

Improving Students' Participation in Speaking by Using Drilling Technique

(A Classroom Action Research in the X Grade of SMK Ma'arif 1 Kebumen in the Academic Year 2019/2020)

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Abstrak

Tujuan dari penelitian ini adalah untuk menggambarkan bagaimana partisipasi berbicara siswa dalam proses pembelajaran dengan menggunakan drilling teknik dan untuk meningkatkan kemampuan berbicara siswa dalam proses pembelajaran melalui drilling teknik. Penelitian ini dilakukan dengan menggunakan Penelitian Tindakan Kelas (PTK). Populasi penelitian ini adalah kelas X MM A SMK Ma'arif 1 Kebumen pada tahun akademik 2019/2020 yang terdiri dari 36 siswa.

Penelitian ini dilakukan dalam dua siklus dimana setiap siklus terdiri dari perencanaan, tindakan, pengamatan, dan refleksi. Temuan penelitian menunjukkan dalam data kualitatif dan kuantitatif. Dalam data kualitatif menunjukkan bahwa sebelum adanya tindakan kelas, kontribusi siswa rendah, tetapi setelah adanya tindakan kelas sebagian besar dari mereka berkontribusi pada pelajaran. Mereka juga tidak mau dengan sukarela menjawab ketika guru mengajukan pertanyaan tetapi, setelah adanya tindakan kelas mereka menjadi aktif untuk menjawab pertanyaan dan berpartisipasi aktif dengan pelajaran. Dalam data kuantitatif menunjukkan bahwa rata-rata dari poin partisipasi mereka adalah 33, pada pre-test adalah 41,6, dari post-test 1 adalah 60,5 dan pada post-test 2 adalah 78,9. Selain itu, berdasarkan nilai berbicara, pada pre-test poin rata-rata skor berbicara mereka adalah 58,6, dari post-test 1 poin rata-rata skor berbicara mereka adalah 72,9 dan pada post-test 2 poin rata-rata dari skor berbicara mereka adalah 80,1.

Dari hasil data diatas, dapat disimpulkan bahwa drilling teknik dapat meningkatkan partisipasi siswa dalam berbicara di kelas X Multimedia A SMK Ma'arif 1 Kebumen. Oleh karena itu, direkomendasikan bahwa: (1) lebih baik bagi guru untuk menerapkan metode ini dalam pengajaran berbicara; dan (2) peneliti lain nantinya dapat melakukan penelitian dengan topik lain dan keterampilan bahasa Inggris yang berbeda.

Kata kunci: Partisipasi, Berbicara, Teknik Drilling

Abstract

The aims of this research were to describe how the students' participation in speaking learning process by using drilling technique and to improve the students' speaking ability in the speaking learning process through drilling technique. This research was conducted by using Classroom Action Research (CAR). The population of this research is the X grade of Multimedia (MM) A SMK Ma'arif 1 Kebumen in the academic year 2019/2020 which are consisted of 36 students.

This research was conducted in two cycles which each cycle consists of planning, acting, observing, and reflecting. The research finding showed in qualitative and

quantitative data. In qualitative data showed that before treatment, the contributions of the students were low, but after treatment most of them were contributed to the lesson. They also did not want to be voluntary when the teacher asked questions but, after treatment they became active to answer the questions and participated actively with the lesson. In quantitative data showed that the mean points of their participation point was **33**, in pre-test was **41,6**, from post-test 1 was **60,5** and in the post-test 2 was **78,9**. It can be concluded that from the data of observation, pre-test, post-test 1, and post-test 2 the points of students' participation were improved. Moreover, based on the table of speaking score, in pre-test the mean points of their speaking score was **58,6**, from post-test 1 the mean points of their speaking score was **72,9** and in the post-test 2 the mean points of their speaking score was **80,1**.

It can be concluded that drilling technique could improve the students' participation in speaking at the X grade of Multimedia A SMK Ma'arif 1 Kebumen. Therefore, it is recommended that: (1) it is better for teachers to apply this method in the teaching speaking; and (2) future researchers can conduct research in another topic discussion and different English language skill.

Keyword: Participation, Speaking, Drilling Technique

1. Introduction

There are many problems that happened in schools in Indonesia. Students' participation is one of the problems that should be passed by the teacher. According to Howard (2015: 5) students' participation is an important factor, when students verbally participate they maximize their engagement and their learning. In the observation with the students and the teacher, researcher found that the X grade students of SMK did not participate actively during teaching and learning process. The students were not interest to speak English. The students only listened teacher's explanation, wrote, and did an exercise or task. Some of the students liked to chat in Indonesian or Javanese during the English teaching and learning process.

They were not able to speak English in the right structure. Because the students had low speaking ability, they became unconfident to speak English. They were afraid to make mistakes when they spoke in English. It made them become shy to speak English in front of the class. The other students laughed to the student who was called by the teacher and gave wrong answer to the teacher's question. It made the students' participation during the speaking activities become low.

According to Howard in Berdine (2015: 7) other benefits to students resulting from participation in class are greater motivation and improve communication skills. Drilling is one of the kind activities; it will influence the students' interest and motivation to participate in the teaching and learning in the class. Drilling also can increase students' mastery of English vocabulary. It helps them understand English better.

According to the real situation above the researcher can bring these problems in his research under the title *"Improving Students' Participation in Speaking by Using Drilling Technique in the X Grade of SMK Ma'arif 1 Kebumen in the Academic Year of 2019/2020."*

2. Research Methodology

This research was classroom action research which was aimed to improve students' participation in speaking. It was conducted at the X Grade of MM A SMK Ma'arif 1 Kebumen

in the Academic Year 2019/2020 from March 6, 2020 – April 9, 2020. This research was conducted according to the schedule of English lesson.

According to Mills (2003: 5) classroom action research is any systematic inquiry conducted by the teacher, researcher, principals, school counselors, or other stakeholder in teaching learning environment to gather information about how their particular schools operate, how they teach, and how well their students learn.

The researcher asked the teacher as collaborator. The collaboration between the researcher and the teacher was done in every step of the research. They worked collaboratively in collecting information on the problems related to the teaching and learning process of speaking. After that, both the researcher and the teacher formulated some actions to overcome the arising and manageable problems, implemented the action and reflected the result of the action.

In this research, the researcher carried out the action research model developed by Kemmis and Taggart (1988: 11) this model consists of four main steps in each cycle of the research: (1) planning; (2) acting; (3) observing; and (4) reflecting.

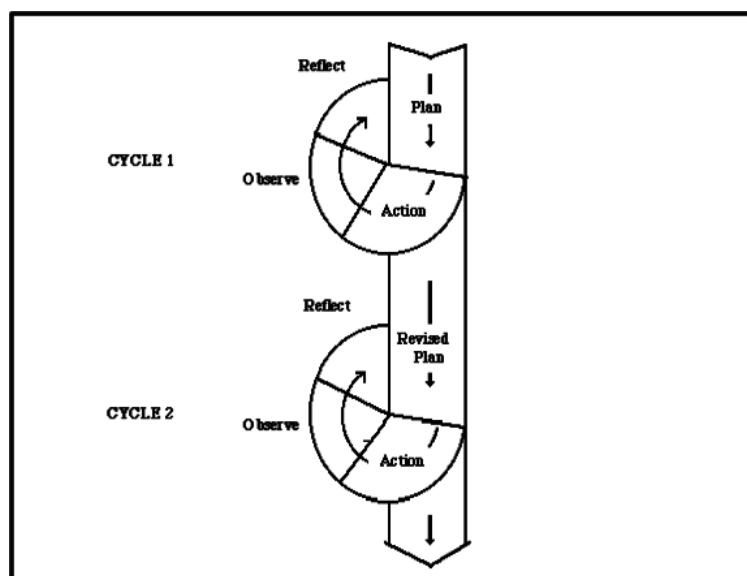


Figure 1. Action Research Model by Kemmis and Taggart

The data was analyzed by using qualitative and quantitative analyses. The qualitative data were obtained by interviewing the students and teacher, doing observation during the teaching-learning process and during the implementation of the action in the field. The data were in the forms of field notes and interview transcript. The quantitative data analyses were used to analyze data from the result of the teaching learning process. It was done to compare between the result of pre-test (before implementing) and the result of post-test (after implementing).

In order to gain the valid data, the researcher used some instruments. The following are the instruments use by the researcher to collect the data:

- a. Observation

In conducting the observation, the researcher uses field note and documentation. According to Hopkins (1993: 104) keeping field notes is a way of reporting observation, reflections and reactions to classroom problem.

b. Interview

According to Elliot (1991: 81) interview is a good way of finding out what the situation looks like from other points of view. Interview used to guide the researcher to the teacher and the students.

c. Test

According to Brown (2001: 3) test is a number measuring a person ability, knowledge, or performance in a given domain. There were two tests used in this research those were pre-test and post-test.

d. Documentation

The researcher uses a mobile phone to take the pictures of the teaching and learning process during the implementation of the actions.

The process of data, the researcher refers to the stages of the data analysis suggested by Burns (1999: 156) they are:

a. Assembling the data

In this step, the researcher assembled the data such as field notes, interview transcripts, documentations, and then scanned the data in a general way to show up broad patterns.

b. Coding the data

After scanning the data, developing categories and codes were used to identify the data more specifically.

c. Comparing the data

After the data had been coded, the researcher needed to see whether the patterns were repeated or developed across different data collection techniques.

d. Building interpretations

The fourth stage was the point where the researcher should deal with a great amount of creative thinking in describing, categorizing, coding and comparing the data to make sense their meaning.

e. Reporting the outcomes

The last stage of data analysis process was presenting an account of research for others. The researcher should ensure that the report covers the major processes of the research and support the findings and outcomes with examples from the data.

The procedures of research were performed by administrating two cycles. Each cycle contain four steps which were determining the reconnaissance, planning, implementing the action, observing, and reflecting the action. Those procedures were explained as follows:

Cycle I

a. Planning

Planning was arrangement for doing something. In planning the researcher prepared everything that needed in learning process.

b. Action

The third meeting, this research was held for doing treatment one. The researcher got participation score in the main activity when students did repetition drill and record about expressions of asking and giving direction.

c. Observation

The teacher and the researcher observed the implementation of the action by analyzing the result of the actions.

d. Reflection

In this stage, the researcher and the collaborator made evaluation of the implementation of the action. Reflections conducted to know the advantages and disadvantages of the implementation in teaching and learning process.

Cycle II

a. Planning

The planning stages on the second cycle based on the result of reflection of the activity cycle I.

b. Action

Activities undertaken in this phase was to implement lesson plans that had been planned and develop from the implementation of the first cycle.

c. Observation and evaluation

As in cycle I, observation and evaluation activities carried out to determine the changes in students' participation and speaking skill.

d. Reflection

At the end of the second cycle, the researcher showed the result to find weakness and excellence in learning.

3. Finding and Discussion

3.1 Finding

After doing the research, the researcher got research findings from observation during the teaching and learning process. The findings were also from interviews, pre-test, and post-test. Furthermore, the researcher also got findings from documentation to gather the visual information about the students' participation during the speaking learning process.

3.1.1 Observation

The observation was done on March 9, 2020. From observation, the English teacher got participation score in the main activity when they answered the questions from the teacher. After doing an observation, the researcher also did interview with the English teacher and students to know the problems that was done in teaching and learning process. From interview with English teacher, when the teacher explained in English most of them were quite. However, they made a noisy with their native language. They prefer to speak Javanese or Bahasa Indonesia. In the learning process, they did not pay attention to the lesson and did not want to come forward to answer the questions. The English motivation in the class was still less. They

wanted to answer the questions if the teacher gave a good score. It could be concluded that students' participation in speaking were still low.

The researcher also did interview with the students. Based on the interview with the students, they like English. However, they did not know many vocabularies. Therefore, they became shy and not confident to answer the teacher's question. They also did not know how to pronoun it and their friends would laugh on it. Furthermore, they only came to the class but the contributions were minimal. It could be concluded that the students' participation was still low.

3.1.1.1 Pre-test

The second meeting conducted on March 13, 2020 the researcher and the English teacher entered the class. From pre-test, the researcher got participation score in the main activity. The researcher also took score from the students who wanted to perform the dialogue. It means that student who wanted to perform the dialogue they contributed voluntary as like in the participation scale.

3.1.1.2 The Result of Cycle 1

a. Planning

The researcher prepared several instruments, they were as follows:

- 1) Lesson Plan
- 2) Material
- 3) Teaching Aid
- 4) Pre-test

b. Action

The third meeting, this research was held for doing treatment one. From treatment one, the researcher got participation score in the main activity when students did repetition drill and record about expressions of asking and giving direction.

c. Observation and Evaluation

The researcher observed the learning process by interviewing the collaborator to help him in monitoring the students' activity and attention during the action in the classroom. He also did an interview with the students about the teaching and learning process to know how far the situation and enthusiasm of the students during teaching and learning process. The purpose of this activity was to evaluate the teaching and learning process, collecting data and monitor the class.

d. Reflection

Based on the observation on the cycle 1, there were some reflections that should be given attention to maximize the ability of students' participation in speaking. The researcher found some weaknesses that happened during the teaching and learning process. They were still nervous and shy to speak and record the material, they did not want to practice voluntary.

Meanwhile, the researcher and the teacher felt satisfied enough because their efforts to improve students' participation in speaking skill had been improved little by little even not all the targets accomplished yet. From the reflecting phase above, there were more efforts to improve students' participation in speaking ability by using drilling technique. This effort was done in the next lesson plan of cycle two.

3.1.1.3 The Result of Cycle 2

a. Planning

After finding the fact that the students' participation in speaking was low which was proven by their post-test 1 scores, the researcher rearranges the lesson plan which was used in the previous cycle with some modifications.

b. Action

The fourth meeting On March 8, 2020, this research was held to determine the development of students' participation and speaking ability after the treatment. The researcher got participation score in the main activity. In the fifth meeting on March 9, 2020, this research was held for doing post-test two. From post-test, the researcher got participation score in the main activity when students collected their duty until the deadline. Students who sent it correctly, it means that they followed the instruction, contributed the lesson, and completed the assignment as like in the participation scale.

c. Observation and Evaluation

In cycle 2, the researcher also observed the learning process by interviewing the English teacher and students to know the implementation of the action. From interview, the students had significant improvement; they were understood the lesson, confident and their speaking skill also increase even though they still had lack of pronunciation. They were not shy and more confident to answer the questions. It was mean that as like in the criteria's in the participation scale by drilling technique the students' participation and speaking skill were improved, and the goal of the research already reached.

d. Reflection

Based on the data, there was significant improvement from students' participation and speaking skill. After achieving the goal, the researcher decided to stop the Classroom Action Research because it had already success.

The researcher also used quantitative data from students' participation points and the speaking score.

1. The Students' Participation Points

Table 1. The Result of Students' Participation Points from observation, pre-test, post-test 1, and post-test 2 at the X grade of Multimedia A SMK Ma'arif 1 Kebumen.

No.	Name	Points			
		1 st	2 nd	3 rd	4 th
1.	AS	30	30	50	70
2.	ARR	40	60	50	80
3.	AA	30	60	70	85
4.	AIM	40	60	50	70
5.	AK	30	30	50	80
6.	AKM	40	60	50	80
7.	AMJ	40	30	50	80
8.	ANH	30	60	70	80
9.	ARA	30	30	70	80
10.	DSR	30	30	50	70
11.	DRS	30	30	70	80
12.	FAP	40	60	50	80
13.	FF	40	60	70	85

14.	FE	30	30	70	80
15.	HA	30	30	70	80
16.	KPS	30	30	70	80
17.	KN	30	30	50	70
18.	MJ	30	30	50	70
19.	MAA	40	60	70	80
20.	MHA	30	60	70	80
21.	NDS	40	60	70	85
22.	NI	30	30	70	80
23.	PR	40	60	50	85
24.	RL	30	60	50	80
25.	RNF	30	60	70	80
26.	SLO	30	30	70	80
27.	SU	30	30	70	85
28.	SAS	30	30	70	80
29.	SB	30	30	50	70
30.	WHS	40	60	70	85
31.	WMJ	30	30	50	70
32.	WL	40	30	70	80
33.	YTR	30	30	50	70
34.	YA	30	30	50	70
35.	YA	30	30	70	80
36.	ZNFA	30	30	50	70
Total points=		1190	1500	2180	2815
The mean points =		33	41,6	60,5	78,9

From the table of students' participation points above, the researcher could know the students' participation points by using drilling technique. Students' participation points showed that in the observation the mean points of their participation was **33**, in pre-test the mean points of their participation was **41,6**, from post-test 1 the mean points of their participation was **60,5** and in the post-test 2 the mean points of their participation was **78,9**. It can be concluded that from the data of observation, pre-test, post-test 1, and post-test 2 the points of students' participation improved.

2. The Students' Speaking Score

Table 2. The Result Students' Speaking Score from pre-test, post-test 1, and post-test 2 at the X grade of Multimedia A SMK Ma'arif 1 Kebumen.

No.	Name	Score		
		Pre-test	Post-test 1	Post-test 2
1.	AS	48	70	78
2.	ARR	75	78	80
3.	AA	48	60	82
4.	AIM	75	72	78
5.	AK	78	82	86
6.	AKM	75	72	78
7.	AMJ	48	78	86
8.	ANH	75	75	78

9.	ARA	48	75	80
10.	DSR	48	60	74
11.	DRS	48	72	78
12.	FAP	75	78	80
13.	FF	78	82	84
14.	FE	48	60	78
15.	HA	48	70	80
16.	KPS	48	78	84
17.	KN	48	78	84
18.	MJ	48	60	78
19.	MAA	75	78	82
20.	MHA	75	78	80
21.	NDS	75	78	82
22.	NI	48	70	74
23.	PR	75	78	86
24.	RL	75	80	80
25.	RNF	75	78	82
26.	SLO	48	72	80
27.	SU	48	82	86
28.	SAS	48	72	80
29.	SB	48	70	74
30.	WHS	75	78	86
31.	WMJ	48	72	74
32.	WL	48	75	84
33.	YTR	48	72	80
34.	YA	48	60	74
35.	YAG	48	72	80
36.	ZNFA	48	60	74
Total =		2112	2625	2886
The mean score =		58,6	72,9	80,1

From the table of students' speaking scores above, the researcher could know the students' speaking score by using drilling technique. Students' speaking score showed that in pre-test the mean points of their speaking score was **58,6**, from post-test 1 the mean points of their speaking score was **72,9** and in the post-test 2 the mean points of their speaking score was **80,1**. It can be concluded that from the data of pre-test, post-test 1, and post-test 2 the points of students' speaking score improved.

3.2 Discussion

In this section the researcher tried to discuss the research findings. This research was conducted to find out the improving of the students' participation and speaking ability by using drilling technique. Drilling technique was one of the strategies that could be used by the teacher in teaching English to improve the students' participation in speaking. The research that had been done by the researcher showed that drilling technique was effective and could be used to improve students' participation and speaking ability.

The data could be seen from qualitative and quantitative data. Qualitative data showed that in the first meeting, most of them only came to the class and the contributions were minimal. In the second meeting, some of them wanted to be voluntary. In the third meeting,

most of them contributed to the class. However, others did not follow the instruction. Therefore, they did not complete the assignment. In the fourth meeting, students were participated class discussion, but in problematic way they were talk too much, made reasons, interrupted researcher, and did not complete the assignment. In the fifth meeting, students contributed well in the lesson, followed the instructions, and completed the assignment.

In quantitative data, it could be seen from the tables of students' participation points that showed from observation, the mean points of their participation was **33**, in pre-test the mean points of their participation was **41,6**, from post-test 1 the mean points of their participation was **60,5** and in the post-test 2 the mean points of their participation was **78,9**. It can be concluded that from the data of observation, pre-test, post-test 1, and post-test 2 the points of students' participation were improved. Moreover, based on the table of speaking score, in pre-test the mean points of their speaking score was **58,6**, from post-test 1 the mean points of their speaking score was **72,9** and in the post-test 2 the mean points of their speaking score was **80,1**. It could be concluded that the result of the research showed that the implementation of drilling technique could improve the students' participation and the speaking ability.

4. Conclusion

In this research was focused on "Improving Students' Participation in Speaking by Using Drilling Technique in the X Grade of MM A SMK Ma'arif 1 Kebumen in the academic year 2019/2020". The research was consisted of two cycles. Drilling technique was effective to improve students' participation and students' speaking ability. This could be seen from the improvement of students at each meeting for two cycles as followed:

In qualitative data showed that before treatment, the contributions of the students were minimal but, after treatment most of them were contributed to the lesson. They also did not want to be voluntary when the teacher asked questions but, after treatment they became active to answer the questions and participated actively with the lesson. It can be concluded that the students' participation and the speaking ability were improved.

In quantitative data, the mean points of their participation was 33, in pre-test was 41,6, from post-test 1 was 60,5 and in the post-test 2 was 78,9. It can be concluded that from the data of observation, pre-test, post-test 1, and post-test 2 the points of students' participation were improved. Moreover, based on the table of speaking score, in pre-test the mean points of their speaking score was 58,6, from post-test 1 the mean points of their speaking score was 72,9 and in the post-test 2 the mean points of their speaking score was 80,1. It could be concluded that the result of the research showed that the implementation of drilling technique could improve the students' participation and the speaking ability.

Based on the explanation above, it can be seen that main purpose of teaching and learning process by using drilling technique can be done successfully. It can be shown from teaching and learning process from observation, pre-test, post-test 1, and post-test 2. Day by day there were significant improvement from the students' participation and the speaking ability.

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