
**THE USE OF DRILLING TECHNIQUE IN TEACHING ENGLISH
SPEAKING TO THE ELEVENTH GRADE OF MA AL-FATAH:
A DESCRIPTIVE STUDY**

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Abstract: Teaching English Speaking to the Senior High School need more effort and unique technique. Teachers can not use the same technique in teaching speaking to the adolescence and Senior High School Students. It needs different technique and instructional media to make them interested in learning English speaking. This research attempts to report what appropriate teaching technique and instructional media which are applied by an English teacher at MA Al-fatah Mojokerto. In this research, the researcher focuses on two research questions, there are what the English Speaking Teaching Technique used by the teacher at MA Al-fatah. And what media that is used by the teacher in teaching English Speaking to the eleventh grade of MA Al-Fatah. The researcher employs a qualitative descriptive study to answer those two questions which was held during August-September 2023. The result of this research is proved that Drilling Techniques is an appropriate Technique in Teaching English Speaking to the eleventh grade of MA Al-Fatah. Meanwhile, the appropriate media which is used by the teacher in teaching English Speaking to the eleventh grade is picture. In conclusion, by using drilling technique and pictures, the process of teaching English Speaking to the young learners becomes more interesting and enjoyable, so the students' English speaking skill is improved.

**Keywords – Drilling Technique, Teaching English
Speaking**

INTRODUCTION

English has established itself as the international language of the world and English is used by all nationalities to interact with one another. As a result, learning English is something that everyone should do. Speaking English well is crucial for us since we often deliver via talking. Speaking is the most crucial of the four skill in English, according to (Aristy, Hadiansyah, & Apsari, 2019), Speaking is a tool that everyone can use to interact with others. In addition, if we have an issue that we can't address on our own, we may discuss it with others and enlist their assistance in order to build strong relationships. Speaking allows us to connect well with plenty of individuals from all around the world. This current issue make teacher has to think how their students could master speaking ability. Consequently, the approach of teaching speaking today is purposed to improve the students' communicative skill which the students can express their idea in English speaking correctly. The emphasis in teaching speaking should be focused on teaching English language itself rather than teaching about English language theoretically.

According to the school-based curriculum (KTSP 2006), English is taught communicatively to all educational levels, start from Elementary school, junior high school and senior high school even to University. In this curriculum, students must achieve all skills in English include speaking. The expectation is that they can articulate their taught, feelings, and ideas orally. However, in the fact there are still many students who cannot be able to speak English due to lack of vocabulary and also afraid to speak English. According to (Khikmiyah, 2023) many students are afraid to show their abilities in front of the class. This can be seen in their reaction when they are asked to do so. They are often scared if they make a mistake. In addition, when speaking in front of the class, many students speak quickly because they do not like to speak. Besides that, they are lack of vocabulary and confidence. According to (Brown, 2001), the cause of students' lack of confidence is also related to the lack of encouragement from teachers. In the other words it is important for the teacher to encourage students in the speaking class by motivating and using appropriate teaching strategy in the speaking class. In fact, many teachers still used conventional strategy when teaching speaking. When the teacher taught speaking class like expression or giving command and instruction, they only wrote down one or two sentences in the whiteboard as the examples then they asked their students to make conversation with their friends based on the examples given. This teaching strategy made them bored and of course their speaking would not improve significantly.

In teaching-learning process, there are many interactive strategy that can be used by the teacher to make the students are interested in the speaking class. One of them is drilling

technique. Drilling means listening to the model, provided by the teacher, or a tape or another student in the classroom, and repeating what is heard (Aini, Khoyimah, & Santoso, 2020). In other word, in drilling strategy the teacher will give role model to the students (it can be words, phrases or sentences) then the students repeat what the teacher say. It is excellent strategy that can be used in teaching speaking because speaking is productive skill in which students can produce a sentence after listening a sentence before. Based on the above explanation, the researcher will focuses this article to explain The Use of Drilling Technique in Teaching English Speaking to the Eleventh Grade of MA Al-Fatah.

METHOD

In its current research, which is a descriptive study, qualitative approach is used. Study that focuses on describing a phenomena and its features that happened in a particular activity is referred to be a descriptive study. (Nassaji, 2015). Additionally, a qualitative descriptive design is one that accurately and thoroughly portrays the status of the world. (Dalman, 2020a)

According to the findings based on data, during observation in MA Al Fatah, the researcher held the observation on August-September 2023. The researcher conducted research in class 11 science at MA Al Fatah. Initially the researcher made observations by looking at the speaking scores of class 11 science students. Finding problems with students' speaking abilities, the researcher did the observation and kept on writing each activity during the classroom activity. It included the strategy used by the teacher and the whole process of teaching speaking in the class in the form of field note.

FINDINGS AND DISCUSSIONS

Based on the data acquired between From August and September 2023, the researchers learned the proper teaching methods and resources that teachers employed while instructing students in English speaking. The most recent research, by Polrodi & Gilakjani (2021) and Vidhiasi (2022), have a similar focus. The field note contains a description of the instructors' general teaching strategies and the media they employed. The field note itself provides the date, time, and outcomes of the observation. The researchers describe the educational methods and media utilized by the teachers and their impact on the students' English-speaking abilities in the observations' findings. The following pictures described the process of teaching-learning in the class. chart is used to display the observation findings.

Figure 1.1



The Figure 1.1 described that the initial activity did by the teacher was explained and gave model to the students how to pronounce new words and sentences correctly. It was done by the teacher in order that the students would be able to repeat what the teacher said correctly especially the pronunciation and intonation. This activity began with the teacher saying the examples of the words and sentences three times. Then the students also repeated it backs three times. The follow dialogues maybe the examples of the activity

John : Good afternoon, Sella.

Sella : Good afternoon, John.

John : How are you doing?

Sella : I'm fine, thanks. And you?

John : I'm fine too. Thank you. Where are you going?

Sella : I am going to library

John : I am too. Shall we go there together?

Sella : That's a good idea. Let's go.

Figure 1.2



After listening the teacher pronunciation, the students also repeated what the teacher said line by line. When there was mispronunciation from the students, the teacher would stop the class and correct the students' pronunciation. The dialogue of correcting maybe as follow:

Teacher : repeat after me, library

Class : library

Teacher : going to the library

Class : going to the library, and so on.

This activity purposed to help students in producing good pronunciation and also intonation when saying the sentences. In effect, the students would get more experiencing in drilling where they listened carefully. After that they could practice it with their own partner given by the teacher.

Figure 1.3



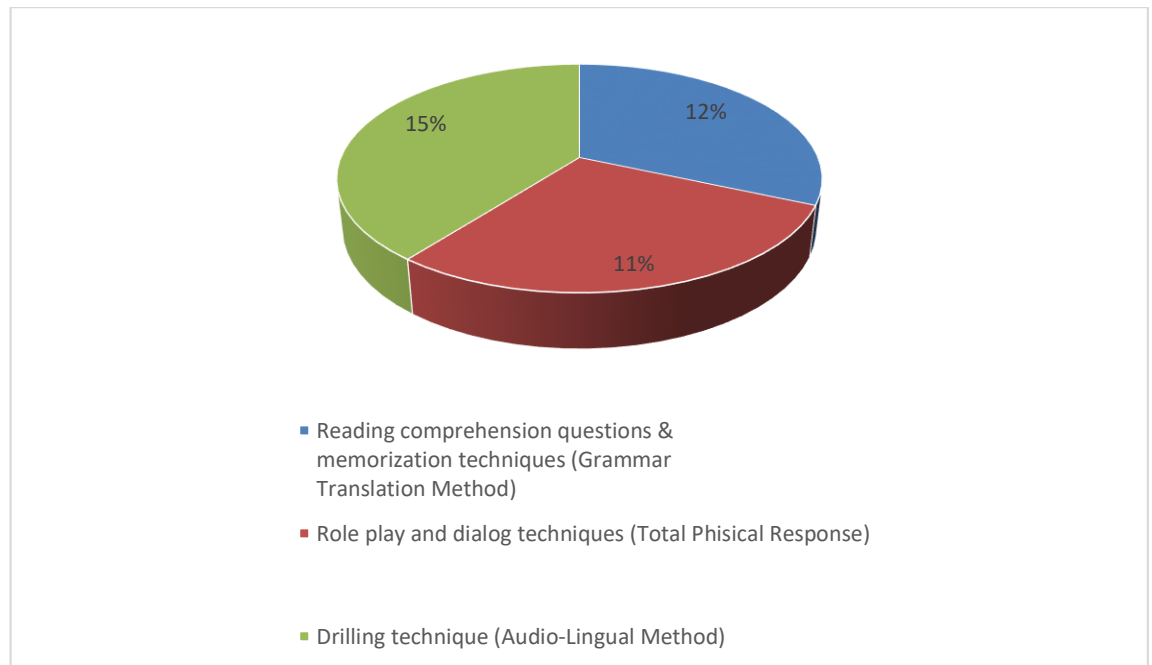
Figure 1.3 described that teacher divided the students into several group and they were given different conversation. The students did the same activity like the teacher did before, the activity was one student said the sentences given by the teacher three times and the others repeat what the students model said before three times. Beside repeating the model, the other students also gave their opinion about the topic given. by this activity the students could interact each other during the classroom. While the teacher was acted as the guide during the activity.

Figure 1.4



Figure 1.4 described the last activity did by the students, they presented their own topic in front of the class while the other students listened and gave questions to the presenter students. This activity purposed to motivate students speak in front of the class briefly and confidently.

Figure 1.5 The Observation Results on the Teaching Technique(s) Used



Based on the data acquired between August and September, the researchers learned the proper teaching methods and resources that teachers employed while instructing students in English speaking. The most recent research, by (Polrodi & Gilakjani, 2021), had a similar focus. The field note contains a description of the instructors' general teaching strategies and the media they employed. The field note itself provides the date, time, and outcomes of the observation. The researchers describe the educational methods and media utilized by the teachers and their impact on the students' English-speaking abilities in the observations' findings. The figure 1.5 was used to display the observation findings.

The study questions outlined in the previous sentence must also be addressed by the researchers. What instructional strategy should be used to teach senior high school students English speaking? is the first research topic. Drilling is determined to be the most effective strategy that substantially improved the English-speaking skill based on the data recorded in the field note, as shown in the figure 1.5.

Based on the results of the current study, these results are consistent with the results of a previous study conducted by (Aini, Khoyimah, & Santoso, 2020). The study of (Aini, Khoyimah, & Santoso, 2020) focused on practice as an appropriate technique used by teachers when addressing young students. Unlike the study by (Aini, Khoyimah, & Santoso, 2020), the research of (Staknova, 2914) focuses on a general approach to teaching English to very young students. Additionally, the study by (Halimah, Nurviyani, Saepulah, Helmi, Wandawati, & Mutiah, 2022) also focused on using drilling techniques to teach English but for different levels of students, such as elementary and middle school students. Therefore, the findings of this study confirm that the practice techniques, songs and movies used are considered suitable teaching techniques and media to improve English skills of preschool children. The results of this study are also consistent with many other studies conducted by other researchers that have been stated above.

Additionally, the use of drilling technique can be combined with songs, videos, finger games and stories. These combinations can stimulate students to enjoy learning and imitating foreign languages when they learn from teachers. In addition, the drilling technique includes many different techniques that can be used when teaching English. Techniques include practice (repetition practice, chain practice, substitution practice, transition practice, extension practice, and question and answer practice), dialogue memorization, dialogue completion, using minimal pairs and grammar games. These techniques can be combined with singing and videos (Brown, 2007). Through combination, the techniques and media used by teachers can facilitate them when teaching English to students. Teachers can focus on developing young children's language habits, stimulating and supporting children's associative memory by inviting children to verbally imitate what the teacher says, and learn language by physical reaction.

CONCLUSIONS AND SUGGESTION

Based on the above description, the researcher takes the conclusion that drilling technique is an appropriate technique used by teachers to teach English speaking to Senior High School Students. There are many advantages of using drilling technique in teaching speaking; first, drilling can help students to focus on accurate pronunciation, intonation and grammatical structure. Second, students can build fluency in speaking because drilling technique allow them using English speaking automatically. Third, it can make students memorize a new word easily. Forth, drilling can motivate students in English speaking and also reduce students anxiety due to repetitive practice provides comfortable environment for skill development.

However, there is still weakness in this research. Such as no media used in the classroom. Therefore the researcher suggests for the next researcher to use various media in teaching speaking by using drilling technique

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