. Khetaguri & M. Albay, "The Use of Drills in the Development of Speaking Skills. International Journal of Social Sciences & Educational Studies", 2016, p. 1-8.

⁷⁴ C. B. Paulston & M. N. Brunder M.N, " Teaching English as a Second Language. Techniques and Procedures", *Chambridge*, 1976.

4. It helps to be more confident in speaking skills.

The following students' Perception of the advantages of the drilling technique was that the drilling technique made students more confident in speaking. So as stated by three participants of this research. Three participants of this research noted that the drilling method made the students more confident speaking. This finding was in line with Widyaningsih, who discovered that the students felt interested in the drilling method in speaking activity because it increased their confidence in their speaking ability after being taught by the drilling method⁷⁵. It was also supported by Khetaguri & Albay, who discovered that drilling drills would build confidence, enabling learners to respond quickly without hesitation in honest communication⁷⁶. It means that the previous research was in line with this research in that the use of the drilling technique makes the students speak more bravely and confidently. So, their speaking skill would increase.

⁷⁵ M. J. Widyaningsih, "Improving Speaking Skill By Using Chain Drill Technique at the Eighth Grade Students of SMPN 1", (*Thesis, Mahasaraswati Denpasar University, Denpasar* 2014), p. 39.

⁷⁶ T. Khetaguri & M. Albay, "The Use of Drills in the Development of Speaking Skills," *International Journal of Social Sciences & Educational Studies* 3, 2016, no. 1, p. 55.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions related to this study. After analyzing the data, the researcher concluded and addressed suggestions for the next researcher.

A. Conclusion

According to the research findings, the researcher took conclusions as follows:

The students' Perception toward the use of the drilling technique was positive. Most of the students in C class agreed that drilling helped them pronounce the words accurately and correctly. It makes it easy to memorize the vocabulary, improves the students' speaking fluency, and helps the students be more confident in speaking. The researcher found the students' perceptions about drilling techniques in this research. It was found that the use of the drilling technique was a positive perception because the way the teacher taught made the students feel happy. The tutor guided the students and did not differ from those with high-level and low-level students. The teacher also implemented drilling techniques in a fun way. It was proven by all participants in this study who expressed the same opinion about the use of drilling techniques in English speaking.

B. Suggestion

After researching Students' Perception Toward Drilling Technique in Speaking Skill at Mahesa Institute Pare Kediri, the researcher suggested some suggestions as follows:

1. For teachers

The teacher can combine games or other strategies to break up the monotony of the learning process. Teachers can use outside the learning process to create additional activities for students to practice pronouncing words. It can help students not forget how to pronounce the word correctly.

2. For the students

Students must practice pronouncing the words correctly using the drilling technique. Because the more students practice pronouncing the words correctly, the more fluently they will be able to speak, and it will also help the students memorize and remember the vocabulary after practice. Furthermore, students can learn how to master the vocabulary by repeatedly repeating the vocabulary

3. For other researchers

This study focuses on students' perceptions of drilling techniques in English speaking skills. It will be more beneficial if other researchers conduct similar studies with more significant participants to obtain more detailed data. With more information, the research will be more in-depth and extensive.



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