THE QUESTION AND ANSWER DRILLING TECHNIQUE TO EVOLVE STUDENTS’ TALKS AT TENTH GRADE IN SMAN 1 BOLO

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| **Abstract**: This research focused on investigating the question and answer drilling technique to evolve students’ talks. This research was carry out at tenth grade students of SMAN 1 BOLO. This research used an experimental design which consisted of two classes, control and experimental class. These two classes were selected by using purposive sampling method. Each class consisted of thirty-three students, sixty-six in total. The researcher conducted pre-test and post-test to collect the data. After doing the treatment in experimental class, the students’ score were calculated. The result achieved from the t-test calculated that t0 was 4.551. Furthermore, the the t-table (tt) at significance of 5% was 1.997 and tt at significance of 1% was 2.654. The result showed that t-test was higher than t-table ( t0> tt ). It could be seen at significance level 5% t0> tt which was 4.551 > 1.997 and at significance 1% t0> tt  which was 4.551 > 2.654. Therefore, the null hypothesis (H0) was rejected while the alternative hypothesis (Ha) was accepted .The study reveals that there was a significant effect of the question and answer drilling technique to evolve students’ talks.  **Keywords**: drilling technique, students’ talks |

# INTRODUCTION

People use drilling to communicate in written and spoken words. Drilling is training with procedure of repeated and significant activities in English technique teaching. The application of learning with the drilling technique is to provide practice question to students, then students present them in front of the class, this is done repeatedly, until most and even all students understand the material has been discussed. According to Tice (2004), drilling is still a useful technique when used correctly. Because it can provide students with intensive practice in order to improve their ability to practice what they have learned. This technique allows students to practice saying a new word, phrase, or structure in a safe environment (Robertson and Acklam, 2000:19).

Drilling technique means the process how the teacher teach the students to practice a new language in a foreign language. In drilling technique the students has an opportunity to listen and repeat the sounds or the sentence pattern of language that what they learn.

However drilling also encourages students to be more active and confident in front of the class. This technique can be used not only give students the opportunity to speak in class and practice their speaking skills, but also to improve their comprehension of the text. Therefore, the present research not only focused to increase speaking skill and to solve problem of how to pronounce well, but also the question and answer drilling technique the students get more opportunities to speak, the students asked and answered the questions actively and the students confidence to speak because they could sharing their ideas and argumentation with their friends.

# RESEARCH METHODS

This research was an experimental design. Sugiyono (2016: 107) explains that the experimental research method is a research method used to look for the effect of certain treatments on the others under the controlled conditions. In addition, Arikunto (2000: 272) defined experimental research as research that is intended to determine whether there is a result of treatment on the subject under investigation; comparing one or more experimental groups who were given treatment with a comparison group who were not given treatment.

The sample of this research were two classes at 10th grade in the academic year 2021/2022. The X science 2, with thirty-three students, as the experimental class and the X science 1, with thirty-three students as the control class.The total number of students involved in this research were sixty-six students.

The control class didn’t receive the treatment and the experimental class received the treatment that was the question and answer drilling technique. The reserach used pre-test and post-test in the data collection. Several steps used to collected the data, the first one was pre-test was given to the sample before conducted the treatment. The next step was the treatment held once a week for three weeks. And then, the next step was the post-test that given after the treatment determine what students have learned. The last step was observation to evaluate how the question and answer drilling technique increase the students’ talks. The researcher observed the teaching and learning process while the treatment of question and answer drilling technique was given to the students. The observation was guided by an observation checklist. In this study, the researcher will use the oral English rating sheet that repurposed by Haris (2004: 81) that consist pronunciation, grammar, vocabulary, fluency, and comprehension.

Data Analysis

The data were analyzed through some stages: score calculation and conclusion.

1. Score calculation

The study used SPSS in calculating the score. The first step was the mean score of both group. Then the researcher did some tests to count the data. There were test of normality, test of homogeneity, independent sample t-test and data observation.

1. Conclusion

The hypothesis is formulated as follows:

Ha : There is significant effect of the question and answer drilling technique to evolve students’ talks

H0 : There is no significant effect of the question and answer drilling technique to evolve students’ talks

After calculating the scores, conclusion was drawn by referring to the following:

1. If the t-value is higher than t-table, it means H0 is rejected and Ha is accepted
2. If the t-value is lower than t-table, it means H0 is accepted and Ha is rejected

# FINDINGS AND DISCUSSION

**Findings**

1. Mean score of Experimental and Control class

Table 1 and 2 below show the minimum, maximum and the means score of both experimental and control class.

Table 1. Mean score of experimental class

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | N | Minimum | Maximum | Mean | Std. Deviation |
| Pre-test of Experimental | 33 | 52 | 76 | 63.03 | 8.064 |
| Post-test of Experimental | 33 | 64 | 92 | 78.79 | 7.175 |

Table 2. Mean score of control class

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | N | Minimum | Maximum | Mean | Std. Deviation |
| Pre-test of Control | 33 | 56 | 80 | 66.18 | 7.489 |
| Post-test of Control | 33 | 60 | 80 | 70.79 | 7.105 |

The minimum score of pre-test for the experimental class was 52, the maximum was 76 and the mean score was 63.03. Whereas, the minimum score of post-test was 64, the maximum was 92 and the mean score was 78.79. The data indicate that there was a significant difference in the mean score of pre-test and post-test for experimental class; there was an increase from 63.03 to 78.79.The students of X science 2 as the experimental class consisted 33 students. In contrast, the minimum, maximum and the mean scores of control class indicate no increase. The minimum score of pre-test was 56, the maximum was 80 and the mean score was 66.18. While, the minimum score of post-test was 60, the maximum was 80 and the mean score was 70.79 and the students of X science 1 as the control class consisted 33 students.

1. The normality test

The normality test of the experimental class of pre-test and post-test score was gained from Kolmogorov-Smirnov test using IBM statistics SPSS v.16. The result which was gotten as follow:

Table 3. The result of normality test of the experimental class

|  |  |  |  |
| --- | --- | --- | --- |
| **One-Sample Kolmogorov-Smirnov Test** | | | |
|  | | PRE TEST | POST TEST |
| N | | 33 | 33 |
| Normal Parametersa,b | Mean | 63.03 | 78.79 |
| Std. Deviation | 8.064 | 7.175 |
| Most Extreme Differences | Absolute | .162 | .166 |
| Positive | .162 | .166 |
| Negative | -.125 | -.106 |
| Test Statistic | | .162 | .166 |
| Asymp. Sig. (2-tailed) | | .028c | .021c |
| a. Test distribution is Normal. | | | |
| b. Calculated from data. | | | |
| c. Lilliefors Significance Correction. | | | |

The normality test above showed that the significance level or the probability value (p) of the pre-test of experimental class was 0.28 and post-test was 0.21. It means that probability value (p) of both pre-test and post-test the experimental class was higher than (>) the degree of significance 5% (α=0.05), it could be concluded that the data of the pre-test and post-test of the experimental class was normally distributed.

Table 4. The result of normality test of the control class

|  |  |  |  |
| --- | --- | --- | --- |
| **One-Sample Kolmogorov-Smirnov Test** | | | |
|  | | pre test of control | post test of control |
| N | | 33 | 33 |
| Normal Parametersa,b | Mean | 66.18 | 70.79 |
| Std. Deviation | 7.489 | 7.105 |
| Most Extreme Differences | Absolute | .160 | .145 |
| Positive | .160 | .117 |
| Negative | -.147 | -.145 |
| Test Statistic | | .160 | .145 |
| Asymp. Sig. (2-tailed) | | .031c | .076c |
| a. Test distribution is Normal. | | | |
| b. Calculated from data. | | | |
| c. Lilliefors Significance Correction. | | | |

The kolmogorov-smirnov test of the control class showed that significance pre-test of the control class was 0.31 and post-test of the control class was 0.76. It means that probability value (p) both of pre-test and post-test of the control class was higher than (>) the degree of significance 5% (α=0.05), it could be concluded that the data of the control class was normally distributed.

1. The Homogeneity Test

After finishing the normality test, the homogeneity test was also required as prerequisite analysis test to calculate homogeneity test, the researcher used Levene Statistic Test from IBM statistic SPSS 20 software. The following is the result which was obtained from this calculation.

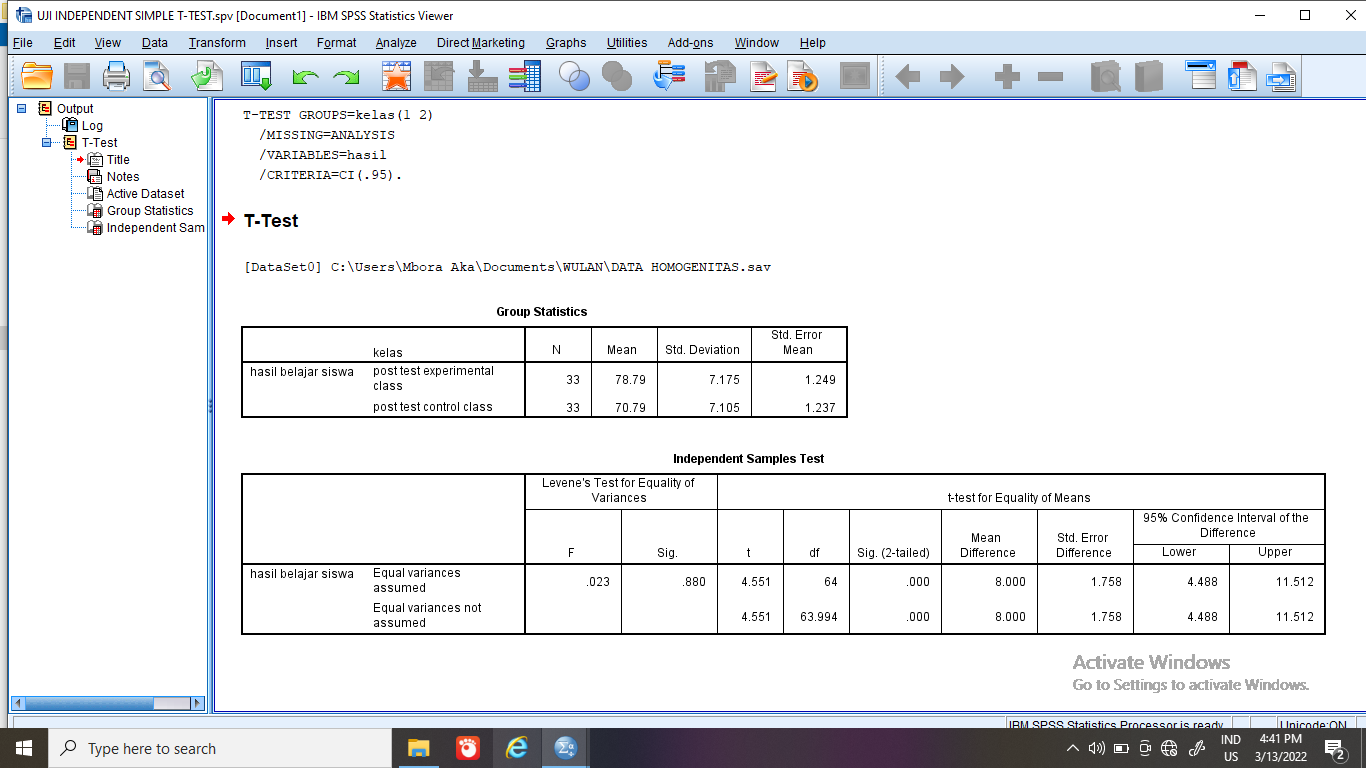
Table 5. The result of homogeneity test of post test of the experimental and control class

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Test of Homogeneity of Variance** | | | | | |
|  | | Levene Statistic | df1 | df2 | Sig. |
| hasil belajar siswa | Based on Mean | .023 | 1 | 64 | .880 |
| Based on Median | .011 | 1 | 64 | .916 |
| Based on Median and with adjusted df | .011 | 1 | 61.363 | .916 |
| Based on trimmed mean | .020 | 1 | 64 | .887 |

Based on the table, showed that significant (Sig.) of mean was 0.880. It was higher than alpha level of 0,05 (0.880 > 0.05). It concluded that the variances of post-test in the experimental and control class was homogeneous.

1. The results of T-test and T-table

Table 6. Independent simple T-test Analysis



The t-table (tt) at significant level 5% and 1% with degree of freedom (df) was calculated as follow:

df = (N1+N2)-2

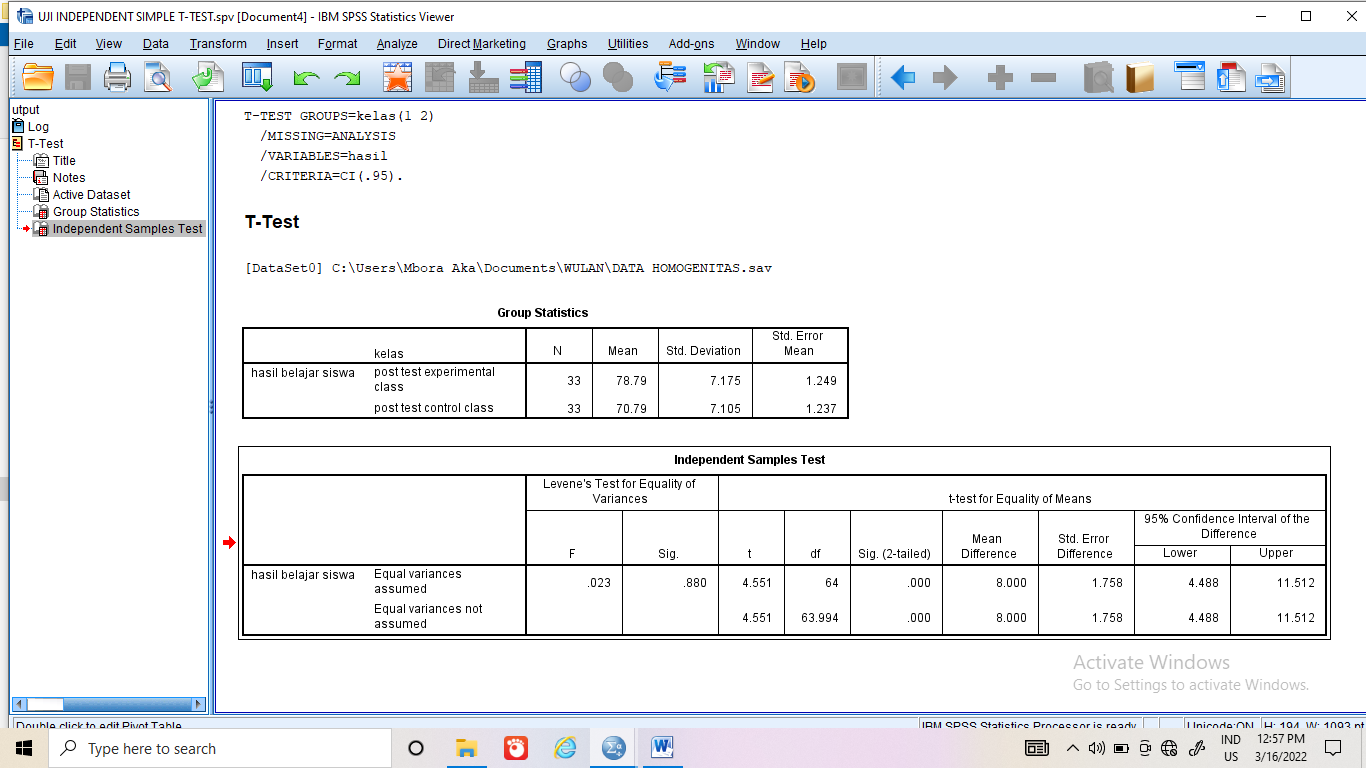
= (33+33) – 2

= 64

Based on the result above, it can be concluded that the t-table (tt) at significance 5% was 1.997 and at significance 1% was 2.654. The result gained from the t-test calculation was 4.551. Furthermore, the tt at significance of 5% was 1.997 and tt at significance 1% was 2.654. The result obtained that to > tt. It can be seen at significance 5% to > tt which was 4.551 > 1.997 and at significance 1% to > tt which was 4.551 > 2.654.

Based on the result above, it can be concluded that the alternative hypothesis (Ha) was accepted and H0 was rejected. It means that there was significant effect of the question and answer drilling technique to evolve students’ talks.

Table.7 Independent Sample Test



From the table.7 obtained a significant value (2-talled) was 0.000 < 0.005, it was concluded that there was a differences between the average student learning between using the question and answer drilling technique and without using the question and answer drilling technique.

1. The Data Observation

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| NO. | Statements | Yes | No | Comment |
| 1 | The students were prepared to listen to the learning experience. |  |  | When the teacher arrived, the students remain silent in their seats. |
| 2 | The students respond to the teacher’s greeting |  |  | The teacher said “Hello students, good morning” then the students respond “Good morning Miss”. |
| 3 | The entire class was focused on the teacher. |  |  | The teacher clarify the material, then the students pay close attention. |
| 4 | The students follow the teacher’s guidance. |  |  | The teacher instructed them to engage in a dialogue about question and answer drilling, after that they did it. |
| 5 | The students participated in the learning activities. |  |  | The students raise their hands in response to the question. |
| 6 | The students more active giving and sharing their argumentation |  |  | The students active sharing their argumentation with their friends. |
| 7 | The students more active giving or sharing their ideas |  |  | The students active sharing their ideas with their friends. |
| 8 | The students were able to communicate effectively. |  |  | When the students perform in front of the class, they have shown their confidence. |
| 9 | The students were capable to answered the teacher’s question in English. |  |  | For example:  T: “Have you finished making the dialogue?”  S: “Not yet, Miss” |
| 10 | Question and answer drilling made the students active in the learning activity |  |  | The students practice by performing the dialogue in front of the class |

Observation checklist’s result after giving the treatment (the question and answer drilling technique), the students were prepared to listen to the learning experience. It was proven from when the teacher arrived, the students remain silent in their seats. Besides, the students acknowledge the teacher's greeting, when the teacher said, "Hello students, good morning," and the students respond, "Good morning Miss”. After that the entire class is focused on the teacher, the teacher clarify the material,then the students pay close attention. Moreover , the students attend to the teacher's guidance for example the teacher instructed them to engage in a dialogue about question and answer drilling, after that they did.

In addition, the students participated in the learning activities,the students raise their hands in response to the question. The students more active giving and sharing their argumentation. The students more active giving or sharing their ideas. The students were able to communicate effectively.When the students come on stage in front of the class, they have shown their confidence.

Based on the observation data, the question and answer drilling made the students be active in learning activity. Because the question and answer drilling made most of the students practice by acting out the conversation in front of the class

**Discussion**

The quantitative data indicate that the question and answer drilling technique was effective to be applied in teaching speaking. Drilling technique gives students the opportunity to practice saying a new word, phrase or structure in highly controlled environment (Robertson and Acklam,2000: 19).

The pre-test result above showed that both of the experimental class and the control class got relatively low scores. This showed that the students’ talks were still low. However, after the treatment was applied to the experimental class the students’ talks evolved. The show data the students of experimental class who were taught using the question and answer drilling technique better than those who were not taught using drilling technique. It is evidence by the result of the post test the mean score of the experimental who were taught using the question answer drilling technique was 78.79 . It was higher than the mean score of the control class who were not taught using the question and answer drilling technique was 70.79.

In this research, the treatment of drilling technique was given to X science 2 as the experimental class. During the treatment, the students worked together in pairs and group to make a dialogue about question and answer drilling, then the students active sharing their ideas and argumentation with their friends and the students practice by performing the dialogue in front of the class.

The students in the control class did not get the treatment of the question and answer drilling technique, the result of the students’ post-test scores was not significantly evolved. The students were not exposed to the used the question and answer drilling technique in their English lesson especially in learning speaking English. The students in the control class got lower scores in the post-test.

This findings contribute to the study of the question and answer drilling technique to evolve students’ talks indicates that the students can express their argumentation and ideas when they made a dialogue and they confident when they talk with express their opinion and feeling using English with good pronunciation. The question and answer drilling technique was good because of the situation gave chance the students for speaking English and learn how to add new structure, while other studies Mila (2014) and Kusuma (2011) just described someone or something orally and helped the students in practicing in speaking English.In addition, the study conducted by Rahma (2017) was similar to this study in which she also examined the advantages of the drilling technique. However she was focused to increase speaking skill and to solve problem of how to pronounce well. Comparing to this study, it conducted to examine the effect of the question and answer drilling technique in students’ talks evolved especially pronunciation, grammar, vocabulary, fluency, and comprehension.

Based on the observation, the question and answer drilling technique has influence to students’ talks. There were some reasons why students’ talks was significantly better than before using the question and answer drilling technique. It may due to in the question and answer drilling technique the students get more opportunities to speak, the students asked and answered the questions actively and the students confidence to speak because they could sharing their ideas and argumentation with their friends. In addition, Larsen-Freeman ( 2000: 37) states that “A drill gives students an opportunity to say the lines individually. The teacher listen and can tell which students are struggling and will need more practice. Drill also lets students use the expression in communication with someone else, even though the communication is very limited”.

The question and answer drilling technique could created the funny atmosphere in speaking class that made the students more confident when they talk. Handayani (2011: 52) explain that there are at least advantages of drill technique in the teaching of speaking; those are drill technique makes the teacher easier in checking and correcting the students speaking aspect and drill technique make students practice speaking English effectively. The students could understand easily how to use the question and answer drilling technique after that technique was explained by the researcher as the teacher.

As a whole, the teaching and learning activities ran well. The students actively participated and cooperated during the treatment. The alternative hypothesis (Ha) was accepted and the null hypothesis (H0) was rejected (4.551 > 1.997 for sig. 5% and 4.551 > 2.654 for sig. 1%). It means there was significant effect of using the question and answer drilling technique to evolve students’ talks.

The data showed that the significant value (2-talled) is 0.000 < 0.005 indicating that the question and answer drilling technique has some effect in evolving students’ talks. This findings contribute to the study of question and answer drilling technique in evolving students’ talks indicates that the students can express their ideas and argumentation when they made a dialogue, they was confident when they talk in front of the class. This findings support Dani Hermanto’s findings (2016) which stated that drilling technique was effective in developing students’ speaking fluency. The students also perceived that the question and answer drilling technique can attract the students to speak because the situation gave chance to speaking English and learn how to add new structure.

# CONCLUSION

The research findings indicate that the question and answer drilling technique has significant effect on students’ talks. The null hypothesis (Ho ) which states that “there is no significant effect of the question and answer drilling technique” was rejected. The research suggest that the question and answer drilling technique, with a fun class makes the students feel comfortable and enjoy during learning speaking.

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