

**THE IMPLEMENTATION OF *DRILLING TECHNIQUE*
TO HELP STUDENTS LEARN ENGLISH SPEAKING
IN THE EIGHTH GRADE OF SMPIT LOGARITMA KARANGANYAR,
KEBUMEN**



AN UNDERGRADUATE THESIS

**Submitted to the Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.)**

by

Iqbal Latif Saputra

Student Number. 1717404020

**ENGLISH EDUCATION STUDY PROGRAM
EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
2023**

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Here with I,

Name : Iqbal Latif Saputra
Student number : 1717404020
Grade : Undergraduate
Faculty : Tarbiya and Teacher Training
Study Program : English Education

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Iqbal Latif Saputra

S.N. 1717404020

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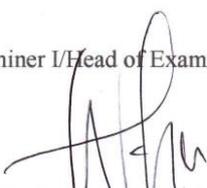
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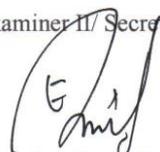
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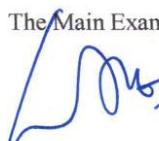
Examiner I/Head of Examiners / Supervisor,


Windhatiyati Dyah K, M.A, M.Pd.
NIDN. 2001049001

Examiner II/ Secretary,


Endang Sartika, S.Pd.I., M.A.
NIDN. 2030109101

The Main Examiner


Desi Wijayanti Ma'rufah, M.Pd
NIP: 199212152018012003

Legalized by:

The Head of Education Department,


Dr. Maria Lurah, S.Si., M.Si.
NIP. 198011152005012004

OFFICIAL NOTE OF SUPERVISOR

To :
The Head of Education Department
Faculty of Tarbiya and Teacher Training,
State Islamic University
Prof. K.H. Saifuddin Zuhri Purwokerto
in Purwokerto

Assalamu'alaikum Wr. Wb.

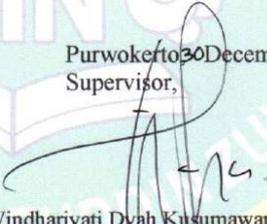
After conducting guidance, review, direction, and correction, then through this letter I convey that:

Name : Iqbal Latif Saputra
Student Number : 1717404020
Department : Education
Study Program : English Education
Faculty : Tarbiyah and Teacher Training
Title : The Implementation of Drilling Technique to Help Students Learn English Speaking in the Eighth Grade of SMPIT Logaritma Karanganyar

I recommended the thesis to be submitted to the Head of Education Department Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain *Sarjana Pendidikan (S.Pd.)* / Undergraduate Degree in English Education.

Wassalamu'alaikum Wr. Wb.

Purwokerto 30 December 2022
Supervisor,


Windharyati Dyah Kusumawanti, M.A, M.Pd.
NIDN. 2001049001

MOTTO

“Stay away from those people who try to disparage your ambitions. Small minds will always do that, but great minds will give you a feeling that you can become great too.”

-Mark Twain-



DEDICATION

Myself, thank you for fighting until this far. I wish the future will be more beautiful.

My beloved parents and my brother, Thank you for the endless love and support. Without you beside me, I am nothing. Thank you so much !!



ACKNOWLEDGEMENT

In the name of Allah, the most Gracious and Merciful, praise belongs to Allah Almighty. By his guidance and blessing, the researcher has accomplished the final research paper entitled ‘The Implementation of Drilling Technique to Help Students Learn English Speaking in the Eighth Grade of SMPIT Logaritma Karanganyar’.

It is a scientific writing to fulfill one of the academic requirements to finish the bachelor degree (S. Pd) at Faculty of Tarbiya and Teacher Training State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto. Then, shalawat and salam always be presented to the last messenger of Allah, Prophet Muhammad SAW who has inspired and lightened many people up all around the world.

This thesis is presented as partial fulfillment of the requirement for achieving the undergraduate degree of education in the Faculty of Tarbiya and Teacher Training State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto. This graduation paper will not be completed without the support, guidance, advice, help, and encouragement from individuals and institutions. The writer would like to express the deepest gratitude appreciation to:

1. Prof. Dr. H. Suwito, M.Ag., the Dean of Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H Saifuddin Zuhri Purwokerto.
2. Dr. H. Suparjo, M.A., the I Deputy Dean of Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H Saifuddin Zuhri Purwokerto.
3. Prof. Dr. Subur, M.Ag., the II Deputy Dean of Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H Saifuddin Zuhri Purwokerto.
4. Dr. Sumiarti, M.Ag., the III Deputy Dean of Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H Saifuddin Zuhri Purwokerto.
5. Dr. Maria Ulpah, M.Si., the Head of Education Department of Tarbiya and Teacher Training, State Islamic University of Prof. K.H Saifuddin Zuhri Purwokerto.
6. Muflihah, M.Pd., the Secretary of Education Department of Tarbiya and Teacher Training, State Islamic University of Prof. K.H Saifuddin Zuhri Purwokerto.
7. Desi Wijayanti Ma'rufah, M.Pd., the Coordinator of English Department, State Islamic University of Prof. K.H Saifuddin Zuhri Purwokerto.

8. Windhariyati Dyah Kusumawanti, M. A, M. Pd. Thank you for being there and guiding me, given the precious help, advice, and patience during the accomplishment process of my thesis. May Allah shower His blessings upon you and your family. Thank you so much.
9. All lecturers of State Islamic University of Prof. K.H Saifuddin Zuhri Purwokerto, thank you for teaching precious knowledge and giving the best experience study.
10. All official staffs of State Islamic University of Prof. K.H Saifuddin Zuhri.
11. Mr. Nashirul Anam, S.Pd as the eighth grade English teacher of SMPIT Logaritma Karanganyar. Thank you for giving me chances to follow some meetings and spare time to conduct some interviews.
12. The eight grade students of SMPIT Logaritma Karanganyar. Thank you for become a good team work during I conducted the research.
13. My parents, Siti Nuryani and Triyanto, and my brother Qori Akbar Firdaus, my aunts and uncles, and all my siblings who have loved me, supported me everyday to finish this thesis and prayed for the best of me as always.
14. My closest friends, members of Aliens Sambat Squad: Dhea Zabana Qothrun Nada, Anisa Wiyugo, Nurma Sumah, Utari, and Hestin Winika. Thanks for supporting me, sharing tears and laughs, and thanks for the nice friendship and our togetherness.
15. My close friends, Difi Fernanda, Asifa Dhearul Jannah, Niken Yulianti, Ade Chusna Silvia Rahmi, Desi Tri Lestari, Alang Prasetyo Ma'arif, and Rasyid Akhyar.
16. My deadline partner, Silvia Al Fathonah who always reminds me to finish my thesis.
17. My beloved friends from Pesantren Mahasiswa Masjid Fatimatuzzahra, Alfian Qodiri, Muhammad Rozan, Rai Nasdian, Arif Hidayat, Hanif Abdul Aziz, Indra Nurjaman, Muhammad Isa Wahyudi, Oji Jefri Saputra, Ainul Fikri Saintiany, Salsabila Nur Safitri, and Mala Indiarti, thank you for always bring happiness and accompanying me when we still learn in Pesantren Mahasiswa Masjid Fatimatuzzahra
18. All of my friends of TBI 2017 who have shared memories for three years on offline courses and a year on online courses.

thesis. May Allah SWT accept all good deeds. Hopefully, this thesis will be beneficial for the writer and all readers.

Kebumen, 29 December 2022

The researcher,



Iqbal Latif Saputra



ABSTRACT

THE IMPLEMENTATION OF *DRILLING TECHNIQUE* TO HELP STUDENTS LEARN ENGLISH SPEAKING IN THE EIGHTH GRADE OF SMPIT LOGARITMA KARANGANYAR, KEBUMEN

IQBAL LATIF SAPUTRA

(1717404020)

The teachers' teaching technique is very important in the learning process, especially for speaking skills. The ability to speak is one of the most difficult abilities to master, particularly by students, so teachers must use the appropriate method to teach these skills to them. Teachers must select the best method for teaching speaking skills so that students can understand and practice them effectively. This qualitative research investigated how the English teacher use the technique to teach students' speaking skill. One English teacher and the eighth-grade students became the research subjects. Interviews and observations were conducted to obtain research data. For interviews, the researcher used 20 questions for the teacher and 12 questions for students to get the data needed. The observation was carried out four times in the classroom. This research was held in August 2022 at SMPIT Logaritma Karanganyar. The data analysis technique used is data reduction, data analysis, and drawing conclusions. The aim of this study is to describe how teacher implemented the teaching speaking skill by using the Drilling Technique in the eighth grade of SMPIT Logaritma Karanganyar and the teacher's and students' perspectives on the use of drilling technique. Based on the findings from the implementation of the drilling technique by the teacher, the teacher's first step in implementing the drilling technique was the teacher divided the line or paragraph into several parts. The second step was the students repeated a portion of the sentence. The next step was the students responded to the teacher's cue. The last step was the students gradually expanded what they were repeating until they could repeat the entire line. The steps applied by the teacher is in accordance with the theory described by Freeman. According to the observations and interviews data, the researcher found out that the students and teacher did not find any difficulties in the process of learning speaking using the drilling technique.

Keyword: *Drilling Technique, Speaking Skill, Teacher's technique*

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APPENDICES

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CHAPTER I

INTRODUCTION

This chapter describes background of the study, clarification of key terms, research questions, aim and significances of the study and organization of the paper.

A. Background of Study

Learning English is one of the important lessons that students need to master because English is the second language used. English is crucial since it is an international language that is used to communicate with people everywhere. ¹ Learning the four fundamental language skills (listening, speaking, reading, and writing) is an essential part of learning English. ² Students should be able to communicate effectively both orally and in writing by the end of their English studies.

Speaking is one of the capabilities that have to be learned through collage students in the technique of gaining knowledge in English language. ³ There are many definitions of speaking according to experts. Speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language ‘on the spot’. ⁴ In addition, Speaking is an interactive process of meaning construction that involves information production, reception, and processing. Its form and meaning are determined by the context in which it occurs, which includes the participants, the physical environment, and the reasons for speaking. It is frequently impromptu, open-ended, and evolving. Speech, on the other hand, is not always

¹ Desi Wijayanti Ma'rufah, *Teachers' Ways in Maximizing Student Talking Time (STT), A Descriptive Study of EFL on the Ten Grade of A Senior High School in Purbalingga*, English Department Teacher Training and Educational Faculty Muhammadiyah University of Purwokerto.

² Mayasari, R, *The Effect of Drilling Technique Towards Students' Speaking Achievement at Grade VIII of SMPN 5 Kota Jambi*, (English Educational Study Program Teacher Training and Education Faculty of Batanghari University), (Jambi: t.p., 2009).

³ Damayanti, M. (2019). *The Implementation of Drill Method by Using Flashcard Learning to Achieve Students' Speaking*. (Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara Medan)

⁴ J. Harmer, "How to Teach English (Second Edition)", *ELT Journal*, Volume 62, Issue 3, July 2008, Pages 313–316

unpredictable. Language functions (or patterns) that appear frequently in specific discourse situations can be identified.⁵

Speaking is a productive skill that can be directly and empirically observed, however, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, compromising the reliability and validity of an oral production test.⁶ Speaking is a crucial part of second language learning and teaching.⁷

Drilling is a technique that can be used to teach speaking ability. Drilling could help junior high students improve their English mastery. It can also improve students' speaking skill, allowing them to understand English better, and it can increase students' motivation to learn English. Drilling is a technique that has been used in foreign language classrooms, which emphasizes on repeating structural pattern through oral practice to demonstrate students' ability in using specific language items in a controlled manner.⁸ Drilling technique is a key feature of audio-lingual approaches to language teaching which placed emphasis on repeating structural patterns through oral practice.⁹ According to Richard theory, drill is a technique commonly used in language teaching for practicing sounds or sentence patterns in a language, based on guided repetition or practice some aspects of grammar or sentence format formation is often known as pattern practice.¹⁰

There are some advantages of drilling technique. Drilling has the advantage of assisting students in memorizing language under the supervision of the teacher. The teacher can correct any errors made by

⁵ Shiamaa Abd El and others, *The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students Supervised by Curricula and Methods of Teaching Department*.

⁶ Kurniati Azlina, Eliwanti, and Novitri, 'A Study On The Speaking Ability Of The Second Year Students Of Smk Telkom Pekanbaru', *Jurnal Online Mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan Universitas Riau (JOM FKIP UNRI)*, 2015, 1–13.

⁷ Hayriye Kayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language", *The Internet TESL Journal*, Vol. XII, No. 11, November 2006

⁸ Ria Fransiska and Jurianto, "The Use of Drilling Technique in Teaching English Vocabulary to the Seventh Grade Students of SMP Negeri 2 Tanggulangin", *Anglicist Volume 05 No 02* (August 2016)

⁹ Suyansah Swanto and Wardatul Akmam Din "Employing Drilling Technique in Teaching English Writing Skills to a Group of Rural Malaysian Students", *Developing Country Studies*, Vol.4, No.14, 2014

¹⁰ Cordeiro, *An Alternative Drilling Strategy*, (Washington D.C: Cambridge University Press 1989), p.117.

students and encourage them to work through difficulties.¹¹ The benefits of drill are that a drill technique made the students more interested in learning to speak, a drill technique made it easier for the teacher to check and correct the students' speaking aspects, a drill technique made the students practice speaking English effectively, and a drill technique made the students communicatively speak English.¹²

Based on the preliminary research by interviewing the English teacher of SMPIT Logaritma on 10th of October 2020, he stated that most of the students are lack of vocabularies so that they feel difficult to understand either sentences or texts. He has also given additional time to teach English at the boarding school, but students still find it difficult to learn English. Some of them also do not like English subjects, so this makes it more difficult for the teacher. In addition, the level of student focus is also low which causes them to be less able to capture what is taught by the teacher.

From the explanation above, the researcher chose to describe the implementation of drilling technique. It is aimed to find the effectiveness of drill technique for the eighth-grade students of SMPIT Logaritma. The reason why it is important to research drilling technique in this school is because English is one of the main languages used in the school. Considering those reasons, the researcher intends to conduct a research under the title **“The Implementation of Drilling Technique to Help Students Learn English Speaking in the Eighth Grade of SMPIT Logaritma”**.

B. Clarification of the Key Terms

There are following key terms provided to makes readers have the same understanding with the researcher. There are three important points. They are provided to avoid misunderstanding.

¹¹ Juhemah, *‘The Use of Drill Technique To Teach Language Forms (Grammatical or Phonological Structure) At the Fifth Grade of Sd Negeri 018 Kubang Jaya’*, 2013, 69.

¹² Novia Luluk Aisyah, *‘The Use of Drilling Technique in Teaching Speaking to the Eighth Grade Students of SMP Dharma Wanita Pare in Academic Year 2017/2018’*, *Simki-Pedagogia*, 02.06 (2018), 1–10.

1. Drilling Technique

Drilling is a technique of teaching language through dialogues that focuses on habit formation through repetition, memorizing grammatical structures, and tense transformation, while using the target language and the culture in which the language is spoken. Drilling is also a component of the audio-lingual method (ALM). Drilling, on the other hand, entails forcing students to use the target language.¹³ Drill technique is roots in behaviorism psychological theory and ‘audio lingual’ approaches to teaching.¹⁴ Drilling Technique (DT) is a technique that has been used for many years in a foreign classroom. It was a key feature of audio-lingual approaches to language teaching that emphasized the repetition of structural patterns through oral practice.¹⁵ Drilling is the most common method of practicing pronunciation in the classroom. Drilling begins with the teacher saying a word or structure and asking students to repeat it. Drilling's goal is to help students improve their pronunciation of language items and to help them remember new items.¹⁶

2. Speaking

According to Thornbury, speaking is interactive and requires the ability to co-operate in the management of speaking turns.¹⁷ People are frequently judged based on their manner of speaking. Speaking is also a medium for learning many languages, including English. To speak is more than just saying a series of words in the correct pronunciation. A good speaker is someone who can deliver what is on his or her mind and make his or her audience understand him or her.¹⁸ Furthermore, speaking is an interactive process of constructing meaning that involves producing,

¹³ Ria Fransiska and Jurianto, ‘*The Use of Drilling Technique in Teaching English Vocabulary*’, *Anglicist*, 5.2 (2016), 125–31.

¹⁴ Kelly, Gerald, *How To Teach Pronunciation*, (Malaysia: Longman, 2000), p.16

¹⁵ W. A. Swanto, S., & Din, ‘*Employing Drilling Technique in Teaching English Writing Skills to a Group of Rural Malaysian Students*’, *Developing Country Studies*, 4.14 (2014), 73–82.

¹⁶ Crusita Maharani Samsudin, *Konstruksi Pemberitaan Stigma Anti-China Pada Kasus Covid-19 Di Kompas.Com*, 68.1 (2020), 1–12.

¹⁷ Scott Thornbury, *How to Teach Speaking*, (England: Pearson Education limited, 2005), p.iv

¹⁸ Aidil Syah Putra, ‘*The Correlation Between Motivation and Speaking Ability*’, *Journal of English Language Education and Literature*, II.1 (2017), 36–57.

receiving and processing information. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary, but also that they understand when, why, and in what ways to produce language. ¹⁹

Speaking is using language in a normal voice; uttering words; knowing and being able to use a language; expressing oneself in words; making speech. ²⁰ Of all four simple skills (listening, reading, speaking, writing) speaking seems to be the most important because people who know languages are referred to as 'speakers' of that language, as if speaking includes all other types know the language. ²¹

C. Research Questions

Based on the background of the study above, the researcher question formulated as follow:

1. How is the implementation of Drilling Technique to help students learn English speaking in the eighth grade of SMPIT Logaritma?
2. How are the teacher's and students' persepectives on the use of Drilling Technique?

D. Aim and Significances of the Research

1. The aim of the research
 - a. To describe the implementation of drilling technique to help students learn English for the eighth-grade students of SMPIT Logaritma.
 - b. To describe how the teachers' and students' perspective on the use of Drilling Technique.

2. The significances of the research

The significance of this study is divided into two aspects, they are theoretical and practical significances

¹⁹ Emma Rosana, *Teaching Speaking of English As A Foreign Language: Problems and Solutions*, (Banjarmasin: UniversitasLambungMangkurat), p. 2

²⁰ Fernandes Arung, "Improving the Students' Speaking Skill through Debate Technique", *Universitas Sembilanbelas November Kolaka*, vol. 1, No. 1, Maret 2011

²¹ Aseptiana Parmawati and Ratih Inayah, "Improving students' speaking skill through English movie in scope of speaking for general communication", *IKIP SILIWANGI*, Volume 7/II, October 2019

a. Theoretical significances

Theoretical significances of the research are:

- 1) The researcher expects this research can give more information related to drilling technique and its effectiveness in speaking skill.
- 2) The researcher expects this research can be useful in learning process, especially related to drilling technique and speaking skill.
- 3) The researcher expects this research can be use as a reference for further researchers.

b. Practical significances

Practical significances of this research are:

- 1) For teachers
The result of this research hopefully will give advantages for helping the teachers to use drilling technique in teaching speaking skill
- 2) For publisher
The result of this research expected to inspire the publisher when they select the material about drilling technique in teaching speaking skill.

E. Organization of the Paper

To make a systematic research, it is necessary to classify the structure of this research. The structure of this research is explained as follow:

Chapter I contains an introduction, which consists of the background of the study, clarification of key terms, research questions, aim and significances of the study and organization of the paper.

Chapter II contains the literature review which consists of theoretical framework and previous studies.

Chapter III contains the research methodology. This chapter consists of research design, research site and participants, data collection techniques and data analysis.

Chapter IV presents the result of the research, which consists of findings and discussion.

Chapter V contains the conclusion, limitation of the study and suggestion of the research. It will be followed by references and appendices.



CHAPTER II

LITERATURE REVIEW

This chapter discusses the theoretical framework and previous studies.

A. Theoretical Framework

1. Drilling technique

a. Definition of drilling technique

Drilling is a technique that has long been used in foreign language classrooms. It was a key feature of the audio-lingual method, which emphasized the repetition of structural patterns through oral drill. A drill is a highly controlled oral practice session in which students respond to a cue. The response differs depending on the type of drill. Drills are typically used during the controlled practice stage of language learning to allow students to accurately practice what they have learned. Drills assist students in developing quick, automatic responses that use a specific formulaic expression or structure, such as a tag ending, verb form, or transformation. Drills can be effective teaching and learning tools because they provide practice in small, manageable chunks of language. It aids in the development of confidence and the automatic application of previously drilled structures and expressions.²²

b. Steps of drilling technique

Drilling can be done at any level with a list of vocabulary items or phrases, a short text, or a dialogue. The steps consist of simply listening to the teacher as a model and then accurately and quickly repeating what the teacher says. The steps are as follows:

a) The teacher divides the line/paragraph into several parts.

When using this technique, the teacher must first divide the paragraph into several parts. This is done so that students will have

²² Nurul Aini khoyimah, Nurul Khoyimah, and Iman Santoso, 'Improving Students Speaking Ability Through Repetition Drill', *PROJECT (Professional Journal of English Education)*, 3.1 (2020), 26.

no trouble understanding what the teacher is explaining. As a result, rather than studying one paragraph directly, this will greatly assist students in learning it.

b) The students repeat a portion of the sentence

The student repeats the sentence until the end after dividing it into several parts. Students are required to say the sentence aloud so that the teacher can hear and correct it if there are errors. This is done to ensure that students correctly pronounce the word or sentence.

c) The students respond to the teacher's cue

If there is a pronunciation error, the teacher must be corrected right away so that the error does not persist. To minimize pronunciation errors, the teacher must also check the students' mistakes. This can be done in groups or individually.

d) The students gradually expand what they are repeating until they can repeat the entire line.²³

Students can read the next paragraph to the end after repeating the first paragraph until there are no pronunciation errors. Until the end, the teacher will continue to check the student's pronunciation. Thus, this will minimize the error in terms of pronunciation.

From the explanation above, the steps of drilling technique are the teacher says a sentence to the student, who repeats it until they can say it correctly.

c. Advantage of drilling technique

There are some advantages that applied in drilling technique.

Those are:

²³ Freeman, Diane Larsen and Marti Anderson, *Techniques and Principles in Language Teaching*, Oxford University Press, 2011, 48.

- a) To develop motor skills such as writing, pronouncing letters, words, or sentences, creating tools and becoming skilled with sports equipment.
- b) To improve mental abilities such as multiplication, addition, subtraction, division, signs (symbols), and so on.
- c) To learn skills through associations, such as the relationship of letters in spelling, the use of symbols, reading maps, and so on.
- d) Habit formation completed, with increased accuracy and speed of implementation.
- e) Use of habits that do not necessitate concentration in their execution.
- f) Habit formation makes movements more complex, complicated, and automatic.²⁴

Some of the important points above regarding the advantages of using the drilling technique are to improve motor skills such as writing, pronouncing letters, words, or sentences, making tools, and becoming proficient with sports equipment.

d. Disadvantage of drilling technique

Beside the advantages, using the drilling technique also has disadvantages, including:

- a) Drilling frequently causes students to be less creative. Learners have no or very little choice in all drills. To address this problem, the teacher can integrate open-ended learning that presents open problems with multiple solutions that can be solved in a variety of ways. Open-ended learning strategies give students the flexibility or freedom to express or find various alternative answers to the questions posed. This can help students solve problems using their own creativity and

²⁴ Meidyta Hardiyani, *Students' Perception Toward Drilling Technique in English Reading Classrooms by State Islamic Institute of Palangka Raya 2020 M / 1441 H*, 2020.

teach them to value diversity of thought during the problem-solving process.²⁵

- b) The teacher has control over what is said, so drills are a type of very controlled practice. The teacher must manage the drills so that the students are not overworked and do not burn out on for far too long. The solution to make students not feel burdened by controlled practice is to make it interactive and fun. There are several ways that can be used, namely: find someone who / guessing to know you, click click sentences, grammar gap-fills-“wacky backy” and treasure hunt.
- c) Teachers must ensure that when allowing students to practice, there is a clear connection between the concept and the action. The connection between the concept of learning and the action taken must be synchronous in order for the learning objectives to be met properly. To ensure that the concepts and actions taken are consistent, the teacher must study the material to be taught to students before the learning process begins.
- d) Drills are ineffective when students are not adequately prepared; they will be unable to maintain a pace if they are still unsure about a concept. To avoid confusion in the concept or students' lack of knowledge about a concept, the teacher can give students an introduction to the material or concept that will be discussed during the learning process. This will give students an idea of what they will learn and prevent students from being unprepared.
- e) Drills are typically used for more fundamental knowledge. A drill methodology would not be appropriate for teaching more abstract concepts.²⁶

²⁵ Baharuddin Baharuddin and Andi Agustang, 'Teacher's Strategy for Increasing Students' Creative Thinking Ability Through Open-Ended Learning in Elementary Schools', *JED (Jurnal Etika Demokrasi)*, 7.1 (2022), 98–108.

To solve this problem, the teacher can integrate other methods / ways of teaching abstract material as a solution.

e. Type of drilling technique

Drilling have several types in form:

a) Substitution drills

Substitution drill is a technique used in the classroom to practice new language. It begins with the teacher modeling a word or sentence, which the students then repeat. The students then substitute one or more key words or alter the prompt.²⁷

b) Question and answer drills

The drill allows students to practice answering questions. Students must respond quickly to the teacher's questions. Although we did not see it in our lesson, it is possible for the teacher to cue the students to ask questions. This allows students to practice the question pattern.²⁸

c) Transformation drills

In this technique, the teacher gives students a specific sentence pattern, such as an affirmative sentence. Students must change the sentence into a negative sentence. Other transformations include converting a statement into a question, an active sentence into a passive sentence, and direct speech into reported speech.²⁹

d) The chain drill

'A chain drill gets its name from the chain of conversation that forms around the room as students ask and answer questions one by one'. Chain drill can help students improve

²⁶ Tika Ade, *improving she students, pronunciation through drilling technique at seventh grade at MTS Al-Hikmah Darussalam Bagan Batu in academic year 2018/2019, Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatra Medan*

²⁷ Maharida, 'Using Substution Drill Technique To Improve Students' Pronunciation Ability', *Exposure : Jurnal Pendidikan Bahasa Dan Sastra Inggris*, 3.2 (2014), 178.

²⁸ Nuryani, 'Improving the Students' Vocabulary Mastery by Using Drill Method at the Second Grade of MTs Izzatul Ma'arif Tappina Kab. Polman', 2018.

²⁹ Elsa Nur Sabilla, 'Techniques Used by English Tutors in Teaching Grammar in English Classes at Global Learning', *Faculty of Teacher Training*, 2020.

their listening and speaking abilities by combining two techniques for teaching speaking. They learn to listen by answering their friends' questions. As a result, they must concentrate on what their friends are asking. When they correctly answer the question, it means they completely understand the question. Furthermore, the manner in which they ask or answer questions encourages students to practice speaking. This activity helps students become accustomed to expressing themselves verbally.³⁰

e) The Expansion Drill

When a new word is added, it takes a specific position in the sequence.³¹ According to Gonzalez M. Josue, a backward build up drill or expansion drill helps students learn accurate placement of sentence stress and pitch patterns by beginning at the end of an utterance and gradually progressing to the beginning of the utterance.³² These drills are designed to break down the difficult sentence into smaller parts.³³

f) Communicative Drill

Although communicative drills come the closest to replicating real-world tasks, there is no motivation to engage in communicative drilling because students are not held accountable for the information they exchange.³⁴ This type of drill is distinct from the so-called meaningless and mechanical drills used by some teachers in traditional grammar-oriented classes, where the primary focus is on the form of the language

³⁰ Ika Paramitha Lantu, 'Chain Drill Technique in Teaching Speaking', *Sintuwu Maroso Journal of English Teaching*, 3.1 (2020), 61–64.

³¹ Lutfi Anwar, 'The Effectiveness of Drilling in Teaching Irregular Plural Nouns (An Experimental Study at the First Grade Students' of SMK Lingga Kencana Depok)', 2013.

³² Gonzalez M. Josue, *Encyclopedia of Bilingual Education*, (United States of America: SAGE Publications, Inc, 2008), p. 48

³³ Nur Fauzia and Yuri Lolita, 'The Use of Drill, Vocabulous (Vocabulary Various) and Computer Assisted Language Learning (CALL) in Learning Vocabulary', *Jet Adi Buana*, 3.1 (2018), 11–27.

³⁴ Fianico Sukmana Rozy, 'The Implementation of Communicative Drilling Technique'.

being used rather than its communicative content.³⁵ The communicative drilling method of teaching English involves students listening to a model provided by the teacher, a tape, or another student and repeating what they hear. For example, if the teacher says, "Jack Black is very sad," the student will say it exactly the same way. The communicative drilling method can be used to demonstrate students' ability to use English effectively.³⁶

From the points above, we can conclude that there are some kinds of drilling that can help students to speak English.

2. Speaking

a. Definition of speaking

Speaking is a productive skill because it generates ideas, messages, and suggestions, and we must practice it. It is not enough to practice in the classroom to improve one's ability to communicate in English; one must also practice outside of the classroom. It will have an impact on our ability to communicate.³⁷

b. Types of speaking

As shown in the taxonomy below, there are some types of speaking.

a) Imitation

This type necessitates the ability to verbally imitate any words, phrase, or sentence, and it is the primary criterion being assessed.³⁸ Imitation is the act of copying the words, stress, pauses, intonation, facial expression, and gestures of a native English speaker; it teaches the EFL to

³⁵ "Implementing Task-Based Learning for Young Learners" <https://tefl.wordpress.com/2010/06/13/drilling/> (diakses pada 29 Juli 2021, pukul 19.28).

³⁶ Kurnia Maulida, Wahyu Retno 'Improving students' Pronunciation Using Communicative Drilling at the 11th Matyum-Play in Sasana Bambrung School, Songkhla, Thailand, Universitas Muhammadiyah Gresik., (2016)

³⁷ Siti Surinah Harahap, Rivi Antoni, Ummi Rasyidah, *An analysis on students, speaking skill at second grade SMP 8 Rambah Hilir, English Study P* 1999.December (2006), 1–6.

³⁸ Anisa Putri, 'A Study on Student'S English Speaking Problems in Speaking Performance Encountered by Students at State Junior High School 20 Pekanbaru', 2022.

listen to sounds and recognize patterns in the sounds of English words; and it trains them to make those same sounds on their own.³⁹ According to Oxford Advanced Learners Dictionary, Impersonation of a person's speech or behavior is called Imitation

b) Responsive

Interaction and test comprehension are included in responsive performance, but at a somewhat limited level of very short conversation, standard greeting and small talk, simple requests and comments. This is a type of short response to questions or comments initiated by the teacher or student, providing instructions and directions. Those responses are usually adequate and meaningful.⁴⁰

c) Interactive.

The length and complexity of the interaction, which may include multiple exchanges and/or multiple participants, are referred to as interactive.⁴¹ The point of this type is to focus on the practice of some phonological or grammatical aspect of language. It is a type of designed speaking performance.⁴²

d) Extensive (monologue)

Speeches, oral representations, and storytelling are examples of extensive oral production tasks in which the opportunity for oral interaction from listeners is either severely limited (perhaps to nonverbal responses) or

³⁹ Rizki Nurul Arsy, 'The Effect of Imitating English Videos through Jigsaw Technique on Students' Pronunciation Ability', 2021.

⁴⁰ Ulfania Dwi Handayani, 'English Teachers' Strategy in Teaching Speaking, English Department Faculty of Tarbiyah and Teacher Training State Institute of Islamic Studies Ponorogo 2, 2019, 1–13.

⁴¹ Ilham, Ilham & Bafadal, Muhammad & Muslimin, Muslimin. (2020). *An Analysis of Students' Speaking Ability on Specific Purpose of Learning. Linguistics and ELT Journal.*

⁴² Waode Hamsia, 'Developing Students' Speaking Ability Through Story Completion', *Journal of English Language Teaching*, 5.1 (2018).

completely eliminated.⁴³ Extensive speaking entails a wide range of speech production techniques. In addition, the speaker will need to interact with counter speakers, who may be answering questions or engaging in discussion. Extensive speaking is the ultimate speaking skill that necessitates strong language components.⁴⁴

c. Speaking aspects

As we all know, speaking ability is extremely important. To improve their communication effectiveness, students must improve their speaking skills. To master speaking skills, students must first understand the components of speaking, which are pronunciation, vocabulary, fluency, and grammar.⁴⁵

a) Pronunciation

Pronunciation is the process by which students produce clearer language when speaking. It is concerned with the phonological process, which refers to the elements and principles that determine how sounds pattern in a language.⁴⁶

b) Vocabulary

Learning language is inextricably linked to learning vocabulary. In communication, vocabulary helps the speaker express their opinions, ideas, and feelings. The most important component of language is vocabulary because it affects the four language skills of listening, speaking, reading, and writing. The importance of vocabulary learning is central to language

⁴³ Azlina, Kurniati, Eliwanti, and Novitri, 'A Study On The Speaking Ability Of The Second Year Students Of Smk Telkom Pekanbaru', *Jurnal Online Mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan Universitas Riau (JOM FKIP UNRI)*, 2015, 1–13

⁴⁴ Yenny Rahmawati and Ertin Ertin, 'Developing Assessment for Speaking', *IJEE (Indonesian Journal of English Education)*, 1.2 (2014), 199–210.

⁴⁵ Muchammad Nur Wachid, 'The Effectiveness of Teaching Speaking Skills by Using Online Podcast Video at Islamic Junior High School 3 Malang Thesis', *Electronic Theses Universitas Islam Negeri Maulana Malik Ibrahim Malang*, 2021.

⁴⁶ Rosiana Dwi Safitri, "The Correlation between Listening Ability and the Students' Speaking performance in English at the Eight Graders of Junior High School in SMP 3 Batanghari East Lampung", 2020, 36.

acquisition, whether it is the first, second, or foreign language. Vocabulary is the knowledge of word meanings in general.⁴⁷

c) Grammar

Grammar is a set of rules for how words should be used. Grammar is always a hindrance in performing pure speaking skills. It causes the speaker to be afraid of making grammar mistakes when speaking because the arrangement of words in a sentence is not the same in difficult languages, and they are not even the same in sentence patterns. Students should learn to use grammar signals by developing a set of habits rather than simply recording examples of usage. It has been stated that sentence patterns should be taught to students so that they can produce them automatically. This is the best one based on oral pattern practice. For example, students may imitate the teacher in producing a specific pattern, such as "he is a lecture in such a way that they can produce it with relatives' case." In this case, the teacher must be a good model in terms of intonation, stress, and phonemes.⁴⁸

d) Fluency

Fluency typically refers to the ability to express oral language freely and without interruption. If the teacher wants to assess students' fluency during the teaching and learning process, the teacher allows students to express themselves without interruption. The goal is for students to be able to speak easily and fluently. The teacher does not correct right

⁴⁷ Nurfajri Indah Sari, " *Increasing Students' Speaking Skills by Intensifying English Language at Eight Grade of SMPN 24 Makassar, English Education Department Faculty of Teacher Training and Education Muhammadiyah University of Makassar*, 2019.

⁴⁸ Humaerah, ' *Students' Speaking Ability and Factors Influence Their Ability (A Descriptive Study at SMA Muhammadiyah Camba) ' Faculty of Teachers Training and Education Makassar Muhammadiyah University*, 2018.

away because too much correction disrupts the flow of the conversation.⁴⁹

B. Previous Studies

Based on several sources related to this research, the researcher shows several previous studies that have match to this research. Here is the result comparison between this research and previous studies:

First, a journal conducted by Budhi Astu Okta Widhi Atmi and Kadek Agus Jaya Pharhyuna entitled *Improving Speaking Skill by Using Drill Technique at the Tenth Grade Students of SMKN 1 Singaraja in Academic Year 2018/2019* from Jurnal IKA found out that there are 3 part of cycles. The first part is pre-cycle, first cycle, and second cycle. The data analysis of the post-test score in cycle 1 revealed that the mean score improved from pre-test to post-test 1 by as much as 12,22. Furthermore, the percentage of passing grades increased by 52%. It meant that 25 students could reach the KKM of 72 after the first cycle. The improvement in the first cycle did not meet the criteria for success in this study, so cycle 2 was carried out. Based on observations from cycle two, students showed a keen interest when the teacher explained the sentence structure and expressions. The use of drill technique in this study was intended to improve students' speaking skills. The researcher discovered that drill is an effective technique for improving speaking skill after conducting the research in two cycles. The students' low speaking achievement could be remedied, and it showed significant improvement by the end of the second cycle. The similarity of this research with previous research is the aim of the research. Both of these studies focus on the use of drilling techniques in learning speaking. The object of the research is the distinction between this study and previous studies. The subject of this research is 8th grade

⁴⁹ Andi Annisa Hanifah Nursyams, "A Study of Students' Problems in Daily English Speaking Activity (The Eleventh Grade Science Students of SMAN 10 Makassar)", Submitted to the Faculty of Teacher Training and Education Makassar Muhammadiyah University.

Junior High School, and the subject of the previous research is 10th grade Vocational School.

Second, a thesis conducted by Novia Luluk Aisyah entitled *The Use of Drilling Technique in Teaching Speaking to the Eight Grade Students of SMA Dharma Wanita Pare in Academic Year 2017/2018* from Artikel Skripsi Universitas Nusantara PGRI Kediri found out that furthermore, the drilling technique has an effect on the students' ability, particularly in speaking descriptive text. Drilling techniques assist students in easily understanding and remembering the material so that they can pronounce vocabulary clearly. They are unfamiliar with the generic structure of descriptive text. Students' pre-test and post-test scores are increasing, even though some students did not pass the English subject, but their score is higher than before. For example, a student who received a 55 on the pre-test received a 70 on the post-test, a student who received a 65 on the pre-test received an 80 on the post-test, and so on. According to the explanation above, drilling technique has an effect on students' speaking ability, particularly in describing people. Furthermore, drilling technique can be used in teaching speaking descriptive text because it helps students understand, enjoy, and enjoy learning descriptive text. The similarity between this research and the previous study is to find out the use of the drilling technique in the classroom. The method of the study distinguishes this research from previous studies. The previous study used quantitative data, whereas this study used qualitative data.

Third, a thesis conducted by Abu Amar entitled *The Effectiveness of Drilling Technique to Improve Students' Speaking Skill. (A Quasi Experimental Research on the Eight Graders of SMP Islam Sultan Agung Semarang in the Academic Year of 2014/2015)* found out that the t-test result revealed that the mean of the experimental and control groups in the pre-test was 46.97 and 44.73, respectively. Following the experiment, the researcher administered a post-test. The experimental group's mean score

was 70.97, while the control group's was 49.10. The T-test calculation demonstrates that the difference is significant. It was supported by the results of the pre-test and post-test in the experimental class, where the obtained t-value was 2.590 and the t-table was 2.000, indicating that the t-value was greater than the t-table ($9304 > 2.000$) and the sig 2-tailed (0.000 0.05). It is reasonable to assume that H1 was accepted. According to the explanations above, using the drilling technique as a resource has a positive impact on the teaching-learning process. Furthermore, it provides an efficient method for students to learn English quickly, particularly in speaking skills. The similarity between this research and the previous research is the aim of the research. The aim of both studies is to find out the use of drilling techniques to help students learn speaking skills. The difference between the two studies is the approach used. This study used a qualitative approach while previous studies used a quantitative approach

Fourth, a thesis conducted by Rika Mayasari entitled *The Effect of Drilling technique Towards Students' Speaking Achievement at Grade VIII of SMPN 5 Kota Jambi* from English Educational Study program teacher training and education faculty of Batanghari University Jambi found out that based on the pre-test results, the researcher concluded that the student with the lowest score is 45. The highest possible score is only 65. The remaining students receive scores ranging from 45 to 65. Based on the post-test results, the researcher discovered that some students received the lowest score of 70. The highest possible score is 75. The results of the test in this study revealed that the post test score was higher than the pre test score, as evidenced by the mean score of both tests. Drilling technique has a significant effect on students' speaking achievement in the classroom. The similarity between this study and the previous study is the goal. The goal of both studies is to find out the use of use the drilling technique in teaching second grade speaking skills. The difference between this study and the previous study is in the research methodology; this study employs

observational research, whereas the previous study employs a quasi-experimental design.

Fifth, a thesis conducted by Meidyta Hardiyanti entitled *Students' Perception Toward Drilling Technique in English Reading Classrooms Department of IAIN Palangkaraya* found out that according to the chart, the majority of students from the three classes in the sample chose agreed for questionnaire number one. For questionnaire number 2, the majority of respondents from class A chose uncertain, while the majority of respondents from classes B and C chose agree. Questionnaire item 3, the majority of respondents from class A to C chose agreed. For items 4 through 5, all respondents in classes A and C chose uncertain. Furthermore, unlike item questionnaires 4 and 5, the majority of respondents from class C chose agreed. Meanwhile, the majority of respondents from classes A and C chose uncertain and disagree, but class C chose disagree. For item number 8, every school from class A to class C chose uncertain. For item questionnaire 9, the majority of respondents in classes A and B chose uncertain, while the majority of respondents in class C chose disagree. From class A to class C, everyone chose disagree for item questionnaire 10. Overall, based on the results of the questionnaire from three classes of English Reading Classrooms at IAIN Palangkaraya, the majority of teachers of the class who use drilling technique on the class when teaching English Reading Classrooms process were Class A (50 percent), Class B (40 percent), and Class C (40 percent) (60 percent). The similarity between this study and the previous study is the goal. The goal of both studies is to find out the use of the drilling technique in teaching second grade speaking skills. The difference between this study and the previous study is in the research design. This study use qualitative approach while the previous study use quantitative approach.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study used qualitative method. This analysis was used to help students learn English speaking as a strategy for teaching speaking skills. According to David Nunan, the qualitative technique denotes the qualification of all knowledge and the subjective nature of all inquiry and comprehension. It was comprehensive the studies should be followed.⁵⁰ Research methods that focus on qualitative phenomena in the form of observed behavior and written or oral statements from individuals are known as qualitative research.⁵¹ Qualitative research is "a sort of systematic empirical investigation into meaning". Ralph uses the phrase "systematic" to denote "planned, ordered, and public," adhering to guidelines approved by the qualitative research community.⁵² Qualitative research focuses on a variety of methodologies and takes an interpretive, naturalistic approach to its subject. This implies that qualitative researchers investigate phenomena in their natural environments while attempting to explain phenomena in terms of the meanings that individuals assign to them. A variety of empirical materials, including case studies, personal experiences, introspective, life stories, interviews, observational, historical, interactive, and visual texts, that illustrate common and troubling events and meanings in people's lives are explored in qualitative research.⁵³ The reason researcher chose to use a qualitative approach is because the research problem is still unclear or there is no suitable data

⁵⁰ Asifa Dhearul Jannah and others, *The Use of Interactive Formative Assessment in An Efl Class Through The Comment Column of Google Classroom*, Tarling: Journal of Language Education Vol. 6, No. 1, Juni 2022

⁵¹ Maulani Anjani Sukirno and Agus Husein As Sabiq, *Visual Media Utilization in Mastering English Vocabulary of Hearing-Impaired Students*, Insania, Vol. 25, No. 2, Juli – Desember 2020

⁵² Ralph A. Manchester, 'Qualitative Research in Performing Arts Medicine', *Medical Problems of Performing Artists*, 26.2 (2011), 63–64.

⁵³ Patrik Aspers and Ugo Corte, 'What Is Qualitative in Qualitative Research Content Courtesy of Springer Nature', *Springer*, 42.February (2019), 139-160 retrieved on April 27 2021.

about the problem to be studied. Therefore researcher go directly to the field to explore the object of research.

B. Research Site and Participants

This research took place in SMPIT Logaritma which is located at Jl. Kelurahan Jatiluhur Km.1, RT 03 Rw 04, Jatiluhur, Kec. Karanganyar, Kab. Kebumen, Jawa Tengah. This school was chosen by the researcher because this school is one of the best school in Karanganyar which allows the alumni to continue their education to well-known high schools Beside using a national curriculum, this school also uses a pesantren curriculum which makes this school different from other schools. This school uses 2 languages as their daily communication namely English and Arabic. According to English teacher, although this school has many advantages, it falls short when it comes to learning English, particularly speaking. This is the reason why it is important to research the speaking ability of the students in this school.

C. Data Collection Techniques

In collecting the data, the researcher used interview, observation and documentation described as follows:

a) Interview

Interview refers to a conversation with a specific goal and tasks related to gathering information for ongoing research. During the survey, interviews (literally ‘opinion in between’) involve an exchange of opinions between interlocutors (an interviewer and a respondent), generating another value - the construction of new knowledge, the formation of new content.⁵⁴ The interview is roughly defined as a two-person interaction on a specific occasion, with one acting as an interviewer and the other as an interviewee. Thus, an interview is defined as an inter-view, a discussion between two people about a theme or topic of mutual interest.⁵⁵ The type

⁵⁴ Libakova and others, ‘The Method of Expert Interview as an Effective Research Procedure of Studying the Indigenous Peoples of the North’, *Journal of Siberian Federal University. Humanities & Social Sciences*, 1.2015 8 (2015), 114–29.

⁵⁵ Saepudin Mashuri and others, ‘Semi-Structured Interview: A Methodological Reflection on the Development of a Qualitative Research Instrument in Educational Studies Ruslin’, *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 12.1 (2022), 22–29.

of interview used was semi structured interview. This interview was conducted during August 2022 with an eighth grade English teacher and five eighth grade students. This interview was conducted after the learning process was completed in the classroom. The purpose of this interview was to find out the implementation of the drilling technique and also the object's perspective on the technique

b) Observation

Observation is a technique that enables the researcher to gain firsthand knowledge by participating in and observing 'social contexts that disclose reality as lived by individuals of such settings'.⁵⁶ Observation, according to Marshall and Rossman, is 'the systematic description of events, behaviors, and artifacts in the social setting chosen for study'.⁵⁷ The type of observation used by researcher was participatory observation. This observation was completed at the end of August 2022 and involved one English teacher and also 26 eighth grade students. This observation was carried out during the learning process which lasted 45 minutes. The researcher observed the learning process from the back of the class. The purpose of this observation is to observe how the application of drilling techniques in class. The data was recorded using checklist.

c) Documentation

According to Guba and Lincoln in Sugiyono, documentation is any written inquiry prepared by a person or institution to examine an event or present accounting.⁵⁸ The interviews and observations were used to construct the documentation tool. It was done to help the data become more reliable and valid. The documentation was the schools' lesson plans and the media like pictures.

⁵⁶ Lynda M. Baker, 'Observation: A Complex Research Method', *Library Trends*, 55.1 (2006), 171–89.

⁵⁷ Barbara B. Kawulich, 'Participant Observation as a Data Collection Method', *Forum Qualitative Sozialforschung*, 6.2 (2005).

⁵⁸ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, Dan R&D*, Bandung: Alfabeta, p.226.

D. Data Analysis

Analysis, according to Miles and Huberman can be defined as three current flows of activity: data reduction, data display, and conclusion drawing/verification. In this study, the researcher applies Miles and Huberman's theory to data analysis, so there are three steps to take:

1. Data Reduction

In this study, data reduction is one of the first steps in data analysis. Miles defines data reduction as the process of selecting, focusing, simplifying, abstracting, and transforming data in a written up field note or transcript.

2. Data Display

The second step is to display the data. Miles defines a display as "an organized, compressed assembly of information that allows for conclusion drawing and action."

3. Drawing Conclusions or Interpretations

After completing data reduction and data display, the final step in this research's data analysis is drawing conclusions. According to Miles, final conclusions may not appear until data collection is complete, depending on the size of the corpus of field notes; funding agency coding storage and retrieval methods, but they are frequently prefigured from the start, even when a researcher claims to have proceeded inductively..

The researcher concluded and verified the transcribed data in the final data analysis procedure. The conclusion was the essence of the analysis, which tells about the learning strategy and how it contributed to their help english speaking proficiency. Finally, in this step, the researcher could obtain the research's findings and conclusions.

CHAPTER IV

FINDINGS AND DISCUSSION

The researcher attempted to describe the use of the Drilling Technique to help students speaking skill in SMPIT Logaritma Karanganyar's eighth grade. This discussion included the teacher's use of the Drilling Technique with eighth-grade students to help them learn to speak and the teacher's and students' perspectives on using it in the classroom.

In this chapter, the researcher describes the findings of a study conducted at SMPIT Logaritma Karanganyar for eighth-grade students. The research findings are the result of two research questions being answered. The first research question is about how to implement the drilling technique to help students learn speaking skills, and the second is about students' and teacher's perspectives on the use of the drilling technique in the classroom.

The researcher collected the data through three methods, observations, interviews, and documentation. In class VIII, the observations were made four times. The researcher did not participate in the learning process, so the researcher only observed the learning process from the back of the class. Mr. N, the eighth-grade English teacher, and five students participated in the interviews. The research was completed in August 2022. The researcher will analyze the results of research findings based on observations and interviews with the theory of applying drilling techniques in the learning process. The analysis is the distribution of what has been loosen into various forms, formats, or patterns.⁵⁹ This includes the application of drilling techniques and teacher's and students' perspectives on the use of drilling techniques to help students' speaking skills.

1. Findings of the implementation of the drilling technique to help students learn English speaking

This section presents the research findings based on the first research question mentioned in chapter I, teacher's implementation in using the drilling technique to help students learn speaking at the eight-

⁵⁹ Petrina, Stephen. (2019). Analysis.

grade of SMPIT Logaritma Karanganyar. According to Sequeira, teaching is a collection of events that occur outside the learners and are intended to support the internal learning process.⁶⁰ There are many techniques that teachers can use in teaching students' speaking skills. Based on the Oxford Learner's Dictionary, a 'technique' is a specific way to do or act something, particularly when learning a specific skill.⁶¹ One of the most used techniques by teachers in teaching speaking skills is the drilling technique.

A drilling technique is a technique that has been used in foreign language classes. It is derived from the Audio-Lingual Method, which emphasizes repeating structural patterns through oral practice as the primary technique in language teaching. The repetition drill technique requires the student to repeat an utterance aloud as soon as he hears it. The word must be brief enough for the ear to remember it.⁶² It is also mentioned about the meaning of the drilling technique is a technique that focuses on a small number (usually one or two) of language forms (grammatical or phonological structures) through various types of repetition.⁶³ Allen also said that the meaning of the drilling technique is a technique that many teachers still use when teaching their students new language concepts. A drill has two components: what the students hear and see.⁶⁴ Sharon mentioned that a drill is a practice operation or exercise that is repeated in order to improve a skill or familiarity with a procedure. It works best for teaching skills and memorization. The drill's primary goal is doing and experiencing, which is one-way learning.⁶⁵

Mr. N, the eighth-grade English teacher, uses the Drilling Technique to teach students speaking skills. The reason the teacher chose

⁶⁰ Sequeira, A.H.. (2012). Introduction to Concepts of Teaching and Learning. SSRN. 10.2139/ssrn.2150166.

⁶¹ S.Hornby, *Oxford Advance Learner's Dictionary*, (Oxford University Press, 2002), p.1388

⁶² Richards, Jack. .Approaches and Method in Language teaching. (United States of America : Cambridge University Press, 2001).p.54.

⁶³ Brown, Douglas H, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition*, (San Francisco:Longman, 2001) p. 131

⁶⁴ 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.

⁶⁵ Sharon, Zenger K and Weldon, "57 Ways to Teach", 1997, Los Angeles: Crescent Publication, p. 29.

this technique is because this technique is commonly used in schools and many have proven that the drilling technique is effective in the learning process. According to Gonzalez M. Josue, the drilling technique helps students learn accurate placement of sentence stress and pitch patterns by starting from the end of an utterance and gradually building up to the beginning.⁶⁶ Therefore, Goldstein says in his book that the teacher directs the students to retain the sentence but to insert the word in the proper slot. Additional directions are given, one or two words at a time, to make the sentence grow. This continues until the sentence is stretched and expanded far beyond what it was originally.⁶⁷

Furthermore, Paulston and Bruder claim that drills are classified into three types: mechanical, meaningful, and communicative.⁶⁸ Mechanical drills only require a single correct response from a student and have no implied connection to reality. A significant drill may have a predicted response or a limited set of possible responses, but it is linked to reality in some way.⁶⁹

According to Freeman in his book 'Techniques and Principles in Language Teaching', he mentioned that there are four steps needed in implementing the drilling technique. The first step is teacher divided the line or paragraph into several parts, the students repeated a portion of the sentence, the students responded to the teacher's cue, and the students gradually expanded what they are repeating until they can repeat the entire line. The Audiolingual Method is notable for its use of drills and pattern practice. Drills come in a variety of shapes and sizes. According to Tice, drilling technique is the simplest drill used in learning language patterns. Language learners merely repeat what the teacher says or the tape recorder

⁶⁶ Gonzalez M. Josue, *Encyclopedia of Bilingual Education*, (United States of America : SAGE Publications, Inc, 2008), p. 48

⁶⁷ Goldstein, Irwin, *Language and ESOL Methodology-a Unique Perspective*, (Singapore: Partridge Publishing), 2014, p. 57

⁶⁸ Paulston, C. B., and Bruder, M. N. 1976. *Teaching English as a Second Language: Techniques and Procedures*. Massachusetts: Winthrop Publishers. Inc.p.16

⁶⁹ Juhemah, the use of drill technique to teach language forms (grammatical or phonological structure) at the fifth grade of SD Negeri 018 Kubang Jaya, Islamic University of Riau Pekanbaru.

produces. This may be used for the presentation of new vocabulary and will be useful for pronunciation class. Furthermore, at its simplest, drilling means listening the model, provided by the teacher, or a tape or another student in the classroom, and repeating what is heard. It is a repetition drill. In a repetition drill, the teacher says the model (words and phrases) and the students repeat it.⁷⁰

Based on the result of the observations conducted by the researcher, he found that the English teacher used the drilling technique in teaching speaking skills. There are several steps in the application of the drilling technique, as stated by Freeman, including:

- a. The teacher divided the line or paragraphs into several parts

The first step in teaching speaking by using the drilling technique was divided the line or paragraphs into several parts. This was intended so students could better understand how to pronounce a word in more detail. If the teacher did not divide the sentence into several parts, students would find it difficult to know how to pronounce each word. That way, students would find it easier to digest the material being taught. According to the findings of the interview, the teacher said:

Excerpt of interview 1

Teacher: *"...For the application of using the drilling technique, I asked the students to work in pairs..."*

From the interview above, the data showed that before the teacher taught the material, there were first steps that need to be taken. He would ask the students to form groups of two. This is done so that students found it easier to learn and the teacher could easily supervise.

⁷⁰ Larosa, Noni, Qomariyah Hijjatul, Rosdiana. (2020). The Implementation of Repetition Drill in Teaching Speaking Skill, Jurnal Ilmiah Mahasiswa Pendidikan, Vol. 1, No.1

Furthermore, the teacher explained the next steps before he implemented the drilling techniques in class, as he stated in the interview:

Excerpt of interview 2

Teacher: “...Then I gave two students a text consisting of two paragraphs...”

From the explanation above, it can be concluded that after the teacher divided the students into several groups, he would distribute a text containing two paragraphs to each group, which they will then read. The reason the teacher gave a text that contains two paragraphs was so that students could learn how to pronounce the word at the beginning. Then for the second paragraph students could read independently.

Next, the teacher mentioned the first step in applying the drilling techniques in class:

Excerpt of interview 3

Teacher: “...After that, I divided the text into several parts...”

According to the data provided above, the first step that the teacher took in applying the drilling technique was to divide the text into several parts. Some students have difficulty reading long sentences at once, the teacher tried to divide the text into several parts. The teacher's objective in applying this step during the learning process was that students did not find any difficulties reading a text at a time.

Based on the result of the observation, it was mentioned that the teacher made some groups before implementing the drilling technique. Overall, there were

twenty-six students in the class. After the teacher divided them up, there were thirteen groups.

b. The students repeated a portion of the sentence

The second step conducted by the teacher was for the students to read some sentences aloud. This was done by the teacher to correct the students' mistakes while reading the sentence. This way, the students would understand their mistakes and not repeat them. In the interview, he described again:

Excerpt of interview 4

Teacher: *"...In the next step, students and their partners were asked to read aloud the sentences requested by the teacher..."*

Based on the interview, the teacher said that the second step in implementing the technique was for students and their friends to be asked to read the text instructed by the teacher. The teacher would ask which words were still difficult to pronounce, then he would give clues to students. This was done so the teacher could find out which words students still have difficulty pronouncing.

The teacher also said in the interview:

Excerpt of interview 5

Teacher: *"...Before I help students correct their incorrect pronunciations, their partners must correct them first..."*

From the interview excerpt, it is possible to say that the teacher would help correct students' pronunciation after reading aloud first. This was to observe the progress of students in the speaking learning process. Besides, the students would not depend on the teacher.



Figure 1: The students practiced reading aloud in front of the class.

According to the observation data, student A read the sentence from the first paragraph aloud. Then student B corrected student A's mistake, and vice versa, until the end of paragraph one. After reading, the teacher would explain which words were mispronounced and correct them.

c. The students responded to the teacher's cue.

The third step was for the students to follow the instructions from the teacher. After students practiced saying a word or sentence, the teacher would show them to correct their mistakes. This was to ensure all students knew how to say a word. The teacher said in the interview:

Excerpt of interview 6

Teacher: *"...If the students do not know how to pronounce a word or sentence, I will help them so the students can pronounce it correctly..."*

To sum up, it can be said that when students have difficulty pronouncing a word, the teacher would help them pronounce it correctly. Students would repeat the correct way of pronunciation. This was intended so that student errors did not continue.

Based on the observation findings, students usually have difficulty pronouncing long or complicated words. If the teacher corrects students' mistakes, they should pay

attention and then repeat the teacher's correct pronunciation. This was so they get used to pronouncing the word correctly.

- d. The students gradually expanded what they were repeating until they could repeat the entire line

After repeating the first paragraph until there were no pronunciation errors, students could read the following section to the end. The teacher would continue to check the student's pronunciation until the end. As a result, the error in pronunciation would be reduced. The teacher stated the last steps of implementing the drilling technique in the interview:

Excerpt of interview 7

Teacher: *"...After learning to pronounce the word correctly, students were asked to continue reading until they finish..."*

According to the findings of the interview, it is possible to conclude that the final step that the teacher took in the implementation of the drilling technique was to continue reading the paragraph until the end. When students understand how to pronounce the word better, the teacher would ask students to continue reading to completion. In the learning process, the teacher must continue monitoring students so that they did not experience difficulties and pronounce words incorrectly.

Based on the classroom observations, the data showed that after the teacher minimized students' pronunciation errors in the first paragraph, students were asked to read the next paragraph until the end. They were asked to read individually, not in groups. The teacher will

keep an eye on it while correcting some of the student's mistakes

Based on the interviews and observations findings and Freeman's theory, it is possible to conclude that several steps must be taken when the teacher teaches students speaking skills through Drilling Techniques. The first step was the teacher divided the sentence or paragraph into several parts first, then the student said the word aloud, and the teacher corrected the student's mistakes. Finally, the student read the entire text. The theory described by Freeman and the steps taken by the teacher was appropriate, allowing the teacher to employ this technique correctly.

2. Findings of Teacher's and Students' Perspectives on the Use of the Drilling Technique in the Classroom

As stated in the research objectives, the researcher will explain the perspectives of teachers and students on the use of the drilling technique in teaching students speaking skills. The appearance of objects in space and their relationships to one another and the viewer is referred to as perspective.⁷¹ The data from the interviews and observations were collected in August 2022. The object of this research was one class, namely eighth grade students consisting of 26 students and Mr. N, the English teacher in SMPIT Logaritma Karanganyar.

The result of the explanation below was based on the questions the researcher asked to the teacher and students about their perspectives on using the drilling technique in the classroom. The questions that the researcher gave referred to the explanation from the teacher and students about the use of the drilling technique in the classroom.

⁷¹ Petterson, Rune. (1996). Perspective on Perspective

a. Teacher's Perspectives on Teaching Students by Using the Drilling Technique

In the learning process, technique is very important. The right technique will make students can understand the material more easily. The discussion below will explain how easy it was to apply the drilling technique in the classroom, the advantages and disadvantages of the techniques used by teachers and the solutions provided by teachers with these disadvantages.

a) The students enjoy the learning process

The teacher claimed that teaching speaking using the drilling technique was interesting. There were two factors that caused the teacher found it easier to teach students' speaking skills with this technique. Mr. N said in the interview:

Excerpt of interview 8

Teacher: *"...In my opinion, teaching English speaking using the drilling is interesting because the students can enjoy the learning process more..."*

Based on the interview, the teacher stated that teaching English speaking skills by using the drilling was interesting. This was because the students could be enjoy the material during the learning process. If some students asked the teacher about the material being taught, the teacher could respond to these questions while giving examples to students.

The teacher added his explanation in the interview:

Excerpt of interview 9

Teacher: *"...if students enjoy the learning process, it is a sign that the teacher use appropriate technique..."*

According to the interview data, when the teacher used the right technique in teaching, students feel interested in learning it more deeply. Then students would ask the teacher. That way, indirectly they could improve their abilities.

Although the use of this drilling technique was effective, there were still some students who found it difficult to follow the learning process. According to Mr. N, he said that speaking ability is an ability that is easy to teach but difficult to practice. Ur mentioned several problems in teaching speaking; namely, students were afraid of making mistakes, losing face, feeling embarrassed, there was nothing to say – students had problems finding motives for speaking, formulating relevant opinions or comments; low or uneven participation – often due to the tendency of some students to dominate the group; use of mother tongue – especially common in less disciplined or motivated classes, where learners find it easier or more natural to express themselves in their native language.⁷² According to Brown, many problems which influence failure in speaking are Clustering, Redundancy, Reduced forms, Performance variables, Colloquial language, Rate of delivery, Stress, rhythm and Intonation, and then Interaction.⁷³

Speaking is difficult because students must always pay attention to remember how to say a word correctly. Even though they had difficulties learning speaking skills, some also enjoyed the learning process because if there was a word they did not understand, the teacher could provide corrections. To understand whether or not the material had been taught, the teacher said that he was trying to teach interestingly and used methods that were not boring. However, some students still did not understand the material he was teaching.

Here, the teacher must have a way so that students with difficulties could still follow the lesson well. In this case, the teacher always gave motivation to students in every meeting, as stated in the interview results:

Excerpt of interview 10

Teacher: *“I motivate the students by giving them some advices in every meeting about the importance of learning*

⁷² Qismullah Yusuf and Zuraini, ‘Challenges in Teaching Speaking to EFL Learners’, *Teacher’S Efforts To Overcome Students’ Difficulties in Reading Comprehension*, 2016, 542–46.

⁷³ Trisilia Devana and Nurul Afifah, ‘Ethical Lingua, Vol. 3, No. 1, February 2016’, 513.1 (2021), 358–63.

English.”

Based on the interview, the researcher conclude that besides material and media that need to be developed to attract student’s attention, it turns out that giving motivation has a big effect on increasing students’ interest in learning English. Giving motivation can be done in various ways. One of which is by advising about the importance of learning English.

- b) The students could practice the technique inside and outside the class

In the learning process, the technique is crucial to support students’ understanding of the material the teacher taught. In using each technique, there must be some advantages. The teacher stated in the interview:

Excerpt of interview 11

Teacher: “...*The first advantage is that students can practice the technique everywhere...*”

According to the interview result, the researcher can said that the advantage of using the technique was that the students could practice it inside or outside the classroom. By practicing it in the classroom, students have partners to communicate. When they practicing the technique outside the classroom, students could be freer to practice without any time limits.

Mr. N also mentioned the second advantage of using this technique in the interview:

Excerpt of interview 12

Teacher: “...*they can improve their speaking skills even better and became more confident...*”

From the interview above, it can be concluded that after the students practice the technique inside and outside the class, it is hoped that they can improve their speaking skills better. This is

because they practiced a lot. They also become more confident in carrying out conversations in English

Hidayati stated that using the repetition drill gives a lot of benefits in practice. The first benefit is learners can produce a correct second language pronunciation. By having correct pronunciation, learners can have self-confidence in speaking the language in front of their peers. Learners' confidence is significant in improving their speaking ability. Giving every learner a chance to talk in the class increases their confidence. The next benefit is motivating passive learners to be active and engage in class activities. When the learners are confident, they can be involved in the class activity.⁷⁴

The following benefits of drill are that a drill technique made the students more interested in learning to speak, a drill technique made it easier for the teacher to check and correct the students' speaking aspects, a drill technique made the students practice speaking English effectively, and a drill technique made the students communicatively speak English. According to Huebener, there are some advantages of Drill Strategy. The first advantages is it enhances the students' involvement because the students have special, important knowledge; all students need to receive information from others. The second advantages is it enables students to receive the subject's content. Next, it has a significant impact on the students in a group's learning style and social interaction. The fourth is it helps the students to comprehend the language, and by performing the exercise they should want to learn the context of the words or phrases and get the full substance of the language. The last advantages is the technique helps the students memorize language by the teacher's

⁷⁴ Priska, Melania & Wijaya, Marchellina. (2022). Benefits of Drilling Repetition in Enhancing Second Language Learners' Speaking Ability. *International Journal of English and Applied Linguistics (IJEAL)*. 2. 10.47709/ijeal.v2i2.1583.

control. The teacher can correct any mistake that students make also encourage them to concrete on difficulties at the sometime.⁷⁵

- c) The teacher is required to be more active during the learning process

Besides the advantages, some techniques in teaching also have disadvantages. The teacher will do their best to employ the method. If a technique the teacher used has flaws, the teacher must seek new techniques or find solutions to help students understand the material easily. The teacher said about the disadvantages of using this technique in the following interview:

Excerpt of interview 13

Teacher: *"...the disadvantages of this technique is that the teacher is required to be more active in class."*

To sum up, the researcher could say that the drilling technique's disadvantage was that the teacher becomes more active. Usually, this kind of learning model was tiring for teachers because they are the ones who lead the course of learning. The teacher was also the one who talks the most, not the students.

The teacher explained other disadvantages of using the drilling technique:

Excerpt of interview 14

Teacher: *"...students also tend to be depend on the teacher..."*

According to the interview findings, if the teacher was more active during the learning process, students would tend to be depend on the teacher. This is because they are not used to doing everything independently during the learning process.

Huebener states that there are disadvantages of the drilling technique. First, the primary aim of foreign language instruction

⁷⁵ Mursyidul umam, Ramdhani, The Use of Drilling Strategy to Foster Students' English Pronunciation, Department of English Education

in the school has always been educational and cultural. The ability to speak fluently is not acquired primarily in the classroom, but through much additional practice on the outside. Second, real conversation is difficult to achieve in the classroom because the time to develop it is limited. Third, Conversation must not be confused with oral practice. Fourth, speaking ability is the most difficult phase of foreign language to teach and to acquire. Last, it is difficult to teach because it requires unusual resourcefulness, skill, and energy on the part of the teacher.⁷⁶

d) The students must be practice more

Excerpt of interview 15

Teacher: “...*the students must practice on their own more often both in class or outside the class...*”

According to the teacher’s explanation, the researcher can conclude that the solution provided by the teacher was by asked students to practice more inside or outside the class. They have enough time to practice it. This way, they can improve their speaking skills.

b. Students’ Perspectives of Learning Speaking by Using the Drilling Technique.

Students initially experienced difficulties when taught speaking skills by the teacher. Among the four basic English language skills, speaking seems to be difficult because the speakers have to produce sentences on the spur of the moment. It is extremely difficult for foreign or second language learners to produce sentences without first learning the grammatical structures and having adequate vocabulary knowledge.⁷⁷ According to Zhang, speaking remains the most difficult skill to master for most English learners, and they are

⁷⁶ Mayasari, Rika, The Effect of Drilling Technique Towards Students’ Speaking Achievement at Grade VIII of SMPN 5 Kota Jambi, English Educational Study Program

⁷⁷ Rao, Parupalli. (2019). The Importance of Speaking Skills in English Classroom. 2. 6-18.

still incompetent in communicating orally in English.⁷⁸ According to Nunan, difficulty in speaking is when a person encounters problems in speaking. Students likely find it difficult to express their ideas through speaking. They cannot express what they want due to difficulties in some ways. They are often reluctant to speak due to limited vocabularies, pronunciation, and grammar.⁷⁹ According to Sadtono, language learning has two problems. They are the linguistics factor and non-linguistics factor.⁸⁰ Horwitz explained six factors contributing to speaking problems, classified into two linguistic and nonlinguistic problems. Linguistic problems are divided into three: lack of vocabulary, pronunciation, and grammar. Nonlinguistic problems are also classified into fear of making mistakes, lack of confidence, and apprehension of other evaluations.

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After applying the drilling technique in the learning process, students feel they can follow the lesson well. The explanation below will discuss students' perspectives on learning speaking skills by using the drilling technique.

a) Speaking is easy to understand

Based on statements from students, after they were taught using the drilling techniques, they felt that speaking skills were fairly easy skills. The student A said in the interview:

Excerpt of interview 16

Student A: *“In my opinion, speaking is an ability that is easy to learn because the material is easy and understandable.”*

⁷⁸ Yumniamatillah, Firas 'Difficulties in Speaking English among the First Year Students of English Education Department of Universitas Muhammadiyah Yogyakarta Faculty of Language Education, Universitas Muhammadiyah Yogyakarta'.

⁷⁹ Nunan, David. (2009), Practical English language teaching. McGraw-Hill Education Singapore

⁸⁰ Sadtono, E. (1997). The development of TEFL in indonesia. IKIP Malang Publisher.

⁸¹ Meli Arya Susilawati, 'Students' Speaking Problems in English Presentation an Article', 2017.

According to the interview with student A, she said that the speaking ability was easy. The reason why she enjoyed speaking lessons in class was that the material was easy and also the technique used by the teacher was appropriate. It made student A could understand the material well.

This is reinforced by the statement of student D, who stated the same perspective:

Excerpt of interview 17

Student D: *"...In my opinion, speaking is fairly easy because this ability requires all the students to be active in class and the material is understandable..."*

Based on the interview result, it can be concluded that student D also thought that speaking material is easy. The reason was the material was easy to understand. It made her enjoyed the learning process.

Student D also added:

Excerpt of interview 18

Student D: *"I know how to pronounce the word well..."*

To sum up, student D thought that speaking was easy. It is because she knew some new words that she never heard before. Besides, she knew how to pronounce difficult words or sentences well.

Based on observation, some students were active during the learning process. They offer their class participation by asking about the material they do not understand. Students also sometimes convey their ideas about learning by speaking in class, which indicates that they did not find any difficulties in the learning process.

b) The learning process was fun and enjoyable

As explained above, some students experience difficulties in the process of learning speaking. In this section, the researcher

will present some of the students' statements regarding the effects of using the drilling technique in learning speaking skills in the classroom.

Student A stated in the interview:

Excerpt of interview 19

Student A: *“I think learning speaking in class is fun and enjoyable. It is because the teacher is funny.”*

According to the result of the interview, it can be said that student A was enjoying the learning process because the teacher was funny, so the class atmosphere was fun and not too tense. Teacher character also play an important role in the learning process. If the teacher is not too serious, students will not feel afraid or lazy during the lesson.

This is reinforced by the statement of student B who said:

Excerpt of interview 20

Student B: *“I think learning speaking in class is quite fun. The reason is that the technique used by the teacher is easy to understand”*

Based on the interview above, it can be concluded that the teacher applied the appropriate technique to teaching English speaking. It made the students catch the material easily. Also, she thought that speaking was fun.

The student D also said in the interview:

Excerpt of interview 21

Student D: *“In my opinion, learning English speaking in class is very fun because I know a lot of new vocabulary that I have never heard before.”*

To sum up, it can be said that student D enjoyed the material taught. The reason is that she got a lot of new vocabulary

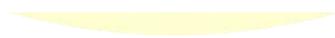
that she had never heard before. It made her learn many vocabularies.

This statement is also supported by the interview with student E:

Excerpt of interview 22

Student E: *“I think learning speaking is very fun because I like English subject a lot.”*

From student E's statement, it can be said that she enjoys the learning process. This was because she liked English in general. It made her like all aspects of the English language.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The goals of this research was to describe the implementation of the drilling technique to help students learn English speaking at SMPIT Logaritma Karanganyar and teacher's and students' perspectives in the use of the technique.

The first research question is the implementation of the drilling technique to help students learn speaking skill. Based on the research findings, it was found that the eighth-grade English teacher applied the steps according to the theory presented by Freeman. There are several steps that the teacher takes in applying the drilling technique in the classroom. First, the teacher instructs students to work in pairs. Then the teacher will give two students a text consisting of two paragraphs. After that, the teacher will divide the text into several parts. In the next step, students are asked to read aloud the sentences requested by the teacher and other friends. Before teacher can help students correct their incorrect pronunciations, their partner must correct them. If they did not know how to pronounce a word or sentence, the teacher will help them so that students can pronounce it correctly. After learning to pronounce the word correctly, students are asked to continue reading until they finish.

The second research question is the teacher's and students' perspectives in the use of the drilling technique. Based on the research data, the teacher did not find any difficulties in teaching speaking by using the drilling technique. There are some advantages and disadvantages when the teacher applied this technique. The teacher also provided some solutions to overcome the disadvantages of the technique. According to the students, they initially experienced difficulties in learning speaking. After the teacher applied the drilling technique in class, students felt that speaking material was understandable. Some students also thought that

learning speaking ability by using the drilling technique was fun and enjoyable.

B. Limitations of Study

This research was limited to one teacher's technique in teaching speaking, consists of the implementation of the drilling technique in teaching speaking and the teacher's and students' perspective in the use of the technique. The researcher described the implementation of the drilling technique in teaching speaking and teachers' and students' perspective in the use of the technique using observation and interview to get the data. The English teacher who was observed is the teacher who teaches eighth grade students of SMPIT Logaritma Karanganyar, in the academic year 2022/2023.

C. Suggestions

1. For teachers

Technique is one of the most important things in the learning process. Teachers must pay attention to the techniques they use in learning. The technique that teachers can use in teaching students' speaking skills is the drilling technique. This technique can help students improve their speaking ability. The results of this study can be used as a guide to determine the right technique for teaching students' speaking skills. Hopefully, this research will inspire teachers to find an effective way to teach speaking effectively to improve their students' abilities. In addition, it is hoped that the teacher can apply the other interesting method during the learning process.

2. For other researchers

It is hoped that future researchers will be encouraged to conduct more thorough research so that the results will be better. This research is also expected to guide and inspire other researchers who write scientific papers with similar themes. Thus, the result will be more favorable and applicable to a wider area.

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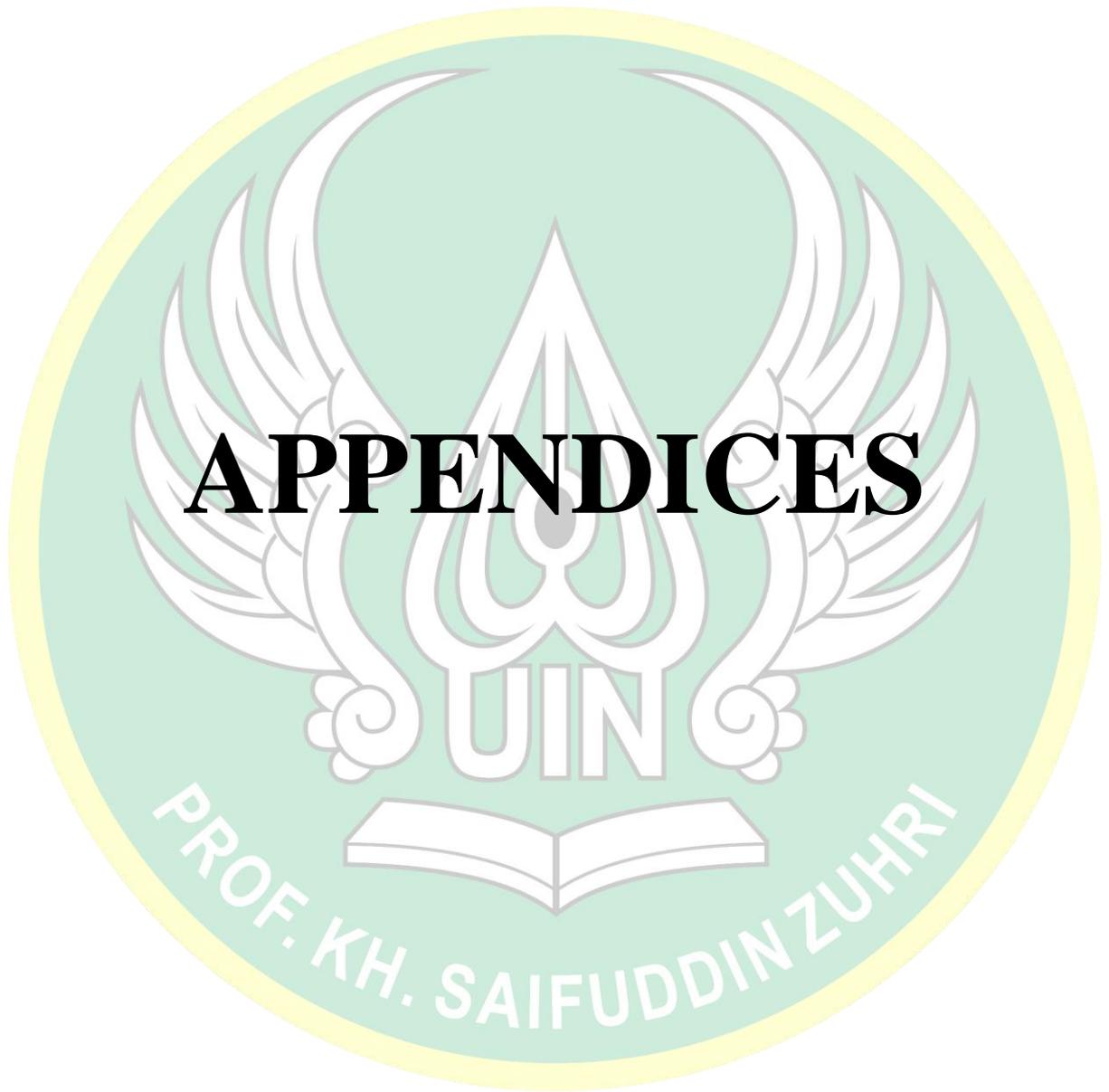
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Appendix 1. Rencana Pelaksanaan Pembelajaran (RPP)

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII / Ganjil

Kegiatan Pendahuluan (15 Menit)	
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan&manfaat) dengan mempelajari materi : Chapter I : It's English time! .	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh	
Kegiatan Inti (90 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi Chapter I : It's English time! dengan cara melihat, mengamati, membaca melalui tayangan yang di tampilkan.
Critical Thinking	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar khususnya pada materi Chapter I : It's English time! .
Collaboration	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai Chapter I : It's English time!
Communication	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait Chapter I : It's English time! . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (15 Menit)	

- Peserta didik dan guru merefleksi kegiatan pembelajaran.
- Peserta didik dan guru menarik kesimpulan dari hasil kegiatan Pembelajaran.
- Guru Memberikan penghargaan(misalnya Pujian atau bentuk penghargaan lain yang Relevan kepada kelompok yang kinerjanya Baik.
- Menugaskan Peserta didik untuk terus mencari informasi dimana saja yang berkaitan dengan materi/pelajaran yang sedang atau yang akan pelajari.
- Guru menyampaikan materi pembelajaran berikutnya.
- Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

Materi Pokok : Chapter I : It's English time!

A. Tujuan Pembelajaran

- Peserta didik mampu menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal dari ungkapan meminta perhatian.
- Peserta didik mampu menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal dari ungkapan mengecek pemahaman.
- Peserta didik menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal dari ungkapan menghargai kinerja.
- Peserta didik menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal dari ungkapan meminta dan mengungkapkan pendapat, dan menanggapi.
- Peserta didik mampu menulis teks interaksi interpersonal yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat sesuai dengan konteks pandemi Covid-19

B. Langkah-Langkah Pembelajaran

C. Penilaian Hasil Pembelajaran

1. Penilaian Sikap: Observasi dalam proses pembelajaran
2. Penilaian Pengetahuan: Tes lisan dan tes tulis bentuk uraian
3. Penilaian Keterampilan: Praktek/Rubrik

Mengetahui,

Kepala Sekolah

Guru Mapel

Appendix 2. Observation Checklist

Observation Checklist for teacher

Research focus: Using Drilling Technique to help students learn speaking

Interviewee : English Teacher of SMPIT Logaritma Karanganyar

Date :

Time :

No	Statements	Yes	No
1	The teacher divided the line or paragraphs into several parts <ol style="list-style-type: none">The teacher gives one kind of text to studentsThe teacher do other steps before implement the techniqueThe teacher directly doing the steps		
2	The students repeated a portion of the sentence <ol style="list-style-type: none">The students repeated a sentence several times until they know how to pronounce it correctlyThe students follow the teacher order individuallyThs students follow the teacher order in the groups		
3	The students respond to the teacher's cue <ol style="list-style-type: none">Students can understand what the teacher said and can respond wellStudents do not experience difficulties in pronouncing words or sentences		
4	The students gradually expanded what they were repeating until they could repeat the entire line <ol style="list-style-type: none">Students can read the text correctly to the endStudents can understand what they read		

Appendix 3. Interview Guideline

Interview Guideline I

Research focus: Using Drilling Technique to help students learn speaking.

Interviewee : English Teacher of SMPIT Logaritma Karanganyar

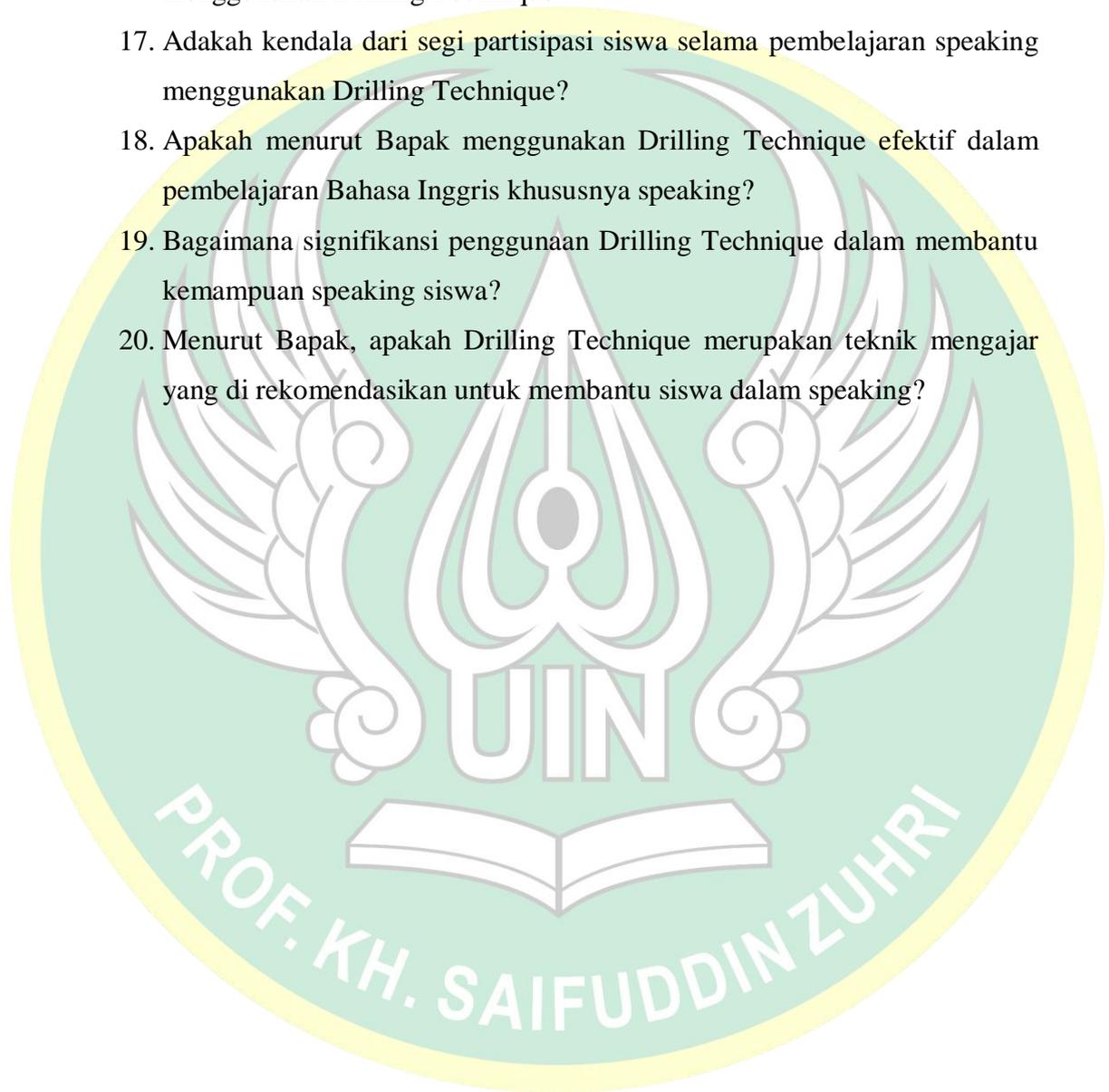
Date :

Time :

Questions:

1. Sudah berapa lama Bapak mengajar mata pelajaran Bahasa Inggris di sekolah ini?
2. Menurut pendapat Bapak, apakah speaking merupakan kemampuan Bahasa Inggris yang mudah atau sulit untuk di pelajari?
3. Mengapa kemampuan tersebut mudah/sulit untuk di pelajari?
4. Bagaimana kemampuan speaking siswa di sekolah ini?
5. Apakah siswa di sekolah ini menganggap bahwa speaking adalah kemampuan yang sulit?
6. Bagaimana cara Bapak memotivasi siswa untuk semangat selama pembelajaran Bahasa Inggris berlangsung?
7. Teknik apa saja yang Bapak gunakan untuk mengajar speaking ?
8. Apakah Drilling Technique merupakan teknik yang sering Bapak gunakan dalam mengajar speaking?
9. Mengapa Bapak memilih Drilling Technique di bandingkan dengan teknik yang lain?
10. Sudah berapa lama Bapak menggunakan Drilling Technique dalam mengajar speaking?
11. Bagaimana penerapan Drilling Technique di kelas?
12. Apakah dengan menggunakan Drilling Technique siswa menikmati pembelajaran Bahasa Inggris?
13. Apakah kelemahan dan kelebihan dari Drilling Technique?

14. Apa solusi yang Bapak sediakan dengan adanya kelemahan dari Drilling Technique?
15. Media apa yang Bapak pakai untuk mengajar kemampuan speaking siswa?
16. Bagaimana respon siswa setelah mengikuti proses pembelajaran dengan menggunakan Drilling Technique?
17. Adakah kendala dari segi partisipasi siswa selama pembelajaran speaking menggunakan Drilling Technique?
18. Apakah menurut Bapak menggunakan Drilling Technique efektif dalam pembelajaran Bahasa Inggris khususnya speaking?
19. Bagaimana signifikansi penggunaan Drilling Technique dalam membantu kemampuan speaking siswa?
20. Menurut Bapak, apakah Drilling Technique merupakan teknik mengajar yang di rekomendasikan untuk membantu siswa dalam speaking?



Interview Guideline II

Research focus: Using Drilling Technique to help students learn speaking.

Interviewee :

Date :

Time :

Questions:

1. Apakah pelajaran Bahasa Inggris adalah pelajaran yang Anda sukai?
2. Menurut Anda, apakah kemampuan berbicara dalam Bahasa Inggris sulit/mudah untuk di pelajari?
3. Mengapa Anda berpikir bahwa kemampuan itu sulit/mudah untuk di pelajari?
4. Apakah Anda menikmati pembelajaran Bahasa Inggris di kelas?
5. Bagaimana pendapat Anda mengenai pembelajaran speaking di kelas?
6. Apakah guru selalu menggunakan teknik yang sama dalam mengajar speaking?
7. Apakah menurut Anda teknik yang di gunakan oleh guru membuat Anda memahami materi yang di ajarkan?
8. Bagaimana interaksi Anda dengan guru di saat pembelajaran berlangsung menggunakan Drilling Technique?
9. Apakah Anda aktif ketika proses belajar mengajar berlangsung menggunakan Drilling Technique?
10. Apakah ada kendala yang Anda hadapi saat guru mengajar di kelas dengan menggunakan Drilling Technique?
11. Bagaimana cara Anda mengatasi kendala tersebut?
12. Apakah Anda dapat sepenuhnya memahami dan mengikuti materi yang di ajarkan oleh guru Anda dengan menggunakan Drilling Technique?

Appendix 4. Research Transcripts

A. Observation transcripts

Observation Result 1

Research focus: Using Drilling Technique to help students learn speaking

Interviewee : English Teacher of SMPIT Logaritma Karanganyar

Date : 9 Agustus 2022

Time : 07.30-08.40

No	Statements	Yes	No
1	The teacher divided the line or paragraphs into several parts		
	a. The teacher gives one kind of text to students	✓	
	b. The teacher do other steps before implement the technique		
	c. The teacher directly doing the steps	✓	✓
2	The students repeated a portion of the sentence		
	a. The students repeated a sentence several times until they know how to pronounce it correctly	✓	
	b. The students follow the teacher order individually		
	c. This students follow the teacher order in the groups		✓
3	The students respond to the teacher's cue	✓	
	a. Students can understand what the teacher said and can respond well		
	b. Students do not experience difficulties in pronouncing words or sentences	✓	
		✓	
4	The students gradually expanded what they were repeating until they could repeat the entire line		
	a. Students can read the text correctly to the end	✓	
	b. Students can understand what they read	✓	✓

Observation Result II

Research focus: Using Drilling Technique to help students learn speaking

Interviewee : English Teacher of SMPIT Logaritma Karanganyar

Date : 16 Agustus 2022

Time : 07.30-08.40

No	Statements	Yes	No
1	The teacher divided the line or paragraphs into several parts		
	a. The teacher gives one kind of text to students	✓	
	b. The teacher do other steps before implement the technique		
	c. The teacher directly doing the steps	✓	✓
2	The students repeated a portion of the sentence		
	a. The students repeated a sentence several times until they know how to pronounce it correctly	✓	
	b. The students follow the teacher order individually		
	c. Ths students follow the teacher order in the groups		✓
3	The students respond to the teacher's cue	✓	
	a. Students can understand what the teacher said and can respond well	✓	
	b. Students do not experience difficulties in pronouncing words or sentences		
			✓
4	The students gradually expanded what they were repeating until they could repeat the entire line		
	a. Students can read the text correctly to the end	✓	
	b. Students can understand what they read		✓

Observation Result III

Research focus: Using Drilling Technique to help students learn speaking

Interviewee : English Teacher of SMPIT Logaritma Karanganyar

Date : 23 Agustus 2022

Time : 07.30-08.40

No	Statements	Yes	No
1	The teacher divided the line or paragraphs into several parts		
	a. The teacher gives one kind of text to students	✓	
	b. The teacher do other steps before implement the technique		
	c. The teacher directly doing the steps	✓	
			✓
2	The students repeated a portion of the sentence		
	a. The students repeated a sentence several times until they know how to pronounce it correctly	✓	
	b. The students follow the teacher order individually		
	c. The students follow the teacher order in the groups		✓
		✓	
3	The students respond to the teacher's cue		
	a. Students can understand what the teacher said and can respond well	✓	
	b. Students do not experience difficulties in pronouncing words or sentences	✓	
			✓
4	The students gradually expanded what they were repeating until they could repeat the entire line		
	a. Students can read the text correctly to the end	✓	
	b. Students can understand what they read		
			✓

Observation Result IV

Research focus: Using Drilling Technique to help students learn speaking

Interviewee : English Teacher of SMPIT Logaritma Karanganyar

Date : 23 Agustus 2022

Time : 07.30-08.40

No	Statements	Yes	No
1	<p>The teacher divided the line or paragraphs into several parts</p> <p>a. The teacher gives one kind of text to students</p> <p>b. The teacher do other steps before implement the technique</p> <p>c. The teacher directly doing the steps</p>	✓	✓
2	<p>The students repeated a portion of the sentence</p> <p>a. The students repeated a sentence several times until they know how to pronounce it correctly</p> <p>b. The students follow the teacher order individually</p> <p>c. The students follow the teacher order in the groups</p>	✓	✓
3	<p>The students respond to the teacher's cue</p> <p>a. Students can understand what the teacher said and can respond well</p> <p>b. Students do not experience difficulties in pronouncing words or sentences</p>	✓	✓
4	<p>The students gradually expanded what they were repeating until they could repeat the entire line</p> <p>a. Students can read the text correctly to the end</p> <p>b. Students can understand what they read</p>	✓	✓

B. Interview Transcripts

Interview result with the English teacher

Place	: SMPIT Logaritma Karanganyar
Date/time	: Tuesday, 9 th of August 2022
Interviewee	: Nashirul Anam, S.Pd
Researcher	Sudah berapa lama Bapak mengajar mata pelajaran Bahasa Inggris di sekolah ini?
Teacher	Sejak tahun ajaran 2022/2023
Researcher	Menurut pendapat Bapak, apakah speaking merupakan kemampuan Bahasa Inggris yang mudah atau sulit untuk di pelajari?
Teacher	menurut saya, kemampuan speaking adalah mata pelajaran yang mudah untuk di pelajari oleh siswa.
Researcher	Mengapa kemampuan tersebut mudah/sulit untuk di pelajari.
Teacher	Karena dalam penerapannya, siswa dan guru sama sama aktif. Dengan demikian, siswa secara tidak langsung bisa meningkatkan kemampuan speaking mereka.
Researcher	Bagaimana kemampuan speaking siswa di sekolah ini?
Teacher	Kemampuan siswa di sekolah ini adalah rata – rata kebawah/ di bawah standar KKM
Researcher	Apakah siswa di sekolah ini menganggap bahwa speaking adalah kemampuan yang sulit?
Teacher	Iya, hal itu di karenakan kemampuan speaking itu membutuhkan keberanian.
Researcher	Bagaimana cara Bapak memotivasi siswa untuk semangat selama pembelajaran Bahasa Inggris berlangsung?

Teacher Saya memotivasi siswa dengan cara memberi mereka nasihat di setiap pertemuan/meeting mengenai pentingnya belajar Bahasa Inggris.

Researcher Teknik apa saja yang Bapak gunakan untuk mengajar speaking?

Teacher Saya selalu mengajar kemampuan speaking menggunakan Drilling Technique, karena menurut saya teknik ini adalah teknik yang paling mudah untuk di ajarkan dan siswa juga mudah dalam memahaminya.

Researcher Apakah Drilling Technique merupakan teknik yang sering Bapak gunakan dalam mengajar speaking?

Teacher Iya, saya selalu menggunakan teknik yang sama dalam mengajar speaking siswa.

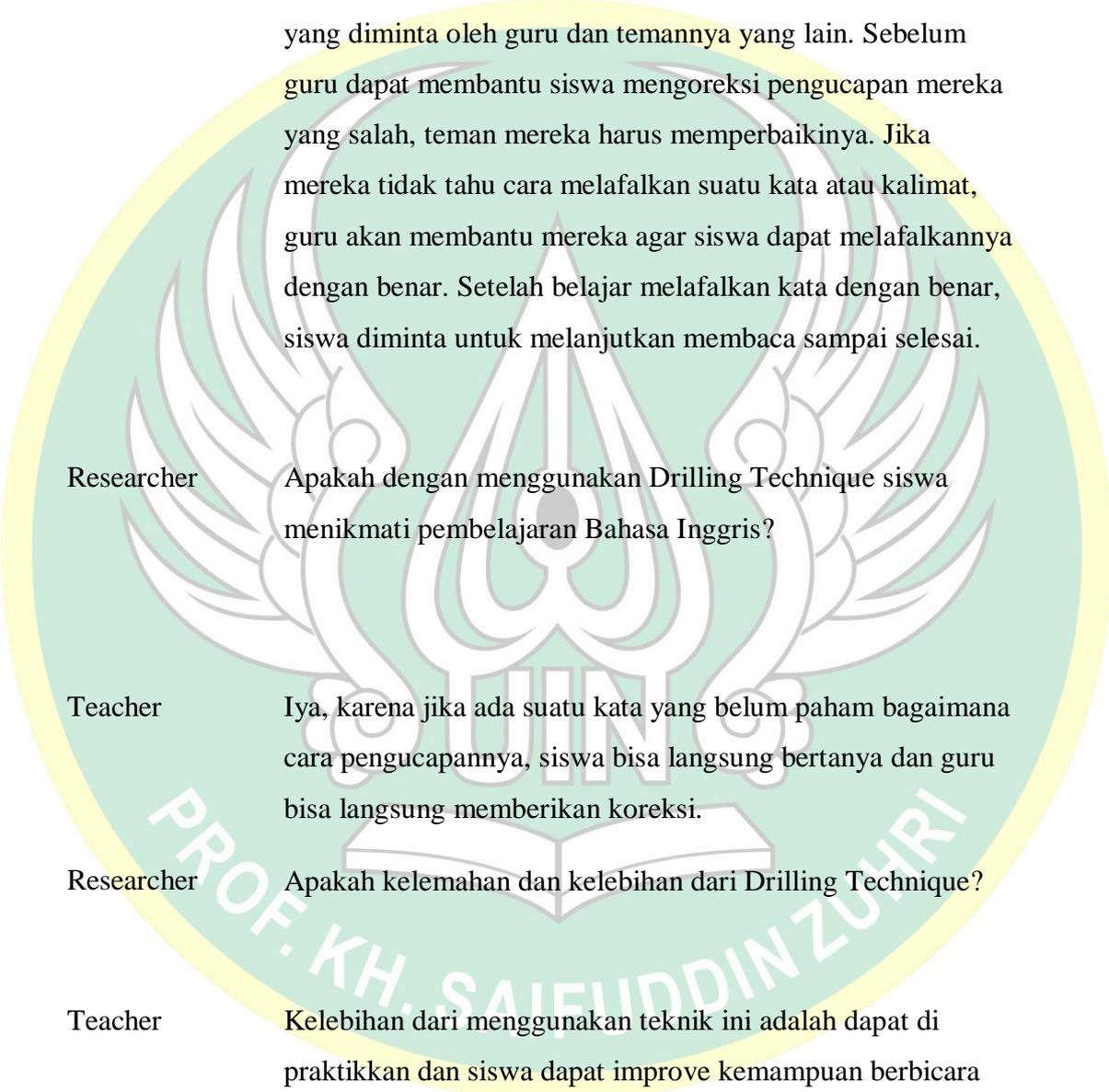
Researcher Mengapa Bapak memilih Drilling Technique di bandingkan dengan teknik yang lain?

Teacher Karena menurut saya teknik ini mempunyai kelebihan yaitu apabila siswa salah dalam mengucapkan suatu kata, saya bisa langsung mengoreksi kesalahan siswa sehingga kesalahan tersebut tidak berlanjut.

Researcher Sudah berapa lama Bapak menggunakan Drilling Technique dalam mengajar speaking?

Teacher Saya mengajar menggunakan teknik Drilling Technique semenjak tahun 2017

Researcher Bagaimana penerapan Drilling Technique di kelas?

- 
- Teacher Guru menginstruksikan siswa untuk bekerja berpasangan. Kemudian guru akan memberikan dua siswa sebuah teks yang terdiri dari dua paragraf. Setelah itu, guru akan membagi teks menjadi beberapa bagian. Langkah selanjutnya siswa diminta untuk membacakan dengan lantang kalimat yang diminta oleh guru dan temannya yang lain. Sebelum guru dapat membantu siswa mengoreksi pengucapan mereka yang salah, teman mereka harus memperbaikinya. Jika mereka tidak tahu cara melafalkan suatu kata atau kalimat, guru akan membantu mereka agar siswa dapat melafalkannya dengan benar. Setelah belajar melafalkan kata dengan benar, siswa diminta untuk melanjutkan membaca sampai selesai.
- Researcher Apakah dengan menggunakan Drilling Technique siswa menikmati pembelajaran Bahasa Inggris?
- Teacher Iya, karena jika ada suatu kata yang belum paham bagaimana cara pengucapannya, siswa bisa langsung bertanya dan guru bisa langsung memberikan koreksi.
- Researcher Apakah kelemahan dan kelebihan dari Drilling Technique?
- Teacher Kelebihan dari menggunakan teknik ini adalah dapat di praktikkan dan siswa dapat improve kemampuan berbicara mereka dengan lebih baik lagi, sedangkan kelemahannya yaitu guru menjadi lebih aktif dan siswa cenderung pasif.

Researcher Apa solusi yang Bapak sediakan dengan adanya kelemahan dari Drilling Technique?

Teacher Solusi yang akan saya berikan yaitu siswa wajib lebih aktif selama pembelajaran berlangsung dan siswa harus lebih sering untuk praktik sendiri baik di kelas maupun di luar kelas.

Media apa yang Bapak pakai untuk mengajar kemampuan speaking siswa?

Researcher Saya menggunakan audio, visual, dan audio visual sebagai media, tergantung materi yang di ajarkan di hari itu. Untuk mengajar speaking, saya menggunakan media buku dan juga audio untuk memutar suara native speaker agar siswa tau

Teacher bagaimana cara mengucapkan suatu kata atau kalimat.

Researcher Bagaimana respon siswa setelah mengikuti proses pembelajaran dengan menggunakan Drilling Technique?

Teacher Siswa lebih aktif dan ramai di dalam kelas karena guru mewajibkan siswa untuk aktif selama pelajaran berlangsung, baik aktif dalam mengikuti pelajaran maupun aktif dalam bertanya.

Researcher Adakah kendala dari segi partisipasi siswa selama pembelajaran speaking menggunakan Drilling Technique?

Teacher Siswa yang pendiam akan lebih sulit dalam mengikuti pelajaran karena mereka akan cenderung pasif selama proses pembelajaran berlangsung.

Researcher Apakah menurut Bapak menggunakan Drilling Technique efektif dalam pembelajaran Bahasa Inggris khususnya speaking?

Teacher Iya, karena dengan menggunakan teknik ini siswa dapat meningkatkan kemampuan speaking mereka.

Researcher Bagaimana signifikansi penggunaan Drilling Technique dalam membantu kemampuan speaking siswa?

Teacher Kemampuan speaking siswa menjadi lebih baik, dan siswa yang pendiam jadi lebih bisa mengikuti.

Researcher Menurut Bapak, apakah Drilling Technique merupakan teknik mengajar yang di rekomendasikan untuk membantu siswa dalam speaking?

Teacher Iya, karena dengan menggunakan teknik ini siswa akan dapat belajar speaking dengan lebih baik lagi.

Interview result with the 8th grade students

Place : SMPIT Logaritma Karanganyar

Date/time : Tuesday, 9th of August 2022

Interviewee : student A

Researcher Apakah pelajaran Bahasa Inggris adalah pelajaran yang Anda suka?

Student A Iya, saya suka pelajaran Bahasa Inggris.

Researcher Menurut Anda, apakah kemampuan berbicara dalam Bahasa Inggris sulit/mudah untuk di pelajari?

Student A Menurut saya, kemampuan berbicara termasuk kemampuan yang cukup mudah untuk di pelajari karena materinya yang mudah dan dapat di pahami.

Researcher Mengapa Anda berpikir bahwa kemampuan itu sulit/mudah untuk di pelajari?

Student A Karena kemampuan tersebut mengharuskan kita untuk aktif di kelas, selain itu saya jadi tahu bagaimana cara pengucapan suatu kata.

Researcher Apakah Anda menikmati pembelajaran Bahasa Inggris di kelas?

Student A Iya, saya menikmati pembelajaran Bahasa Inggris di kelas. Alasannya adalah karena guru yang mengajar lucu

Researcher Bagaimana pendapat Anda mengenai pembelajaran speaking di kelas?

Student A Menurut saya pembelajaran speaking di kelas itu seru dan menyenangkan.

Researcher Apakah guru selalu menggunakan teknik yang sama dalam mengajar speaking?

Student A Iya, guru selalu menggunakan teknik yang sama dalam mengajar speaking, yaitu menggunakan Drilling Technique.

Researcher Apakah menurut Anda teknik yang di gunakan oleh guru membuat Anda memahami materi yang di ajarkan?

Student A Iya, saya cukup memahami apa yang guru ajakan dengan menggunakan teknik tersebut.

Researcher Bagaimana interaksi Anda dengan guru di saat pembelajaran berlangsung menggunakan Drilling Technique?

Student A Interaksi saya dengan guru selama pembelajaran berlangsung di kelas cukup baik.

Researcher Apakah Anda aktif ketika proses belajar mengajar berlangsung menggunakan Drilling Technique?

Student A Terkadang saya aktif, terkadang saya pasif.

Researcher Apakah ada kendala yang Anda hadapi saat guru mengajar di kelas dengan menggunakan Drilling Technique?

Student A Saya tidak mengalami hambatan selama proses pembelajaran berlangsung.

Researcher Bagaimana cara Anda mengatasi kendala tersebut?

Student A -

Researcher Apakah Anda dapat sepenuhnya memahami dan mengikuti materi yang di ajarkan oleh guru Anda dengan menggunakan Drilling Technique?

Student A Terkadang saya sangat memahami materi yang di ajarkan, terkadang saya kurang menangkap apa yang guru ajarkan.



Place : SMPIT Logaritma Karanganyar

Date/time : Tuesday, 9th of August 2022

Interviewee : Student B

Researcher : Apakah pelajaran Bahasa Inggris adalah pelajaran yang Anda suka?

Student B : Saya kurang suka pelajaran Bahasa Inggris.

Researcher : Menurut Anda, apakah kemampuan berbicara dalam Bahasa Inggris sulit/mudah untuk di pelajari?

Student B : Menurut saya, kemampuan speaking termasuk lumayan sulit untuk di pelajari

Researcher : Mengapa Anda berpikir bahwa kemampuan itu sulit/mudah untuk di pelajari?

Student B : Karena saya kurang dalam hal perbendaharaan kata, jika ada kata yang belum saya ketahui dalam Bahasa Inggris, maka saya akan merasa kesulitan.

Researcher : Apakah Anda menikmati pembelajaran Bahasa Inggris di kelas?

Student B : Saya cukup menikmati pembelajaran di kelas. Alasannya adalah karena teknik yang di pakai guru mudah untuk di pahami.

Researcher : Bagaimana pendapat Anda mengenai pembelajaran speaking di kelas?

Student B : Menurut saya pembelajaran Bahasa Inggris di kelas cukup menyenangkan.

Researcher Apakah guru selalu menggunakan teknik yang sama dalam mengajar speaking?

Student B Iya, guru selalu menggunakan teknik yang sama.

Researcher Apakah menurut Anda teknik yang di gunakan oleh guru membuat Anda memahami materi yang di ajarkan?

Student B Terkadang saya memahaminya, terkadang tidak.

Researcher Bagaimana interaksi Anda dengan guru di saat pembelajaran berlangsung menggunakan Drilling Technique?

Student B Saya terkadang bertanya jika ada materi yang kurang bisa di pahami, jadi bisa di katakan saya akrab cukup akrab dengan guru.

Researcher Apakah Anda aktif ketika proses belajar mengajar berlangsung menggunakan Drilling Technique?

Student B Tidak terlalu aktif, tergantung materi yang di ajarkan. Jika materinya sulit saya cenderung pasif.

Researcher Apakah ada kendala yang Anda hadapi saat guru mengajar di kelas dengan menggunakan Drilling Technique?

Student B Saya tidak mengalami hambatan apapun selama pembelajaran berlangsung.

Researcher Bagaimana cara Anda mengatasi kendala tersebut?

Student B -

Researcher Apakah Anda dapat sepenuhnya memahami dan mengikuti materi yang di ajarkan oleh guru Anda dengan menggunakan Drilling Technique?

Student B Tidak selalu paham, terkadang saya masih bingung setelah guru menjelaskan materi



Place : SMPIT Logaritma Karanganyar

Date/time : Tuesday, 9th of August 2022

Interviewee : Student C

Researcher : Apakah pelajaran Bahasa Inggris adalah pelajaran yang Anda suka?

Student C : Saya kurang suka pelajaran Bahasa Inggris.

Researcher : Menurut Anda, apakah kemampuan berbicara dalam Bahasa Inggris sulit/mudah untuk di pelajari?

Student C : Menurut saya cukup sulit karena mengharuskan siswa untuk belajar berbagai kosakata yang sulit.

Researcher : Mengapa Anda berpikir bahwa kemampuan itu sulit/mudah untuk di pelajari?

Student C : Karena saya kurang dalam hal kosakata dan juga speaking mengharuskan siswa untuk mempelajari kata kata baru yang sulit.

Researcher : Apakah Anda menikmati pembelajaran Bahasa Inggris di kelas?

Student C : Saya kurang menikmati nya kerana menurut saya pelajaran Bahasa Inggris adalah pelajaran yang sulit.

Researcher : Bagaimana pendapat Anda mengenai pembelajaran speaking di kelas?

Student C : Karena saya kurang suka mata pelajaran Bahasa Inggris, jadi biasa saja.

Researcher : Apakah guru selalu menggunakan teknik yang sama dalam mengajar speaking?

- Student C Iya, guru selalu menggunakan teknik yang sama.
- Researcher Apakah menurut Anda teknik yang di gunakan oleh guru membuat Anda memahami materi yang di ajarkan?
- Student C Menurut saya tergantung materinya.
- Researcher Bagaimana interaksi Anda dengan guru di saat pembelajaran berlangsung menggunakan Drilling Technique?
- Student C Interaksi saya dengan guru cukup baik.
- Researcher Apakah Anda aktif ketika proses belajar mengajar berlangsung menggunakan Drilling Technique?
- Student C Saya tidak terlalu aktif selama pembelajaran berlangsung.
- Researcher Apakah ada kendala yang Anda hadapi saat guru mengajar di kelas dengan menggunakan Drilling Technique?
- Student C Karena saya kurang suka pelajaran Bahasa Inggris, jadi pelajaran kurang bisa di pahami.
- Researcher Bagaimana cara Anda mengatasi kendala tersebut?
- Student C Saya berusaha untuk memperhatikan penjelasan guru lebih baik lagi.
- Researcher Apakah Anda dapat sepenuhnya memahami dan mengikuti materi yang di ajarkan oleh guru Anda dengan menggunakan Drilling Technique?
- Student C Saya kurang bisa memahami pelajaran.

Place : SMPIT Logaritma Karanganyar

Date/time : Tuesday, 9th of August 2022

Interviewee : Student D

Researcher : Apakah pelajaran Bahasa Inggris adalah pelajaran yang Anda suka?

Student D : Iya saya suka pelajaran Bahasa Inggris karena seru untuk di pelajari.

Researcher : Menurut Anda, apakah kemampuan berbicara dalam Bahasa Inggris sulit/mudah untuk di pelajari?

Student D : Menurut saya kemampuan berbicara termasuk kemampuan yang cukup mudah.

Researcher : Mengapa Anda berpikir bahwa kemampuan itu sulit/mudah untuk di pelajari?

Student D : Karena kemampuan ini mengharuskan semua siswa untuk aktif selama proses pembelajaran. Saya juga jadi tau bagaimana cara mengucapkan kata dengan benar.

Researcher : Apakah Anda menikmati pembelajaran Bahasa Inggris di kelas?

Student D : Saya sangat menikmati pembelajaran di kelas. Alasannya adalah saya jadi tau banyak kosakata baru yang saya belum pernah dengar sebelumnya.

Researcher : Bagaimana pendapat Anda mengenai pembelajaran speaking di kelas?

Student D : Menurut saya pembelajaran speaking di kelas sangat menyenangkan.

Researcher Apakah guru selalu menggunakan teknik yang sama dalam mengajar speaking?

Student D Iya, guru selalu menggunakan teknik yang sama dalam mengajar speaking.

Researcher Apakah menurut Anda teknik yang di gunakan oleh guru membuat Anda memahami materi yang di ajarkan?

Student D Iya, saya bisa memahami materi yang di ajarkan dengan teknik yang guru gunakan.

Researcher Bagaimana interaksi Anda dengan guru di saat pembelajaran berlangsung menggunakan Drilling Technique?

Student D Interaksi saya dengan guru sangat baik, saya terkadang menjawab pertanyaan yang guru ajukan kepada siswa.

Researcher Apakah Anda aktif ketika proses belajar mengajar berlangsung menggunakan Drilling Technique?

Student D Terkadang saya aktif jika materi yang guru ajarkan mudah.

Researcher Apakah ada kendala yang Anda hadapi saat guru mengajar di kelas dengan menggunakan Drilling Technique?

Student D Saya tidak mengalami kendala apaun selama pembelajaran berlangsung.

Researcher Bagaimana cara Anda mengatasi kendala tersebut?

Student D -

Researcher Apakah Anda dapat sepenuhnya memahami dan mengikuti materi yang di ajarkan oleh guru Anda dengan menggunakan Drilling Technique?

Student D

Tidak selalu, kadang paham kadang tidak.



Place : SMPIT Logaritma Karanganyar

Date/time : Tuesday, 9th of August 2022

Interviewee : Student E

Researcher : Apakah pelajaran Bahasa Inggris adalah pelajaran yang Anda sukai?

Student E : Saya sangat menyukai pelajaran Bahasa Inggris.

Researcher : Menurut Anda, apakah kemampuan berbicara dalam Bahasa Inggris sulit/mudah untuk dipelajari?

Student E : Menurut saya, kemampuan berbicara itu cukup mudah.

Researcher : Mengapa Anda berpikir bahwa kemampuan itu sulit/mudah untuk dipelajari?

Student E : Karena saya menyukai pelajaran bahasa Inggris.

Researcher : Apakah Anda menikmati pembelajaran Bahasa Inggris di kelas?

Student E : Iya, saya sangat menikmatinya. Alasannya adalah karena saya sangat menyukai pelajaran bahasa Inggris.

Researcher : Bagaimana pendapat Anda mengenai pembelajaran speaking di kelas?

Student E : Menurut saya pembelajaran speaking di kelas sangat menyenangkan.

Researcher : Apakah guru selalu menggunakan teknik yang sama dalam mengajar speaking?

Student E Iya, guru selalu menggunakan teknik mengajar yang sama.

Researcher Apakah menurut Anda teknik yang di gunakan oleh guru membuat Anda memahami materi yang di ajarkan?

Student E Iya, saya cukup memahami materi yang guru ajarkan.

Researcher Bagaimana interaksi Anda dengan guru di saat pembelajaran berlangsung menggunakan Drilling Technique?

Student E Interaksi saya dengan guru selama pembelajaran berlangsung cukup baik.

Researcher Apakah Anda aktif ketika proses belajar mengajar berlangsung menggunakan Drilling Technique?

Student Terkadang saya aktif, kadang kurang aktif.

Researcher Apakah ada kendala yang Anda hadapi saat guru mengajar di kelas dengan menggunakan Drilling Technique?

Student E Saya tidak mengalami kendala selama proses pembelajaran berlangsung.

Researcher Bagaimana cara Anda mengatasi kendala tersebut?

Student E -

Researcher Apakah Anda dapat sepenuhnya memahami dan mengikuti materi yang di ajarkan oleh guru Anda dengan menggunakan Drilling Technique?

Student E Saya bisa memahaminya dengan cukup baik.

Appendix 5. Observation Pictures



Picture 1: student practice reading aloud in front of the class.



Picture 2: The teacher give motivation to the students.



Picture 3: The teacher give example to the students.



Picture 4: The students practice the material taught by the teacher



Picture 5: The researcher conducted interviews with teacher



Picture 6: The researcher conducted interviews with the eight-grade students

Appendix 6. surat balasan izin penelitian



**SEKOLAH MENENGAH PERTAMA
ISLAM TERPADU (SMPIT)
LOGARITMA KARANGANYAR**

Jl. Kelurahan Jatiluhur Km 1, RT 03/04 Kec Karanganyar, Kab. Kebumen
Telp: (0287) 551747 Website: <http://smpit-logaritma.com>

Nomor : 13/SMPIT-LOG/XII/2022 1 Desember 2022
Lampiran : -
Hal : Surat Balasan Izin Riset Individu

Kepada
Yth. Dekan Ketua Jurusan Tadris
Universitas Islam Negeri
Profesor Kiai Haji Saifuddin Zuhri Purokerto
di Tempat

Berdasarkan surat izin riset individu Nomor: B.m.3238/Un.19/D.FTIK/PP.05.3/11/2002
Tanggal 4 November 2022 tentang permohonan izin riset individu di SMPIT Logaritma,
maka kami memberikan izin kepada:

Nama mahasiswa : Iqbal Latif Saputra
NIM : 1717404020
Semester : 11
Jurusan/Prodi : Tadris Bahasa Inggris
Alamat : Sidayu Gombog RT 03 RW 01
Judul : The Implementation of Driling Technique to Help Students Learn
English Speaking in the Eight Grade of SMPIT Logaritma Karanganyar
Kebumen

Untuk melakukan penelitian di SMPIT Logaritma pada tanggal 9 Agustus 2022 s/d 24
Agustus 2022

Demikian untuk menjadi maklum dan atas perhatian dan kerjasamanya di sampaikan
terimakasih

Karanganyar, 1 Desember
Kepala Sekolah



Miftah Nur Azizah, S.Pd

Appendix 7. surat balasan izin penelitian pendahuluan



**SEKOLAH MENENGAH PERTAMA
ISLAM TERPADU (SMPIT)
LOGARITMA KARANGANYAR**

Jl. Kelurahan Jatiluhur Km 1, RT 03/04, Jatiluhur, Kec Karanganyar, Kab. Kebumen
Telp: (0287) 551747 Website: <http://smpit-logaritma.com>

Nomor : 010/SMPIT-LOG/IV/22 Karanganyar, 30 April 2022
Lampiran : -
Perihal : Balasan Surat Permohonan Ijin
Observasi Pendahuluan

Kepada Yth:
Ketua Jurusan Tadris Bahasa Inggris
Universitas Islam Negeri
Di Tempat

Sehubungan dengan surat dari Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri nomor: B.M.347/Un.19/D.FTIK/PP.05.3/04/2022, hal: Permohonan Ijin Observasi Pendahuluan tertanggal 25 April 2022, maka dengan ini kami memberikan ijin untuk melakukan observasi pendahuluan di SMPIT Logaritma kepada:

Nama : Iqbal Latif Saputra
NIM : 1717404020
Semester : 10 (Sepuluh)
Jurusan : Tadris Bahasa Inggris
Tahun Akademik : 2021/2022

Demikian surat ini kami sampaikan. Atas kerjasamanya kami ucapkan terimakasih

Pt. Kepala Sekolah



Miftah Nur Azizah, S.Pd

Appendix 8. Transkrip Nilai

TRANSKRIP NILAI

Nama Mahasiswa : IQBAL LATIF SAPUTRA
 NIM : 1717404020
 Fakultas : Tarbiyah & Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris (TBI)

No	SMT	Kode MK	Nama Mata Kuliah	SKS	Nilai		
					Huruf	Angka	Jumlah
1	6	TBI P47	Cross Culture Understanding	2			
2	7	TBI P48	Translation Text Analysis	2			
3	6	TBI P42	Public Speaking	2			
4	7	TBI P44	Educational Entrepreneurship	2			
5	7	TBI P49	Translation Text Editing	2			
6	5	TBI P46	Fiction Text Translation	2			
7	4	TBI P45	Theories of Translation	2			
8	4	TBI P40	Bussiness English	2			
9	5	TBI P41	Tourism Management	2			
10	7	TBI P43	English for Mass Media	2			
11	7	INS 001	Pendidikan Pancasila dan Kewarganegaraan	3	A-	3.6	10.8
12	1	INS 002	Ilmu Kalam	2	B	3.0	6.0
13	1	INS 011	Logika	2	B	3.0	6.0
14	1	INS 015	Basic English	2	A	4.0	8.0
15	1	INS 017	Al 'Arabiyyah Al Asaasiyyah	2	B-	2.6	5.2
16	1	TBI 001	Listening for Leisure	2	A-	3.6	7.2
17	1	TBI 002	Literal Reading	2	A-	3.6	7.2
18	1	TBI 003	Speaking for Daily Communication	2	A	4.0	8.0
19	1	TBI 004	Free Writing	2	B-	2.6	5.2
20	1	TBI 005	Basic English Grammar	2	B+	3.3	6.6
21	1	TIK 001	Ilmu Pendidikan	2	C+	2.3	4.6
22	2	INS 004	Akhlaq dan Tasawuf	2	B+	3.3	6.6
23	2	INS 008	Ushul Fiqh	2	A-	3.6	7.2
24	2	INS 016	English for Academic Purposes	2	B+	3.3	6.6
25	2	INS 018	Al Arabiyyah At Tathbiqiyah	2	A-	3.6	7.2
26	2	TBI 006	Listening for Factual Communication	2	B+	3.3	6.6
27	2	TBI 007	Interpretive Reading	2	A-	3.6	7.2
28	2	TBI 008	Speaking for Formal Communication	2	A-	3.6	7.2
29	2	TBI 009	Paragraph Writing	2	A	4.0	8.0
30	2	TBI 010	Intermediate English Grammar	2	A	4.0	8.0
31	2	TIK 002	Filsafat Pendidikan Islam	2	B	3.0	6.0
32	1	INS 020	BTA dan PPI	0			
33	2	INS 021	Aplikasi Komputer	0	B	3.0	0.0
34	3	INS 003	Fiqh	2	B+	3.3	6.6
35	3	INS 006	Ulumul Hadits	2	A	4.0	8.0
36	3	INS 005	Ulumul Qur'an	2	B	3.0	6.0
37	3	INS 007	Islamic Building/Dasar-dasar Keistaman	2	B+	3.3	6.6
38	3	INS 009	Filsafat Islam	2	A	4.0	8.0
39	3	TBI 011	Listening for Critical Thinking	2	B+	3.3	6.6
40	3	TBI 012	Critical Reading	2	A-	3.6	7.2
41	3	TBI 013	Speaking for Academic Purposes	2	A	4.0	8.0
42	3	TBI 014	Essay Writing	2	B+	3.3	6.6
43	3	TBI 015	Advanced English Grammar	2	B-	2.6	5.2
44	3	TIK 003	Ilmu Pendidikan Islam	2	B+	3.3	6.6
45	4	INS 010	Filsafat Ilmu	2	A-	3.6	7.2
46	4	INS 012	Ilmu Alamiah Dasar	2	A-	3.6	7.2
47	4	TBI 016	Public Speaking	2	A-	3.6	7.2
48	4	TBI 017	Academic Writing	2	B+	3.3	6.6
49	4	TBI 018	Complex English Grammar	1	A-	3.6	3.6
50	4	TBI 030	Curriculum and Learning Model Observation	1	B+	3.3	3.3

No	SMT	Kode MK	Nama Mata Kuliah	SKS	Nilai	
					Huruf	Angka Jumlah
51	4	TBI P35	English for Young Learners	2	B	3.0 6.0
52	5	TIK 018	Pengembangan Kurikulum	2	A-	3.6 7.2
53	6	TIK 005	Administrasi Pendidikan	2	A	4.0 8.0
54	6	TIK 004	Sejarah Pendidikan Islam	2	A-	3.6 7.2
55	4	TIK 019	Statistika Pendidikan	2	A	4.0 8.0
56	5	INS 013	Sejarah Kebudayaan Islam	2	A	4.0 8.0
57	5	TIK 013	Bimbingan dan Konseling	2	A	4.0 8.0
58	5	INS 014	Bahasa Indonesia	2	A-	3.6 7.2
59	5	TBI 019	English Syntaxes	2	C	2.0 4.0
60	5	TBI 020	Semantics	2	B+	3.3 6.6
61	5	TBI 021	Introduction to Linguistics	2	A-	3.6 7.2
62	5	TBI 022	English Phonology	2	A-	3.6 7.2
63	5	TBI 023	English - Indonesian Translation	2	A	4.0 8.0
64	5	TBI 031	LSCM Observation	1	A	4.0 4.0
65	5	TBI P36	Classroom Action Research	2	B+	3.3 6.6
66	4	TIK 009	Sosiologi Pendidikan	2	A	4.0 8.0
67	4	TIK 012	Pengembangan Profesi Guru	2	B+	3.3 6.6
68	5	TIK 007	Pendidikan Global	2	A-	3.6 7.2
69	6	TBI 024	Morphology	2	A-	3.6 7.2
70	6	TBI 025	Developing Material Design for English	2	B+	3.3 6.6
71	6	TBI 026	Teaching English as Foreign Language	2	A-	3.6 7.2
72	6	TBI 027	Instructional Media for English	2	A	4.0 8.0
73	6	TBI 028	Language Testing & Evaluation	2	A-	3.6 7.2
74	6	TBI P37	ICT (Information Communication Technology)	2	A	4.0 8.0
75	4	TIK 010	Psikologi Pendidikan	2	A	4.0 8.0
76	4	TIK 011	Psikologi Perkembangan Peserta Didik	2	C+	2.3 4.6
77	6	TIK 021	Metodologi Penelitian Kualitatif Pendidikan	2	A-	3.6 7.2
78	6	TIK 022	Metodologi Penelitian Kuantitatif Pendidikan	2	B+	3.3 6.6
79	7	TBI 029	Seminar Proposal	2	B+	3.3 6.6
80	7	TBI 032	Micro Teaching	2	A	4.0 8.0
81	7	TBI P38	English for Difable	2	A	4.0 8.0
82	7	TBI P39	Language Learning and Acquisition	2	B+	3.3 6.6
83	8	TBI 033	Macro Teaching	2	A	4.0 8.0
84	8	TBI 034	Skripsi	6		
85	8	INS 019	KKN	3	A	4.0 12.0

Purwokerto, 01-12-2022

Indeks Prestasi Kumulatif (IPK): 3.50
Predkat : Istimewa / Cumlaude

Jmi MK diambil : 73
Jmi SKS diambil : 143
Jmi Nilai : 500.7



Mengetahui Wakil Dekan 1

Dr. SUPARJO, M.A.
NIP: 19730717 199903 1 001