

## THE USE OF DRILL METHOD TO ENHANCE CURIOSITY PUPILS IN SPEAKING SKILL

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### Abstract

*Improving speaking skills is hard to be undertaken by the educator in the educational institution because of less practice. However, it can be overcome through choosing a valuable method to enhance curiosity in speaking that is simply approached trigger stimulus and respond to pupils to be active speaking. Improving speaking skill is to make a collaborative drill method in class meeting and adopt the Lesson Study Phase as study research. The objectives of the study are: 1) Finding out whether the drill method can enhance curiosity pupils in speaking, 2) Finding out stimulus and response pupils in speaking during the drilling process. The researcher used instruments of observation and documentation to collect data. This research was a descriptive study that adopted the step of Lesson Study. The respondents of this study were five grade pupils which were consisted of about 25 pupils. The finding showed that pupils interested in speaking skill by drill method that they are also able to enhance curiosity either the subject or speaking process. Almost 5,00 of 25 pupils have interested to ask questions by the English language which remained approximately 1,00 are quite. Therefore, it can be concluded that by drill method enhance curiosity pupils on all subjects that have been taught by the English language.*

*Keywords: Drill Method, Enhance Curiosity, Speaking*

## 1. Introduction

English become prominent in the world in which English is holding a major role as a consequence of its global spread in various aspects included the education field. Even English is needed by people to improve their quality of knowledge, these situation will enrich capability someone. As well as, the English language can be made a priority in a country in which it is beneficial for pupils in the future (David, 2013, 4). The English language becomes one of the subjects that is included in the main subject in school. Even each educational institution applied the English language in the learning process, it also is being either a requirement administration process to the registrant in some schools in Indonesia. Also, English can cultivate pupils who passionate learn other subjects. It encourages them to love other subjects related to English speaking. The presence of English speaking will make pupils enjoy their learning, and they want more to know about materials. English is taught as a foreign language that has goals are to communicate effectively when listening, reading, speaking, and writing (Davies, 2002:1). Therefore, David added an educator used to speaking in class to enhance the speaking skill on pupils as much as possible. Because communication in English is to be perceived by the learners as the main goal of the learning process, it could enhance curiosity pupils in subjects (2002:6). As many as pupils want to know information in a subject, they should to ask with their education using English language so that they compete each other. However, there is a lack of instructional material which should define the intensify syllabus items or task required by oral practice (Jack, 2001: 29). The regularity of syllabus ease pupils to learn more, particularly improving English practice. It can assist also in the drilling process in which students practice more not only the main subject but also English speaking. As the major problem is occurring in the class through less speaking practice on lesson, it addressed on the lower of speaking ability. This paper is purposed to reveal the use of a drilling method to enhance curiosity pupils in speaking skills in order to pupils are able to practice with peers and to learn all subjects in the class. This study led to drill implementation on learning process using English taught.

### *Drill Method*

Issues on the learning process related to psychology that prioritizes methods are to enhance learning achievement. Drill means a practice that is repeated in a relatively short time. According to Hamdani in his book *Teaching and Learning Strategies*, the drill method is a method to teach pupils conduct practice so that pupils have a higher level of skills rather than materials that are learned (Hamdani, 2011: 273). The drilling method is a teaching method that is applied to activate the learning process which is a similar activity repeatedly being permanent skills. The characteristic of this method is that it is repeated many times. This method is used to acquire practice skills for learning

that can be refined and prepared (Erny, 2013:6). Various types of drill method that is formed in various techniques, namely:

- a. Group work Techniques (Inquiry)  
The technique is that divided pupils into several groups with the undertaken task that is given by educators in class. They are given various problems that should be solved by them.
- b. Discovery Techniques  
This technique involved pupils in learning activities through discussion and brainstorming process.
- c. Microteaching Techniques  
Pupils practice the materials that they get by educator which is teaching in peers. It increases knowledge and skills pupils.
- d. Learning Module Techniques  
Educator provided learning packages to support the competence of pupils.
- e. Self-study Techniques  
Educators let pupils train their skills by their selves. However, it still needs guidance from the educator.

The phase of the drill method on learning, including (Agus, 2016: 154)

- a. Pupils are given some materials for their knowledge theoretically
- b. Educators provide some practices before in real class.
- c. Educators give tasks about the materials by guidance
- d. The educator corrects the answer of the pupils
- e. Pupils should repeat materials that have not been understood
- f. Evaluation is conducted by educators in learning outcomes to achieve learning purposes.

Drill method can be applied in some subjects that require a practice repeatedly. It also has advantages for educators and pupils to enhance skills (2016:155).

- a. The memory of pupils is more strongly due to practice generally
- b. The rate of accuracy of pupils is better
- c. Controlling process, guidance, and correction directly.
- d. To Acquire creativity on pupils
- e. The educator could monitor their pupils
- f. Conversely, some disadvantages hold up the improvement of pupils' skills. Pupil gets bored doing similar activities in the drill. Moreover, practice by a similar method create monotonic circumstances in class. This method requires an automatic answer if it is applied in the test.

### *Speaking Skill*

There are main reasons for making pupils can speak English. First, Speaking activities provide training opportunities to practice in class. Then, speaking assignment in which pupils learn and try to practice English in each class meeting. We can evaluate our pupils as much as they can to be able to understand the subject in English. Finally, give an opportunity pupils learn whatever language that they enjoy to practice. It will be saved in their brain (Harmer, 2007). Speaking is contained on accuracy and fluency aspects. Therefore, pupils require to practice in which circumstances enable to speaking.

### *Practice Speaking Using Drill Method*

Although student have no book to learn English even limitation of access in the library, it can be solved by educators through the use of drill methods in process learning (Aan, 2009: 7). Meaningful learning by educators can create if educators and pupils collaborated to achieve an indicator of the subject. Pupils get practice at once by speaking with the English language during the lesson. To build curiosity of pupils, educators give a stimulus to encourage them to ask materials that have been known. They used to speak by English in such a situation, as it requires habituation in class. Activities that emphasize pupils to communicate with peers and educator that will involve them in the situation to learn the English language. Also, pupils can get step by step by thinking about the meaning of learning by using the English language during the learning process. (Peter, 2013:65)

## **2. Method**

This research is a descriptive study that adopted the step of Lesson Study. Zahrah and Wardani state that Lesson Study encourages pupils to understand materials, to develop critical thinking processes, and to expand skills and abilities that led by the curiosity of pupils (2011). The Lesson Study aims to solve the teaching and learning problem that is undergone by the teacher in the learning process.

The writer worked together with pupils SDI Bayanul Azhar Tulungagung as a participant in the Lesson Study Program. The Subject of research were five grade pupils which were consisted of about 25 pupils. Three stages led to conducting Lesson Study; they are Plan, Do, and See. First of all, the team identified problems with speaking in the class, and they were doing a plan to conduct to improve curiosity about the learning process. Then, the team undertook the Lesson Study. At the end of the process, the team made an evaluation and revision process. The writer utilizes observation and documentation to gather and to measure information in class. Hence, this study assures credibility using triangulation in participant selection.

### 3. Findings and Discussion

The previous finding research by Diani reveal that teaching model can enhance critical thinking in speaking skill combined Lesson Study program (Diani, dkk. 2020:92). There are correlation between Diana's study and these study which implement Lesson Study in speaking skill, but it use different teaching model. The writer explains the results of the research that collaborated on the use of the drill method in the learning process. 3 cycles built curiosity feeling on pupils. They are the application of teaching model keppo.

#### *The Application of Keppo*

The team presented the Lesson Study as the main method of the research which it assisted educator encouraged pupils for learning subjects easily, namely Plan, Do and See. Firstly, Doing a Plan, the team analyzed the problem that appeared in the circumstances of class. It was related to the learning process. They find information about pupils by activity in class, how to respond to them against an educator as well as what interest of pupils. The next activity was Do. The team focuses on what term that has been planned. They divided into some parts which being observer, teacher model, and real teacher as an analyzer. And the last, See. The team discussed the result of the activity that has been conducted.

Model Keppo is included in whatever method that is applied by educators depended on the strategy of the educator to hold learning in class. There are three steps which are preparation, implementation, and evaluation. In the preparation process, educators analyze what subjects that would is taught on pupils. Furthermore, Analyzing indicators to achieve learning purposes. The team chooses topics that related to the method and approach to be understood by pupils. The project performed by the drilling process by educators to encourage pupils to keep the practice on any subject. In lesson study preparation, those were applied before in real class.

The second phase is an implementation in which educators give a material using the English language. This is not merely an educator, pupils have to be active in class. Educator gives practical experience on pupils so that they encourage to ask to them. During the asking process, the other pupils want to know the materials. Also, the majority of pupils want to practice speaking skills during lessons due to the stimulus of peers. Hence, the drill method can be applied by the practice activity that is undertaken by the educator in class. This is a stimulus that led pupils to ask again generally is to emphasize speaking skills in learning. That lesson study processing was undertaken aforementioned by the teacher model. While observer and analyzer were only to monitor the Lesson Study practice.

The end of the process is evaluation. There was assessment against pupils in which the analyzer and observer team assessed pupils through asking process and active process. Moreover, After study the lesson, all teams make a discussion to explain strengthen and drawback of the process and make a revision to conduct research vividly.

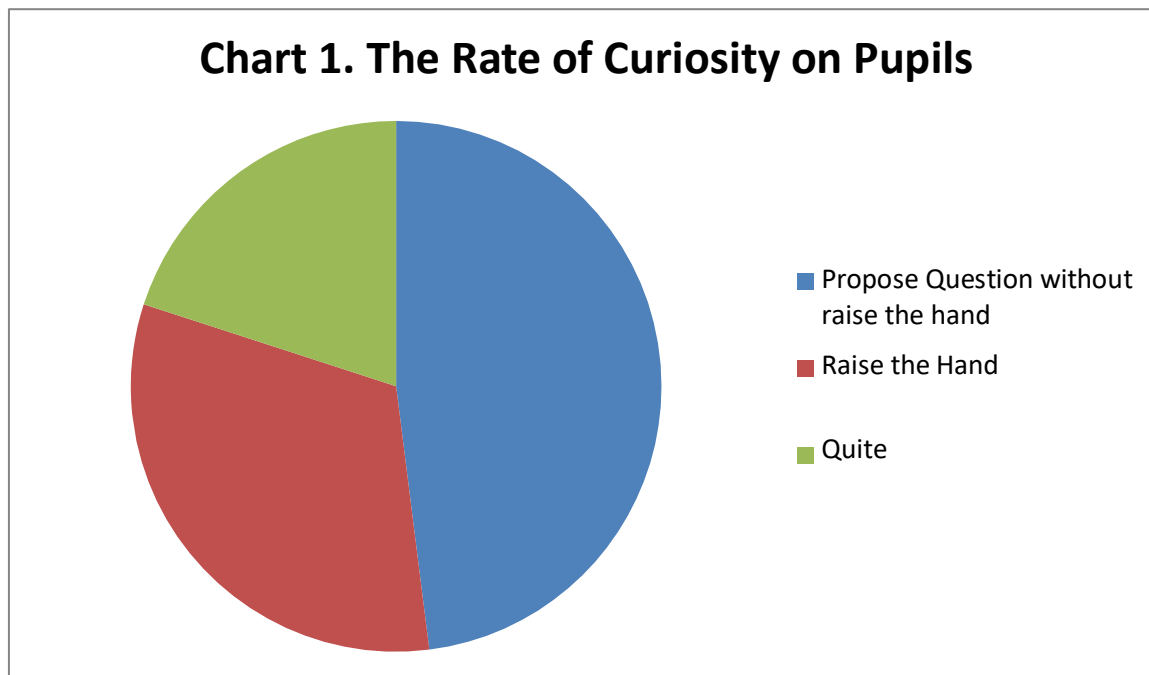


Chart 1 shows the rate of curiosity on Pupils based on several purposed questions on educator, raise the hand, and pupils were quite. It has obvious that majority of pupils interested in the subject by proposing question without question, while the other raise the hand to be pointed by the educator. However, a few of pupil was quite during learning process use drill method

Pupils who proposed the question without raise a hand were almost 3,00 of 25 pupils in total, while pupils who raised a hand were at approximately 2,00 of 25 pupils. Unfortunately, the other was at around 1,25 of 25 pupils.

By speaking process, pupils appeared curious about the subject in a class by proposing a question. On the other hand, pupils were passive to speak or to propose the question against educators.

#### 4. Conclusion and suggestion

Based on the result data collection reveal that pupils have less motivation to ask the educator in class, as the learning design is less interactive for pupils to gain their

achievement in class. Therefore, by drill method will be applied to enhance curiosity for pupils to interested in the subject. Even though they have not been fluency in English speaking, at least they make an effort to ask educator what materials that have not been understood. So that the other pupils encourage them to ask questions against educators, it might motivate them to learn more.

Speaking activities in class have collaborated with drill use in such a subject that will result in meaningful learning in each meeting. It should be emphasized on pupils who have a big passion for English. Furthermore, by drill method enhance curiosity pupils on subjects that have been taught by the English language. Pupils also are used to practicing English in conversation practice with peers and educator which decline the rate of unfluency pupils in speaking. Also, they will be more often to practice in class.

This research finding is recommended for those writers who require to conduct research related to the drill method to enhance speaking skills. If pupils are used to speaking in class each meeting which improve either speaking capability or such a subject.

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