Enhancing Students' Speaking Skill Through Drill and Practice Method

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Abstract. *Speaking skills are more prioritized considering the function of English, namely for communication. This encourages the development of trends in English learning to include speaking in the sub-achievements of course learning in larger portions. in order to improve students' speaking skills, drill and practice method is needed to be applied as a variation of learning methods in the classroom. This research is aimed at determining what to extent drill and practice method can improve students' speaking skills. Subjects of the research were 36 students of Diploma III Computer Engineering Study Program. Data were collected using pre-tests and post-tests, observation and documentation. Data were analyzed quantitatively using test and qualitatively described. The findings showed that in the first cycle, 83.33% of students' speaking scores were above the KKM, then in the second cycle it increased to 97.22%. This also applies to the average student score which increased from 67.38 in cycle 1 to 73.72 in the second cycle.In conclusion, drill and practice method can enhance students' speaking skill.*

Keywords: drill and practice method, learning method, speaking, vocational students

1. INTRODUCTION

Speaking is one of the main competencies taught in English courses besides the other three competencies such as listening, reading and writing. These four competencies cannot be separated in English learning in general. However, speaking skills are more prioritized considering the function of English, namely for communication. This encourages the development of trends in English learning to include speaking in the sub-achievements and learning in larger portions.

According to (Hastensi, 2020) speaking skills are a person's ability to converse by uttering language sounds to convey messages in the form of ideas, thoughts, intentions or feelings to create interaction with others. In this skill, not only knowledge of pronunciation is needed but there are also other aspects that can be learned at the same time, including grammar, vocabulary, fluency and comprehension. These aspects can be integrated in speaking learning. Then speaking is also used as a competency that will be widely used in communication both during college and at work, although other skills are still needed.

Referring to the concept of vocation, the lecture process combines educational function and practice. In short, vocation prioritizes practice where 60% is practice and 40% is theory (Putra, 2024). Moreover, learning carried out at vocational campuses such as Polytechnic Harapan Bersama prioritizes practice over theory so that English learning also adapts this

concept. With this guideline, students are encouraged to be more active in improving their skills through practice. Therefore, English learning emphasizes more on practical learning that can be directly applied by students both in and outside classroom. However, in reality, the learning process has not been able to fully implement this concept, there are still obstacles and limitations so that students cannot do speaking practice optimally.

The causes or obstacles faced by students in improving their speaking skills arise from various factors. Based on the results of initial observations that have been carried out, it showed that students' speaking ability is low due to lack of vocabulary mastery, lack of self-confidence, less pronunciation practice, and inadequate grammar knowledge. The first obstacle that arises is low vocabulary mastery. This is shown when students often admit that they do not know meaning of words presented in the material or example sentences. Students also often guess the meaning of words without checking first through an English dictionary. Furthermore, students also often feel embarrassed when asked to practice dialogues even though they are only asked to read because the dialogues have been given. In addition to feeling embarrassed, students also sometimes feel afraid and stressed when asked to practice dialogues they made in front of the class. They argue that the dialogues they make are grammatically incorrect and are afraid of making mistakes in pronouncing the dialogues. This stems from a lack of pronunciation practice and a lack of grammar knowledge, even though teachers have often given recommendations to learn using authentic material from internet and reminded them to always check difficult words in the English dictionary.

Based on these problems, in order to improve students' speaking skills, an interesting method is needed to be applied as a variation of learning methods in the classroom. One of them is the drill and practice method. Some studies stated that this learning method can enhance students' speaking skill. Drill and practice method is a way of teaching where students carry out practice activities so that students have higher skills than what is learned (Prayogo, 2022). The application of drill and practice method in improving speaking by (Prayogo, 2022) showed that the use of drill and practice learning model can improve the quality of English learning. Then (Hastensi, 2020) stated in her research results that the implementation of drill and practice method can improve speaking skills in English subjects and improve students' vocabulary mastery so that students feel more motivated in participating in learning. Then, according to the results of the research conducted by (Uzer, Uzer, & Hidayad, 2024), the learning outcomes of speaking skills and learning activities of students using the drill method in learning English through multimedia devices for class 8 students increased. However, related to the previous research drill and practice method was only implemented to students of junior or senior high

school. There are few research which use the method to improve speaking skill for college students. That is why the researcher try to implement drill and practice method for vocational students.

To fill the gap explained earlier, it is important to apply drill and practice method in enhancing students' speaking skills. Thus, this research is aimed at determining what to extent drill and practice method can improve students' speaking skills.

2. LITERATURE REVIEW

Speaking Skill

In learning English, speaking skills are more functional than listening, reading and writing skills. This is because basically the function of language is as a means of communication, plus speaking skills can be applied in conversation practice when learning takes place. According to Tarigan in (Hastensi, 2020) speaking is the ability to pronounce articulation sounds or words to express, state and convey thoughts, ideas and feelings. In line with this understanding, speaking is the skill to pronounce a series of words so that what is in the mind can be clearly described and accepted by the listeners (Helmanda & Nisa, 2018). Furthermore, according to (Gustian, Korompot, & Fatmasari, 2022) speaking is a way to express what we feel which is then manifested in the form of a spoken language process between two or more people. From this explanation, it can be concluded that speaking skills are skills in conveying thoughts, ideas and feelings through spoken language so that they can be understood by the other person.

The process of teaching speaking skills must provide an opportunity for each individual to achieve their speaking goals. According to (Uzer, Uzer, & Hidayad, 2024) the objectives of speaking skills are providing information, influencing others and entertaining.

according to Brown & Abeywickrama (Rahmawati & Ertin, 2014), speaking skill has five types. The first type is imitative speaking which requires speakers to imitate a word, phrase or sentence. In this type, the main assessment aspect is pronunciation. The second type is intensive speaking. This type focuses on understanding meaning especially in speaking practice such as completing dialogues or sentences. Next, responsive speaking emphasizes conversation authenticity which is stimulated speakers to speak freely such as responding to short conversations or making requests. Interactive speaking is the fifth type. This type is different from responsive speaking because the content and complexity of the sentences are things to be stressed. The last one is extensive speaking. This type involves broad conversation topics and

can be done for discussion. Extensive speaking is the highest type of speaking because it requires strong mastery of language components.

To find out the results or learning process that has been given, an assessment or evaluation needs to be conducted. According to experts, there are several aspects that can be assessed in speaking skills. Brown in (Syahidah & Umasugi, 2021) mentions that speaking assessment has to cover pronunciation, grammar, vocabulary, fluency, comprehension and task. In addition, Hughes in (Syahidah & Umasugi, 2021) states that the components of speaking include accent, grammar, vocabulary, fluency, and comprehension. Moreover, Nurgiantoro in (Wahyono, 2017) speaking assessment tools consists of stress, grammar, vocabulary, fluency and comprehension. From those three theories, this research employs five aspects of assessment namely pronunciation, grammar, vocabulary, fluency and comprehension.

Drill and Practice Method

Drill and practice method comes from the words "drill" and "practice". The word "drill" comes from English which means repeated practice, either "trial and error" or through certain routine procedures. This method provides as many opportunities as possible for students to practice skills. Drill method is an activity of doing the same thing, repeatedly, seriously with the aim of strengthening an association or perfecting a skill so that it becomes permanent (Hastensi, 2020). The characteristic of this method is in the form of repeated repetition of the same thing. Thus, ready-to-use knowledge or skills are formed that can be directly utilized by the person concerned. The drill technique can also be interpreted as a teaching method where students carry out practice or drill activities. According to Roestiyah in (Prayogo, 2022), the word "drill" means that something is always repeated, while "practice" is carrying out movements in certain areas such as counting, writing, sports and so on. Another researcher (Uzer, Uzer, & Hidayad, 2024) added that using the drill method in English learning is very helpful, because it is done by providing repeated practice on the material given so that drill and practice method can be carried out continuously.

The implementation of drill and practice method requires several steps that must be carried out by the teacher or lecturer. Based on the theory put forward by Sudjana in (Hastensi, 2020) there are two stages, the following is an explanation:

1) Preparation Stage
   a. Formulating the objectives to be achieved by students
   b. Determining the skills clearly specifically and sequentially
   c. Determining the series that must be done to avoid mistakes

  d. Doing pre-drill activities before implementing this method fully

 2) Implementation Stage

  a. Opening Step: conveying the objectives to be achieved and the forms of training that will be carried out.

  b. Implementation Step: starting the training with simple things, creating a fun atmosphere, ensuring all students are involved, giving students opportunity to continue practicing.

  c. Ending Step: when the training is finished, providing motivation for students to do the training independently.

  d. Closing: carrying out improvements and evaluations on the results of student training and providing calming exercises.

3. METHODS

The design of this research is classroom action research (CAR). CAR can be defined as action research conducted with the aim of improving the quality of classroom learning practices (Jaya, 2017). (Kusnandar, 2010) explained that the main focus of CAR lies in students or the teaching and learning process that occurs in the classroom, while the main objective of CAR is to solve real problems that occur in the classroom and improve the real activities of teachers in their professional development activities. According to Lewin in (Kusnandar, 2010), procedure in CAR consists of four stages, namely planning, action, observation, and reflection in each cycle. The cycle can be repeated if indicators for improving speaking skills have not been met. Considering the research time, this research is conducted in two cycles.

According to (Gustian, Korompot, & Fatmasari, 2022), the benchmark or indicator for achieving CAR is if average value of student skills in the class reaches above minimum completion criteria (KKM) of 85% and increases student activity in the learning process, namely if the student activity score reaches at least 85%. This is also agreed by (Herlina, Yundayani, & Astuti, 2021) that the research is said to be successful if the researcher's target is 80% -100% of students who can improve their English skills. Therefore, in this research, the indicator of success is that 85% of students are able to achieve scores above the KKM, namely 60.

Sample in this research was 36 students of class 2B, second semester in Computer Engineering Study Program. Sample were chosen by using purposive sampling. Purposive sampling is a sampling determination technique with certain considerations (Sugiyono, 2014). The considerations are first, the class is taught directly by the researcher so the students are

well-known by the researcher. Second, the results of classroom action research will not be generalized. Moreover, data were collected by pre-tests and post-tests, observation, as well as documentation. Then data were analyzed quantitatively and qualitatively. Data triangulation was used to test credibility and validity of data by checking data that has been obtained from several sources (Herlina, Yundayani, & Astuti, 2021). Then research findings are presented descriptively. To assess students' speaking skills, scoring criteria was arranged by the following category.

Table 1. Speaking Scoring Rubric

No	Category	Range Scores
1	Very Good	81-100
2	Good	69-79,9
3	Fair	60-68,9
4	Poor	49 – 59,9
5	Very Poor	<49

4. RESULTS

The research was carried out for three months. There were two cycles conducted in this CAR which can meet the targeted improvement of students' speaking skills. The findings of the research are presented from pre-cycle, first cycle and third cycle.

Pre-Cycle

Before doing the research, initial observation was conducted to analyze students' situation, especially their speaking competence and learning process. In the initial observation, it was found that students had several obstacles in learning speaking, including lack of grammar knowledge, lack of fluency in speaking, low vocabulary mastery and lack of self-confidence. This happened because the previous course emphasized more on basic English so that students' speaking skills were still not honed and developed. To find out the extent of students' speaking skills, a pre-test was conducted by asking students to do role play. Students were asked to create a simple dialogue with classmates according to the given theme, namely greeting.

The pre-test results showed that the average score of students in speaking ability was categorized as low because it was still below the KKM, which was 58.33. The percentage of students' scores based on category can be seen in Table 2.

Table 2. Percentage of Students' Speaking Pre-test Scores Based on Scoring Category

No	Category	Range Scores	Frequency	Percentage
1	Very Good	81-100	1	2.78%
2	Good	69-79,9	1	2.78%
3	Fair	60-68,9	15	41.67%
4	Poor	49 – 59,9	16	44.44%
5	Very Poor	<49	3	8.33%
Total			36	100%

Source: Data Analyzed, 2024

It can be seen in Table 2 that the students that get the category "Very Good" and "Good" are 2.78%, the category "Fair" is 41.67%, while the value with the category "Poor" is 44.44%. Based on the results, special treatment is needed to improve students' speaking skills by using drill and practice method.

First Cycle

The first cycle was conducted in three meetings. Drill and practice method was applied to improve students' speaking skills. In addition, this method was also used to improve students' pronunciation, fluency and self-confidence. The activities in the first cycle began by explaining the material about self-introduction. The material was given by integrating pronunciation, grammar and speaking skills. Students were given some vocabulary and sentences that needed to be pronounced in introducing themselves. Then students were also asked to pronounce difficult vocabulary repeatedly. The drilling and practice process was carried out in three stages, the first stage was practicing pronunciation together for all students, the second was practicing alternately per row of students' seats, and the last was practicing individually at random. Students who were not yet fluent in pronouncing vocabulary and sentences were asked to practice again. The activity was carried out continuously for two meetings with the same lesson. Furthermore, in the third meeting, students were asked to introduce themselves in front of the class in turns. They were asked to convey what they had practiced in the previous two meetings. In this activity, the first cycle post-test was carried out. The results of the first cycle post-test can be seen in Table 3.

Table 3. The Average Scores of Students' Speaking Skills Between Pre-test and Post-test 1

No	Description	Pre-Test Score	Post-Test 1 Score
1	Average Score	58.33	67.38
2	Highest Score	80	84
3	Lowest Score	48	56

Source: Data Analyzed, 2024

It can be seen in Table 3 that the average value in the initial pre-test was 58.33 and the average value in the first cycle post-test 1 increased to 67.38. This means that there was an

increase in the average value obtained in cycle 1. In other words, the application of the drill and practice method successfully helped students to improve their speaking scores.

Table 4. The Percentage of Students' Speaking Post-test 1 Scores Based on Scoring Category

No	Category	Range Scores	Frequency	Percentage
1	Very Good	81-100	4	11.11%
2	Good	69-79,9	8	22.22%
3	Fair	60-68,9	18	50%
4	Poor	49 – 59,9	6	16.67%
5	Very Poor	<49	0	0%
	Total		36	100%

Source: Data Analyzed, 2024

Although the average score in post-test 1 has increased, the indicator of success in this research has not been achieved, namely 85% of students are able to achieve scores above the KKM. It can be seen in Table 4 that the score with the category "Very Good" was obtained 11.11%, then the score with the category "Good" was obtained as much as 22.22%, while the score with the category "Fair" was obtained 50%. Meanwhile, "Poor" category was 16.67%. With these percentage results, the value of students' speaking ability that has improved but it did not reach the target goal yet. Hence, the cycle is repeated to achieve the goal of the research.

Second Cycle

After conducting a reflection of the first cycle, to achieve the goal in this research, second cycle was conducted. Second cycle aims to improve students' speaking skills so that they can achieve the expected target value. The application has a slight difference with the treatment in second cycle. Activities in the second cycle are modified during drill and practice, namely students are asked to drill together with friends or in pairs. Students in pairs can check to correct pronunciation each other.

The second cycle was carried out in three meetings, then in the third meeting a second post-test was conducted. The material given in the second cycle was increased to introducing someone to others. In the first meeting in second cycle, students were taught how to ask questions about self-identity and how to answer them. In the classroom, students were divided into four groups based on seating rows. Then students practiced saying questions about self-identity in sequence based on seating rows in rows 1 and 2, followed by rows 3 and 4. After that, students practiced answering self-identity questions starting from rows 4, 3, 2 and 1. After all students had a turn to practice, students were then asked to ask and answer each other per row, row 1 asked, row 2 answered and so on. When the practice was deemed sufficient, students were divided into a number of small groups by counting. In pairs, students did drilling again by doing roleplay dialogues. In the third meeting, students in pairs and took turns

practicing roleplay in front of the class. This activity was also to obtain the results of the second post-test. The results of the second post-test can be seen in the following table.

Table 5. The Average Scores of Students' Speaking Skills Between Post-Test 1 and Post-Test 2

No	Description	Post-Test 1 Score	Post-Test 2 Score
1	Average Score	67.38	73.72
2	Highest Score	84	89
3	Lowest Score	56	55

Source: Data Analyzed, 2024

In the second cycle, students' speaking ability increased compared to the first cycle. This is evidenced by the results of speaking scores in post-test 2 which showed an increase in the average score of 73.72. Based on the table above, it can be seen that the highest score obtained by students increased by 5 points, but the lowest score actually decreased by 1 point.

The percentage of students' speaking scores according to category can be seen in the following table.

Table 6. The Percentage of Students' Speaking Post-Test 2 Scores Based on Scoring Category

No	Category	Range Scores	Frequency	Percentage
1	Very Good	81-100	12	33.33%
2	Good	69-79,9	13	36.11%
3	Fair	60-68,9	10	27.78%
4	Poor	49 – 59,9	1	2.78%
5	Very Poor	<49	0	0%
Total			36	100%

Source: Data Analyzed, 2024

It can be seen from Table 6 that the students' speaking scores have improved, namely in "Very Good" category increased to 33.33%, "Good" category became 36.11%. While "Fair" categories decreased to 27.78% and "Poor" category also decreased to 2.78%. The score on post-test 2 has finally achieved the goal of the research.

5. DISCUSSION

In the initial observation, it was found that students' speaking ability was categorized as poor. Based on these results, this shows the low speaking ability of students so that additional special treatment is needed to improve this ability, namely implementing the drill and practice method. Based on the initial pre-test, this method is expected to improve speaking ability which consists of five aspects such as pronunciation, grammar, fluency, vocabulary and

comprehension (Gustian, Korompot, & Fatmasari, 2022). In addition, this method is also expected to increase students' confidence in practicing speaking.

Table 7. The Comparison of Students' Speaking Scores Among Pre-Test, Post-Test 1 and Post-Test 2

No	Description	Pre-Test	Post-Test 1	Post-Test 2
1	The average of students' speaking scores	58.33	67.38	73.72
2	Frequency of students' speaking scores above KKM	17	30	35
3	Students' speaking scores above KKM	47.23%	83.33%	97.22%

Source: Data Analyzed, 2024

Table 7 states that in the initial pre-test, 47.23% of students' scores were above the KKM and the rest were still below the KKM threshold. This means that there are still many students who do not master speaking skills. There are several factors that influence students' lack of speaking skills. Based on observations, students master little vocabulary, lack pronunciation practice and low levels of grammar knowledge. Ultimately, this causes them to lack fluency when speaking English. Next, it was found that students only learned in theory without being accompanied by direct practice. They assume that practicing only applies to students who have mastered speaking. In fact, practice actually helps students to improve their speaking skills more easily. (Shafira & Santoso, 2021) added that students in Indonesia do not get used to practicing so they have difficulty speaking English well and correctly. Finally, there is a lack of self-confidence caused by high levels of anxiety and stress if students are asked to practice speaking. Anxiety is one of the reasons why students have poor English speaking skills (Marsevani & Habeebanisya, 2022).

The results of post-test 1 in the first cycle showed an increase of 36.1% from the initial pre-test. When compared to the average score in the initial pre-test, the average score in post-test 1 increased by 9.04 points. Based on the speaking score, 83.33% or 30 students were able to get a score above the KKM. The improvement that was formed was very good progress after the drill and practice learning method was applied. The results of the observation showed that during the learning process, students felt more motivated to practice speaking because they were given drilling first. It can be seen from several students who were enthusiastic in participating in the practice sessions that were carried out and even practiced independently after the practice session was over. This is in line with the results of the study (Prayogo, 2022)

which stated that students participated in learning enthusiastically when the drill and practice method was applied. The results also showed that it could increase students' average scores.

Furthermore, in the second cycle, a better increase was obtained, namely 97.22% or 35 students were able to exceed the specified score limit. Likewise, the average value obtained increased by 6.35 points. The treatment used in the second cycle was added with work in pairs. The results of the observation showed that the work in pair activities carried out by students were able to reduce anxiety and stress in speaking practice. This happens because students can help each other if they have difficulty pronouncing words or sentences. Therefore, they can correct each other and can increase their self-confidence by encouraging each other. (Marsevani & Habeebanisya, 2022) stated that work in pairs can increase students' self-confidence, especially when making conversations. Students feel more enthusiastic and happy so that a more lively classroom atmosphere is created.

6. CONCLUSION

Based on the research findings, it can be concluded that drill and practice method can be one of the learning methods applied to improve students' speaking skills. The results of the first and second cycles indicate a good increase, as evidenced by the achievement of students' speaking score targets. In the first cycle, 83.33% of students' speaking scores were above the KKM, then in the second cycle it increased to 97.22%. This also applies to the average student score which increased from 67.38 in cycle 1 to 73.72 in the second cycle.

LIMITATION

To avoid confusion and to remain focused on the problem, this research is limited to 1) the object of this research was one of the classes in semester 2 of Computer Engineering Study Program in Polytechnic Harapan Bersama, 2) the respondents of the research were 36 students in class 2B, 3) this research focuses on the use of drill and practice method to improve the speaking skills of students in class 2B in classroom action research design, and 4) the findings of this research is not generalized because of research design.

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