

# THE USE OF DRILLING METHOD IN INCREASING STUDENT'S GRAMMAR MASTERY AT VIII GRADE OF SMP WIDIATMIKA

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## ABSTRACT

This research aimed to increase students' grammar mastery by using drilling method in online learning at VIII.1 Grade of SMP Widiatmika in academic year 2020/2021. The subject of this research was students at VIII.1 grade of SMP Widiatmika that consisted of twenty-five students. This research was classroom action research which was conducted in two cycles based on Kemmis and McTaggart model. The data of this research were obtained by using the result of pre-test and post-test, and also item of questionnaire. The result of this research showed that there were increase in students' grammar mastery after implementing the drilling method. Thus, the students also found that drilling method in this research was useful and effective to increase students' grammar mastery.

**Keywords:** drilling method, grammar

## INTRODUCTION

Learning a language is not only learning about its vocabulary, but also learning how to mastery grammar. Grammar is one aspect in English which shows a system of rules that forms words to be sentences (Brown in Hidayati, 2010). It means that mastering grammar can indicate a student has a good English because grammar can help student to create a good and meaningful sentence, both in written and spoken English.

There are a lot of activities that can be done to increase students' grammar mastery such as by listening songs or watching English movie. However, not

all students can follow those activities to learn grammar. Most of them often find difficulty in learning grammar, especially in online learning. Based on the observation conducted at VIII.1 grade of SMP Widiatmika, there are some problems that have been found in learning grammar. The process of learning process which is not interesting and the integration of the learning material which makes the teaching process is not focused on grammar are some examples of those problems. Moreover, as the impact of Covid-19, the process of learning now should be conducted by doing online learning which also decrease the

students' motivation in learning, and of course it affects students' achievement.

In order to make the learning process becomes more attractive and innovative, a lot of innovation need to be done. One alternative that can be use is by implementing attractive online learning by using drilling method combined with *liveworksheets*, an interactive students' exercises that can be done by students online. Drilling method is a learning method which is done by practicing continuously in order to increase student's ability (Sriyono in Wahyuni, 2016). Besides that, Hariono in Wahyuni (2016) also stated that drilling method can help students to get good result, help students to obtain knowledge after practicing continuously, make students more active in learning process, motivate students to increase their achievement, and help students to spend their spare time to support their learning process.

Based on that condition, the use of drilling method is one alterative that can be used to increase students' grammar mastery, especially in online learning. Thus, the researcher is interested to apply this method in order to increase the students' grammar

mastery at VIII.1 grade of SMP Widiatmika in academic year 2020/2021.

## **RESEARCH METHODS**

This research was classroom action research that conducted in two cycles based on Kemmis and McTaggart model that consisted of planning, action, observation, and reflection. The subject of this research was the students of VIII.1 grade of SMP Widiatmika which consisted of twenty-five students. The data of this research were obtained from the result of pre-test and post-test, and also item of questionnaire. Those data were analyzed both qualitatively and quantitatively.

## **FINDINGS AND DISCUSSION**

The process of conducting this classroom action research was done by conducting several procedures which consist of planning, action, observation, and reflection which is done in two cycles. Before implementing the use of drilling method, firstly, the researcher conducted a pre-test in order to obtain preliminary data about students' grammar mastery in implementing the

use of *there is* and *there are* to state the existence of things. Based on the result of the pre-test, it was found that most of the students had difficulty in differentiating the use of *there is* and *there are* to state the existence of things. Most of the students were still confused about the use of *there is* and *there are* in making a meaningful sentence in stating the existence of things. The mean score of the students in pre-test was 62.56 which is below the minimum criterion and the students who passed the passing grade were only 32%.

In order to increase students' grammar mastery, the researcher decided to conduct classroom action research by using drilling method which was done in two cycles. Each cycle consists of planning, action, observation, and reflection. The first cycle was conducted on Tuesday, October 20, 2020 and November 3, 2020. The first procedure that was done was preparing the lesson plan, the lesson material, and the students' worksheet. During the learning process, the use of drilling method was done by asking the students to practice continuously in completing some interactive worksheets using

*liveworksheets* and making sentences by using *there is* and *there are* to state the existence of things. After implementing the use of drilling method in learning process, post-test was conducted in the form of performance test at the end of the cycle.

After conducting the first cycle and implementing drilling method during the process of learning, it is found the result of the post-test as follows.

Table 3.1 The Result of Post-test in Cycle 1

No	Students' Name	Post-test Score
1	Student 1	60
2	Student 2	88
3	Student 3	68
4	Student 4	68
5	Student 5	80
6	Student 6	60
7	Student 7	60
8	Student 8	68
9	Student 9	60
10	Student 10	68
11	Student 11	60
12	Student 12	80
13	Student 13	80
14	Student 14	80
15	Student 15	68
16	Student 16	80
17	Student 17	68
18	Student 18	80
19	Student 19	88
20	Student 20	88

21	Student 21	68
22	Student 22	60
23	Student 23	60
24	Student 24	60
25	Student 25	80
<b>Mean Score</b>		<b>71.20</b>

Based on the table above, it was found that the mean score of the students was 71.20. It means that there was an increase about 9% in the first cycle after implementing drilling method in learning process. Moreover, the number of students who got score below the minimum criterion was also decrease, which means that the use of drilling method in learning process has increase students' grammar mastery.

The second cycle was conducted on Tuesday, November 10, 2020 and November 17, 2020. Before conducting the second cycle, preparing the lesson plan, the lesson material, and the students' worksheet were also done during planning stage. The second cycle was also conducted by implementing the use of drilling method which was also done by asking the students to practice continuously in completing some interactive worksheets using *liveworksheets* and making sentences by using *there is* and *there are* to state the existence of

things. After implementing the drilling method in learning process, the second post-test was conducted at the end of the cycle. The second post-test was in the form of performance test in assessing the use of *there is* and *there are* to state the existence of the things. The result of the second post-test could be seen as follows.

Table 3.2 The Result of Post-test in Cycle 2

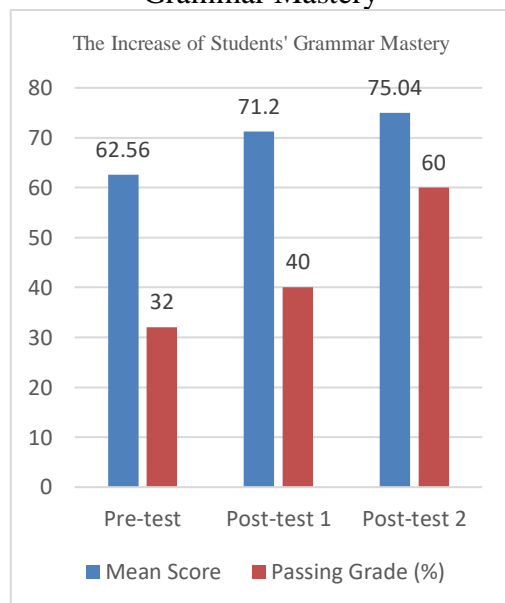
No	Students' Name	Post-test Score
1	Student 1	60
2	Student 2	88
3	Student 3	80
4	Student 4	80
5	Student 5	88
6	Student 6	60
7	Student 7	60
8	Student 8	80
9	Student 9	60
10	Student 10	80
11	Student 11	60
12	Student 12	80
13	Student 13	80
14	Student 14	88
15	Student 15	68
16	Student 16	80
17	Student 17	80
18	Student 18	80
19	Student 19	88
20	Student 20	88
21	Student 21	80
22	Student 22	68
23	Student 23	60

24	Student 24	60
25	Student 25	80
<b>Mean Score</b>		<b>75.04</b>

Based on the result of the second post-test, it was found that the mean score of the student was 75.05 which means that there was an increase about 4% from the first cycle. The number of students who got score below the minimum criterion were also fewer than the first cycle.

Based on the data obtained from pre-test until the second post-test, the increase of students' grammar mastery can be summarized as follows.

Diagram 3.1 The Increase of Students' Grammar Mastery



Based on the diagram above, it can be seen that the mean score of the students were increase after the use of drilling method in learning process.

The mean score during the pre-test was 62.56. After using drilling method, the mean score was increase to 71.20 in the first cycle, and 75.04 in the second cycle. Moreover, the number of students who passed the passing grade were also increase after the use of drilling method in learning process. Before implementing drilling method, only 32% of the students who passed the criterion minimum. But, after implementing the drilling method, the students who passed the criterion minimum was 40% in the first cycle and 60% in the second cycle. Thus, the data above showed that drilling method can increase students' grammar mastery at VIII.1 grade of SMP Widiatmika in academic year 2020/2021.

Besides that, a questionnaire was also given to the students after the implementation of drilling method in learning process. The purpose of the questionnaire was to obtain the data of students' opinion after using drilling method in learning process. The item of the questionnaire consisted of five statements that should be answered by the students based on their opinion after the implementation of the drilling method. The students should choose

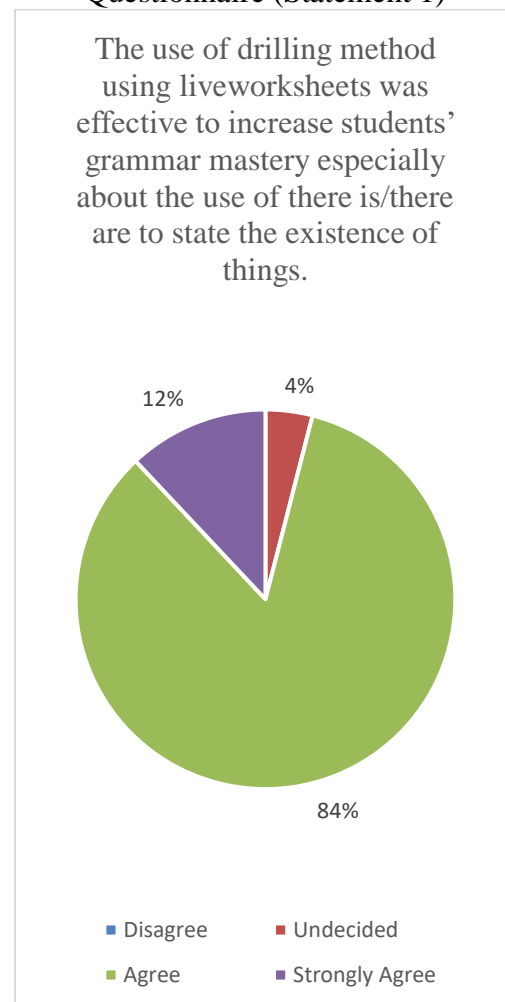
strongly agree, agree, undecided, and disagree about the statements given. The questionnaire was given in the form of *google form* due to the process of learning was conducted in online learning. Below were the lists of the statement of the questionnaire given.

Table 3.3 The Item of the Questionnaire

No	Statements
1	The use of drilling method using <i>liveworksheets</i> was effective to increase students' grammar mastery especially about the use of there is/there are to state the existence of things.
2	The use of drilling method using <i>liveworksheets</i> was useful to increase students' grammar mastery especially about the use of there is/there are to state the existence of things.
3	The process of learning grammar about the use of there is/there are to state the existence of things by using drilling method can help students to understand grammar easily.
4	The students can increase their grammar mastery after implementing drilling method in learning process.
5	The students find difficulty after implementing drilling method in learning process.

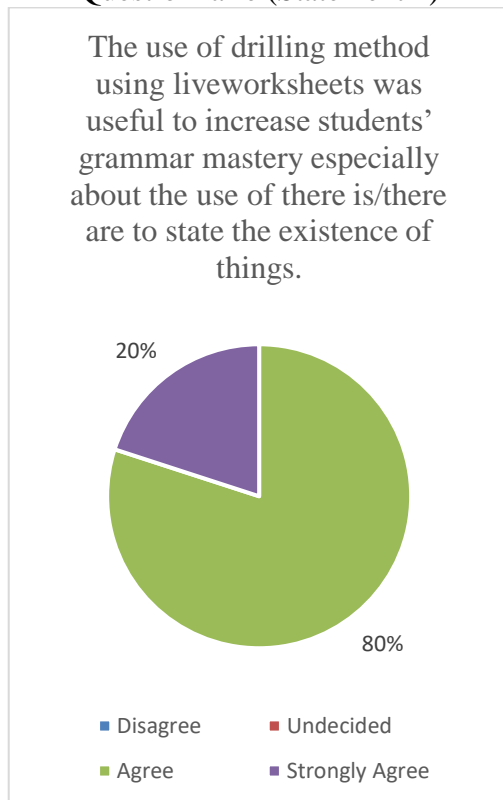
Based on the item of the questionnaire above, there was the result of the questionnaire as follows.

Diagram 3.2 The Result of the Questionnaire (Statement 1)



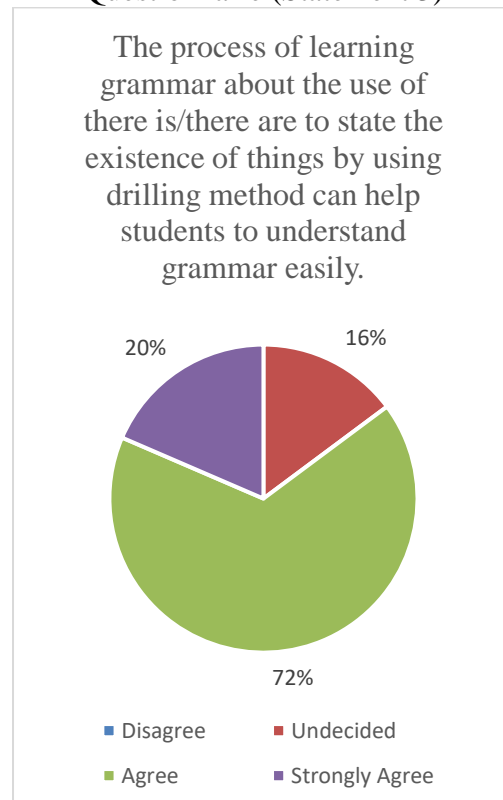
Based on the data above, it was found that 84% of the students agree that drilling method was effective and 12 % of the students strongly agree about it. It means that most of the students felt that the use of drilling method in learning process was effective to increase their grammar mastery, especially about the use of there is/there are to state the existence of things.

Diagram 3.3 The Result of the Questionnaire (Statement 2)



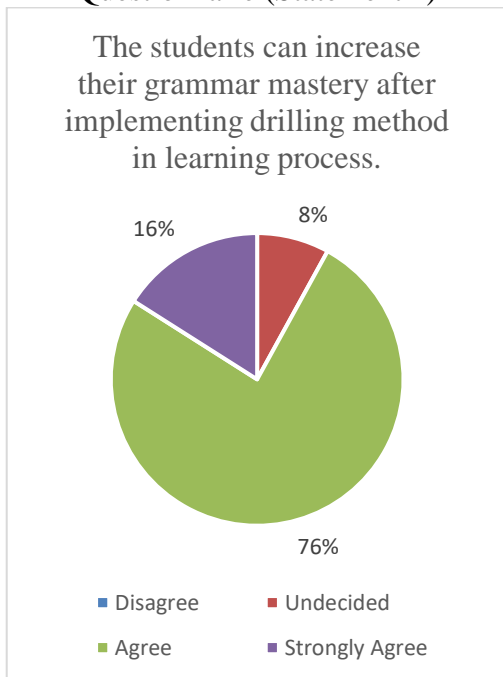
Based on the data above, it was found that 80% of the students agree that drilling method was useful. Moreover, 20% of the students strongly agree that the use of drilling method was useful to increase their grammar mastery. It means that the use of drilling method was very useful and beneficial for the students to help them to increase their grammar mastery, especially about the use of there is/there are to state the existence of things.

Diagram 3.4 The Result of the Questionnaire (Statement 3)



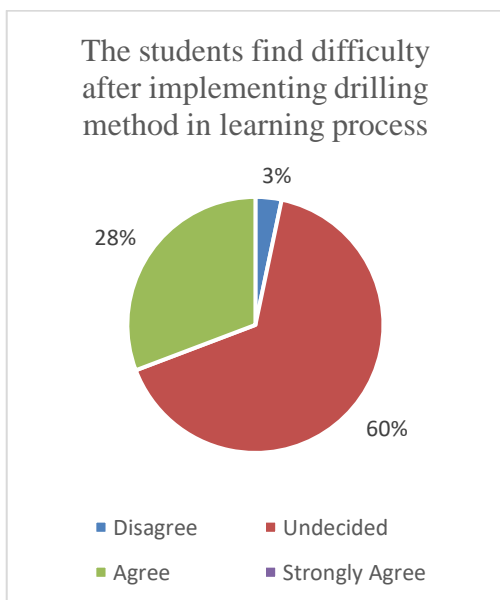
Based on the data above, it was found that only 16% of the students that thought drilling method could not really help them in understanding grammar. About 20% students agree and 70% students strongly agree that the use of drilling method could help them to understand grammar easily. It means that drilling method was a good method to make the students understand grammar easily.

Diagram 3.5 The Result of the Questionnaire (Statement 4)



Based on the data above, it was found that most of the students felt that they could increase their grammar mastery after implementing drilling method in learning process.

Diagram 3.6 The Result of the Questionnaire (Statement 5)



Based on the data above, it was found that only 28% of the students that found difficulty during the implementation of drilling method in learning process. Most of the students did not find any difficulties. It means that drilling method was easy to be implemented in learning process.

### CONCLUSION

From the data analysis, it can be concluded that there was increase in students' grammar mastery at VIII.1 grade of SMP Widiatmika in academic year 2020/2021. The students' grammar mastery increase 9% after the implementation of drilling method in the first cycle, and increase about 4% in the second cycle. Therefore, based on the result of the questionnaire, drilling method is considered as effective and useful to increase the students' grammar mastery at VIII.1 grade of SMP Widiatmika in academic year 2020/2021.

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