THE USE OF ORAL DRILL METHOD IN TEACHING SPEAKING SKILL

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Abstract
English is one of difficulties subject in Indonesia. Therefor, speaking is one of important skill that students must master at school. While the eighth grade excellent class of Mts Al-Amiriyyah had problem in speaking ability, most of them felt difficulted to pronounce English. They were also less vocabulary and not understand in English lesson. The aim of this research was to describe the use of oral drill method in teaching speaking at eighth grade excellent class of MTs Al-Amiriyyah in academic year 2020/2021. This research used descriptive qualitative research design. This research studied about English teaching method conducted by Mrs Atiya who was a teacher at eighth grade excellent class of MTs Al-Amiriyyah Blokagung Tegalsari Banyuwangi. This research involved 23 female students as the subject. The researcher used classroom observation, interview, and documentation to collect the data. Based on the result of observation, the researcher seen there was improvement of students at eighth grade excellent class of MTs Al-Amiriyyah. From the results of the student"s scores, it showed that the students lowest score was 75, the students' highest score was 95 and the average score was 84.3. Based on the result, the researcher concluded that the oral drill method in teaching speaking was successful for improving speaking ability.

Keywords: oral drill method, teaching, speaking skill

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Introduction

Language is a tool of communication. According to Kridalaksana (1985:12), Understanding this language is a meaningful sound system used for communication by human groups. Communication is a process of transferring messages and information. Devis (2010) stated communication in the process of passing information and understanding from one person to another. Communication is a form of human interaction that influences each other, intentionally or unintentionally (Canggara, 2007:20-21). West & Turner (2009: 23) adds that communication is a social process in which individuals use symbols to create and interpret meaning in their environment. Based on the above definition, it could be concluded that language and communication were important components for transferring meaning to others. Without language, humans cannot speak and understand what was being said.

There are four skills in English those are speaking, listening, writing and reading. Ur (1996) mentioned, "Speaking as the most important skill among four skills (listening, speaking, reading, and writing) because people who know a language are referred to as speakers of that language". In short, the one most important is speaking skills. The advantages of speaking is much such as, in social life, they can talk with the tourist, can go to around on the other country, also can get job easier such as being teacher English, translator and many others.

There are some features that make speaking as a difficult language skill. They cover clustering, redundancy, reduced forms, performance variable, colloquial language, rate delivery, stress, rhythm, intonation of English and interaction Brown (2001:270). According to Hedge (2000), it is a complex process because "learners need to develop at the same time knowledge of grammar, vocabulary functional language and communicative skills. Attention to the systems of language is crucial, but the development of fluency and contextual accuracy are equally important goals. Besides that, students often felt afraid to speak English. Due to their less confidence in speaking and judging English as a difficult subject, so, they were felt lazy to learned English lesson.

Speaking ability can be defined as the ability to use words in essential normal communication situation and signal system of pronunciation, stress, intonation, grammatical, andvocabulary of foreign language at normal rate of delivery for native speakers of the language. Speaking also used to communicate as by talking, to make a request, to make a speech. Anggia (2018). Sometimes the students found it difficult to speak English because they were afraid of not having enough vocabulary, using incorrect grammar, or pronouncing words correctly, so they became unconfident. Finnochiro and Bonomono (1987:109) state that the speakers must think of the idea wished to express. They must change the position of the tongue in order to articulate the appropriate sound. They must consciously be aware of the grammatical, lexical and cultural needed to express the ideas. Speakers must be sensitive to any changes in register or style necessitated by the people whom speak on the situation in which the conversation is taking place. Kayi (2006) added that speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

According to Wif (1982:2), There are kinds component of speaking including: 1) *Pronunciation*. The most significant factor in deciding the success of communication is pronunciation. It would be difficult for the listener to understand and grasp the meaning of what the speaker says if the pronunciation is poor. 2) *Vocabulary*. One of the most critical aspects of learning to communicate is developing a vocabulary. According to Craff (1998), there are two types of vocabulary. The first is active vocabulary, which consists of words that students use to comprehend concepts and to communicate effectively. The second type is passive vocabulary, which consists of words that students can identify and comprehend when they are used in context. 3) *Grammar*. Grammar is generally thought to be a set of rules specifying the contact ordering of words at the sentence level Nunan (2003). In addition, grammar is the ordering of words arranged into a sentence to give a meaning. 5) *Fluency*. Fluency can be defined as the ability to speak smoothly and readily. Lambardo (1994) states

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that fluency has the meaning as the way of someone speak with normal speed, like native speaker or they who own the language because the one who owns the language can dispose the language skill. 6) *Comprehension*. According to Manser (1991), comprehension is the capacity to comprehend anything. Comprehension is important in speaking since it allows the speaker to initiate contact and the listener to reply. Comprehension is essential for effective communication since it prevents misunderstandings between a speaker and a listener.

The teaching method is the way the teacher gives lessons and the way students receive lessons during the lesson, either in the form of informing or evoking, Abu Ahmad (1986). With a good teaching method, it is hoped that students can better understand the material that has been delivered by the teacher well. Therefore, a good teaching method is a method that can foster student learning activities and in accordance with the learning material Atiya (2021). The drill method is a way of teaching students to carry out training activities, students have higher dexterity and skills than what they are learning, Roestiyah NK, (1985:125).

Based on the interview with Mrs. Atiya's teaching class, The problem in eighth grade excellent class of MTs Al-Amiriyyah in the academic year 2020/2021 was the lack of vocabulary and the difficulty of pronunciation in English. They also felt bored and lazy in the learning process. Then, Mrs. Atiya tried to apply direct method to solve the problem. According to Robertson and Acklam (2000: 19) Drill is a basic technique whereby the teacher can give students the opportunity to practice saying in a new word, phrase or structure in a highly controlled environment.

Based on the explanation above, the researcher conducted the research by the title "THE USE OF ORAL DRILL METHOD IN TEACHING SPEAKING AT THE EIGHTH GRADE EXCELLENT CLASS OF MTS AL-AMIRIYYAH BLOKAGUNG TEGALSARI BANYUWANGI IN ACADEMIC YEAR 2020/2021". The writer hopes and motivated that the use of the oral drill method in teaching speaking can foster students' enthusiasm in learning English,

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especially in speaking ability. It also strengthened by some thesis and article from previous study such as „"The Use of Drilling Technique in Teaching Speaking to The Eighth Grade Students of Smp Dharma Wanita Pare"" (Article by Novia Luluk Aisyah 2017). „"The Influence of using Drill Technique on The Students' Speaking Competence at The First Grade Students of MA Subulul Huda Darma-Kuningan"" by Yeli purmasari (2012). „"The Use of Multiple-Slot Substitution Drill Technique to Increase The Student's Speaking Performance At The Eighth Grade Of Smp N 7 Metro"" By Nurul Hasanah (2019).

The drill method is a way of teaching students to carry out training activities, students have higher dexterity and skills than what they are learning. Roestiyah NK, (1985:125) Meanwhile, Zuhairini (1983:106) said, A method in education and teaching by training students on the subject matter that has been given. From the conclusions of the opinions of the experts above, the researcher concludes that the oral method is an exercise or practice that is carried out repeatedly to increase students' understanding of the material that has been conveyed so that students understand and are trained with the material given by the teacher.

Oral drill method is a teaching method that is carried out repeatedly by training students to master the lesson and be skilled in carrying out the given training tasks. The goal is that students can understand the material and remember the material on an ongoing basis. In Nana Sudjana's book (2011:86) the drill method is an activity of doing the same thing over and over again in earnest with the aim of perfecting a skill to make it permanent. The distinctive feature of this method is the activity in the form of repetition of the same thing many times. While Beside that, according to Muhaimin Abdul Mujib (1993) the procedure of oral drill method as follow: 1) The teacher gives the material 2) The teacher explains the material in front of the class. 3) The teacher gives questions to students about the material that has been given. 4) The teacher orals the material by appointing students to answer the questions asked by the teacher. 5) The teacher creates a pleasant atmosphere in the classroom. 6) The teacher gives plus points to students who can answer questions from the teacher. 7) The teacher

involves students in working on the questions. 8) The teacher provides opportunities for students to continue practicing.

In this research, the procedure oral drill method as follow: 1) Teacher greets the students. 2) Teachers pray together with students. 3) Teacher absent students 4) The teacher gives a stimulus to the students and writes the material that has been given at the last meeting. 5) The teacher gives the material and explains in front of the students. 6) The teacher practices the material that has been delivered. 7) The teacher appoints students to practice the material that has been given.

8) The teacher gives questions to all students about the material that has been given for those who can answer and practice it will be given plus points. 9) The teacher answers the questions on the worksheets and they answer them together.

10) The teacher gave homework to the students.

11) The teacher closes the
lesson by greeting.

There are various method of oral drill According to Muhaimin Abdul Mujib (1993) the forms of the oral drill method can be classified as follows: a) *Group work technique* This technique is done by teaching a group of students to work together in solving problems by doing the assigned tasks. b) *Micro Teaching Techniques.* Used to prepare students as prospective teachers to face teaching work in front of the class by obtaining the value of knowledge, skills and attitudes as teachers. c) *Learning Module Techniques.* d*) learning packages or Independent Study Techniques*. This is done by asking students to learn on their own and stay under the guidance of the teacher, both in class and outside the classroom.

Meanwhile According to Haycraft (36: 1978) said, drills have several types in form: *1) The Repetition Drill.* The teacher says models (the word or phrases) and the students repeat it. *2) The Substitution Drill.* Substitution drill can be used to practice different structures or vocabulary items (i. e one word or more word

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change during the drill). *3) The Question and Answer Drill.* The teacher gives students practice with answering questions. The students should answer the teacher's questions very quickly. It is also possible for the teacher to let the students practice to ask question as well. This gives students practice with the question pattern. *4) The Transformation Drill.* The teacher gives students a certain kind of sentence pattern, an affirmation sentence for example. Students are asked to transform this sentence into a negative sentence. Other examples of transformations to ask of students are changing a statement into a question, an active sentence into a passive one, or direct speech into a reported speech. *5) The Chain Drill.* A chain drill allows some controlled communication, even though it is limited. A chain drill also gives the teacher an opportunity to check each student's speech. *6) The Expansion Drill.* This drill is used when a long line dialogue is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line. Then following the teacher's cue, the students expand what they are repeating part at the end of the sentence (and works backward from there) to keep the intonation of the line as natural as possible. This also directs more student attention to the end of the sentence, where new information typically occurs. *7) Communicative Drills.* This kind of drilling can be formed by using the other drilling types. But the emphasis is that the student involves something real as well as communicative value and the practice creates an information gap.

Research Method

According to Sugiyono (2017:2), the research method is a way of scientific research to obtain data with specific purposes and uses. According to Darmadi (2013:153), research method is a scientific way to obtain data with the aim of certain uses. The scientific method means that research activities are based on scientific characteristics, namely rational, empirical, and systematic. Based on the presentation in above it can be concluded that the research method is a scientific way to obtain.

Bogdanand Taylor suggested that Qualitative Methodologies is a research procedure that produces descriptive data in the form of written and spoken words from people and observed behavior. Afriani (2009) qualitative research was carried out in natural conditions and finding. In qualitative research, the researcher is the key instrument. Therefore, researchers must have broad theoretical and insightful provisions so that can ask, analyze, and construct the object under study to be more clear data with specific purposes and uses.

According to Gay (1987:11), descriptive research entails gathering data in order to test a hypothesis or address a query about the current state of the study's item. Suryana (2010:14) mentioned, descriptive analysis is concerned with organizing and accurately representing facts and particular objects. Beside of that descriptive research that occurs naturally into something that is happening now.

The type of this research was descriptive qualitative method. The researcher selected descriptive qualitative method as the research because this study described the implementation of oral drill method in teaching speaking which was carried out by Mrs. Atiya in eighth grade excellent class of Mts Al-Amiriyyah. Suryana (2010:14) mentioned, descriptive analysis is concerned with organizing and accurately representing facts and particular objects. Beside of that descriptive research that occurs naturally into something that is happening now.

The informant in this study was Mrs. Atiya as a teacher who applied the oral drill method in teaching speaking at the eighth grade excellent class of Mts Al-Amiriyyah, And the students of eighth grade excellent class Mts Al-Amiriyyah. This research was conducted from March, 30th 2021 to May, 5th 2021.

Researcher used data sources in this research. According to Ary et al. (1985: 332), there were two methods for gathering data in qualitative study. Those were: a) ***Primary source.*** According to Sugiyono (2008: 225), a primary source is one that can provide useful knowledge directly. In other words, the primary source's aim is to provide important information about the researcher issues. The primary source of this research were: Interview to the teacher and students to

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obtain information on the teaching of oral drill, classroom observation to obtain data on the application of oral drill in the classroom, taking pictures for documentation of the teaching process from Mrs. Atiya. *b) Secondary sources*. A secondary source is a source of data that is used in addition to the primary source. "Secondary data sources are preexisting sources that have been compiled for a particular reason or by someone other than the researcher," Given (2008: 803). In other words, when doing analysis, secondary sources may be used to gather data for a variety of purposes. In this study, the secondary source was in the form of a document in the form of a lesson plan and transcript from the teacher.

Procedure of data collection in this research were as follow: 1) classroom observation 2) interview 3) documentation. In classroom observation the researcher saw the teaching process of Mrs. Atiya, which was as an English teacher in eighth grade excellent class MTs Al-Amiriyyah. From the beginning teacher entered in the class, giving the materials and closed the lesson. The researcher taken a note during research process. On the interview process, the researcher looked for information about teaching method of Mrs Atiya. the researcher done interview process to   students and the teacher. For documentation, the researcher took a picture during classroom observation, and copied lesson plan (RPP) from the teacher.

The researcher done two times during observation. *The first meeting,* the researcher looked English teaching method of Mrs Atiya with the material expression of capability. It this material, the teacher done explain the material with the sub chapter capability. For the next time or *The second meeting,* The teacher continued the material with the sub chapter incapability. After the material was explain, the teacher gave evaluation with giving question and answer related the material. Anyone who could answered the question correct. The teacher gave points plus to the students. The purpose of this way was made the students more active in learning English. Also added the score of students who

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had low scores in daily activity during learning process especially in English lesson.

The media in this research that was often used by teachers is a paper sheet. This was used by teachers to make it easier for teachers to explain the material and students could understand directly because they seen the paper sheet they had. Sometimes teachers also used electronic media in the form of mobile phones to increase knowledge about the material given to students.

The application of the material using the oral drill method carried out by Mrs Atiya also used whiteboard and board marker. Whiteboards were used to write material while board marker were tools used to write material. The material rewritten on the whiteboard aimed to make students better understand the material. So, students not only looked at the paper sheet but also looked directly at the whiteboard.

While the scoring rubric of speaking can be seen form table below:

Table 4.2 Scoring Speaking Rubrics

No	Fluency	Grammar	Pronunciation	Vocabulary
1	(60-100)	(60-100)	(60-100)	(60-100)

NOTE:

A. Fluency

1. Low (60-75)   : students cannot carry out conversations fluency.
2. Average (76-80): students are able to carry out conversations but still not fluent.
3. Good (80-100) :students are able to carry out conversations very fluent.

B. Grammar

1. Low (60-75)   : Students can not arrange grammar correctly
2. Average (76-80): Students can arrange grammar but is not correct

3. Good (81-100) : Students can arrange grammar correctly

C. Pronunciation

1. Low (60-75)   :   Students can not pronounce a pronunciation correctly

2. Average (76-80): Students are able to pronounce a pronunciation but not yet correct.

3. Good (81-100) : Students are able to pronounce a pronunciation correctly

D.   Vocabulary

1. Low (60-75)   : Students can not pronounce vocabulary

1. Average (76-80): Students are be able pronounce vocabulary but not yet correct

2. Good (81-100) : Students able pronounce vocabulary

Besides that, Predicate interval score could be seen on the table below:

Table 4.3 Predicate Interval Score

Predicate interval	Interval	Description
(91-100)	A	Very good
(81-90)	B	Good
(76-80)	C	Enough
(60-75)	D	Poor

Findings and discussion

Finding

Teaching methods were needed in the learning process, because one of the keys to success in the teaching and learning process was that students could understand the material, felt enjoy and happy. One of the teaching methods used in this research was oral drill method. The researcher began the research with classroom observation on Wednesday, 07th July 2021, and on Sunday, 11st july 2021. The researcher entered Mrs. Atiya's class to see the teaching process conducted by Mrs. Atiya and the implementation of the oral drill method in her classroom. The researcher saw from the beginning teacher entered in the class until finished the lesson.

The result of the first observation were as follow: The first meeting Mrs Atiya gave material „"expression of asking capability and expression of stating capability. At first the teacher entered the classroom in eighth grade excellent class of MTs Al- Amiriyyah then researchers followed the teacher into the room. The teacher told students that the researchers would conduct research in the eighth grade excellent class of MTs Al-Amiriyyah. Researcher sat on the back bench observed the classroom and took a note. The condition of the classroom is very clean with the facilitate such as white board, board marker, eraser also paper sheet owned by teacher.

Mrs. Atiya began with greets the students then prayed together with the students and attended students. After being absent the teacher gave stimulus to students in the form of learning motivation and oral material that had been passed opening teacher speaking English. There were some students who understood what was conveyed by the teacher, but there were

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also those who were only kept silent. In the opening section, the teacher performed the opening for 10 minutes. Next , the teacher started the lesson by writing the material on the whiteboard and explained each sub-chapter on the material. The material was taken from paper sheets on teachers and students. Sometimes teachers spoke English in teaching the materials, this was to invite students to understand the material and to listen English directly.

Then, the teacher asked the student to follow the expression material exemplified to the student and then they repeated what the teacher exemplified. After that, the teacher asked questions in general regarding the material that has been submitted. In this section, the teacher asked questions related to expression, and then the teacher asked the students to initiate an expression of capability with examples other than those mentioned on the whiteboard. For students who could answer the questions that have been asked by the teacher, would be given extra points or additional score. These grades aimed to add to the student's daily value. So for those who were active in the oral section surely the daily value was good. She wrote the students' name who could answer the correct questions and gave the student extra score, then discuss the questions on the worksheet together. The core activity was carried out for 30 minutes. Mrs. Atiya closed the lesson by praying together and saying "see you later" to the students. Closing activities by the teacher done in five minute.

The second observation was held on Sunday, 11th July 2020. The teacher entered in the class and researcher followed behind the teacher. The researcher sat behind the students and observed what the teacher did. The researcher Taken note during second observation. In this class observation researchers saw Mrs Atiya opened the class by greeting to the students and said "good morning students, „"how are you? " and all the students answered „'good morning Mrs, I"m fine. and you? ". Im fine to, thank you, Mrs Atiya replied. After that Mrs. Atiya attendance the students one by one, then, Mrs. Atiya repeated the past material by giving a Q & A session with the student. After 10 minutes Mrs Atiya began the learning by continuing the material "expression of capability". In this second meeting, Mrs. Atiya explained the material using listening media, so students listened to examples the expression of capability and then they imitated it together. Once completed, Mrs Atiya tested students' abilities by testing their mentality for confident speaking in front of class to practice the expression of capability version on themselves. Five Students who dare to come forward in

front of class with correct answers would get extra points, if their answers were incorrect then would be replaced with other students who had never come forward. After the core process in learning, Mrs. Atiya did the closing that is repeating the material and answered simultaneously with the student. Then gave homework to fill out the exercise in the worksheet. At the last, invited students to pray and leave the classroom. By saying "see you next time".

After the researcher made observations in Mrs. Atiya's teaching class, the researcher conducted direct interviews with Mrs. Atiya regarding the oral drill method. Mrs. Atiya implemented the oral drill method not only in the excellent class, but also in the regular class. She aaid that oral drill method was very effective to be applied in teaching and learning process, especially in learning foreign languages such as learning English. This method was used to make students remember the material that had been given so they didn't forget easily. Then this method also used to develop students' speaking skills because they must answer the questions in English. Beside that, it also could encourage the students to speak English.

Then, from the result of teacher's evaluation, it showed that from 23 students of eighth grade excellent class of MTs Al-Amiriyyah, all of them could pass KKM.

Discussion

Oral drill method was a teaching method that was carried out repeatedly by training students to master the lesson and be skilled in carrying out the given training tasks. The objective of this method was to make speaking English more effective and made the students confidents to speak English. The teacher used paper sheet for media to convey the materials. The teacher gave evaluation by providing a Q&A session to the students. For students who could answer questions from teachers, would get a point plus. For those who actively answer questions from teachers, the addition of daily values was even better. According to Brown (6:2003), Summative assessment aims to measure, or summarize, what a student has grasped, and typically occurs at the end of a course or unit of instruction. In this evaluation students were emphasized in practice speaking on the material that has been delivered, namely expression of capability. Teachers told students to practice expression of capability

to test students' confident levels. The classroom procedure divided into opening, explanation, practicing, evaluation and closing.

Based on the result of observation and the interview, the technique used in teaching speaking was discussion. Based on the investigation, the intention was to obtain in speak up and tried confidents speak English. Based on the interview, teacher gave games only when there was time left for learning, games were only used to refresh the brain. so that students did not feel bored during the learning process. It could be concluded that students more active in learning process, they were very enthusiasm when the teacher gave oral drill method, they felt challenged for got point plus from the teacher. Based on the result of observation, the researcher seen there was improvement of students in eighth grade excellent class of MTs Al-Amiriyyah. The students felt challenging when the teacher gave questions to students. And they felt jealous if their friends can answered the questions from the teacher and got point plus from the teacher. This was evidenced by the results of classroom observations that have been carried out by the researcher, which showed that with the addition of plus points from the teacher, students were more enthusiastic in getting points so that they try to get points from each other. This was also seen from the results of interviews with students, some of them said that using Q & A questions made them more challenged to speak English. They more effort to reminded the material that had been explained from the teacher.

Conclusion and suggestions
Conclusion
After the researcher conducted observations in the classroom, interviewed to students and teachers, and took documentation, the researcher concluded that the students of the eighth grade of excellent class at Mts Al-Amiriyyah had problems in learning, they said that teaching that only focused on the material made them bored and not enthusiastic in the learning process, this was confirmed by the opinion of Mrs. Atiya, an English teacher at the eighth grade of excellent class at Mts Al-Amiriyyah. Mrs. Atiya said that students who were only given the lecture method in teaching would make students not enthusiastic. Besides, Mrs. Atiya looked for methods that could make students enthusiastic in taking lessons. Therefore, Mrs. Atiya applied the oral drill method as a learning method to increase student enthusiasm in learning.

However, the oral drill method implemented by Mrs. Atiya was not only oral material but also sometimes with question and answers (Q & A) or giving games. Games were carried out when there was still time left, this used by the teacher to refresh the students' brains after the material was given. The implementation of the oral drill method had a positive influence on the student learning process. Students were very enthusiastic in responding to questions posed by the teacher, this could be seen from the results of the researcher's observations when entering the teaching class of Mrs. Atiya and the student's scores of Mrs. Atiya, it showed that from 23 students English excellent program of MTs Al-Amiriyyah, 100% students had achieved KKM. From these result shown that oral drill method was successful to improve speaking skill.

Suggestions

After the researcher conducted the research and analyzed the data. The researcher gave suggestion to teacher, students and next researcher.

1. For the teachers

    The results of this study were expected to be a feedback for a teacher in improving speaking ability which as a teacher understands the shortcomings in teaching methods. This research helped the teachers solve problems in learning methods. The implementation of the oral drill method was expected to be a source of teacher reference and teacher solutions in developing speaking skills.

2. For students

    The results of this study were expected to be used as a source of student motivation in the learning process. Through the oral drill method, students could increase their enthusiasm for learning and could improve their English skills, especially in developing speaking abilities.

3. Another researcher

The findings of this study could be used as reference for future researchers who want to conduct similar studies.

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