

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings of research and discussion of the research's title. The findings of this research explain about how the drilling technique used by the teacher in teaching grammar and also the interview results from both the teacher and the students of Madrasah Aliyah Negeri Kotawaringin Timur. The researcher presents the findings and discussion that the researcher had observed.

A. Findings

There are two research problems that need to be answered in this study. The first question is how is drilling technique used by the teacher in teaching grammar in the classroom? And the second question is how are the impacts for the students using drilling technique in teaching grammar in the classroom? The data of this study were acquired from the results of observations, interviews from both teacher and the students and also several documentations, such as material book, lesson plan, and also the pictures of the learning activity in the classroom.

1. The Implementation of Drilling Technique in Teaching Grammar

The researcher explained how is drilling technique used by the teacher in teaching grammar in the classroom. The data that the researcher acquire were from observations in the classroom of X IPS I, II and III.

a. Teaching and learning activity in the classroom

The researcher conducted the observation from July 25th until 9th September 2021, and it took place at X IPS I, II and III. On a very first day, the researcher entered the first classroom X IPS III. The second day was X IPS I, and the next day was X IPS II. All of X IPS classrooms were very enthusiast to learn English subject, and they also have learnt the basic English material from Junior High School.

1) 1st Week / Meeting

At the first week, the teacher entered the class, greeted the students and introduced herself to the new students. After that, the teacher began to introduce the researcher and the reason why the researcher conducted the research in the classroom. When the teacher is finished introduced herself and the researcher, the teacher then started to take absence list of the students in the classroom to see who is attending the class and who is not.

One by one the teacher mentioned their names and told them to go to the front of the whiteboard to introduce themselves in English, although not all of them were be able to do that. After that, teacher begin to teach students about how to introduce themselves in English, which was also the first material they learnt based on the material book. Besides that, they also learn how to ask and provide information about one's identity, introduce a person to others, learn about family kinship and also subjective, objective and possessive pronouns, as well as the use of 'be' and 'have', and also all of the examples of them.

The teacher then requested some students to answer the question without writing it on the book. All of the students answered the questions correctly. Then the teacher closed the meeting that day and tell the students to prepare and study the material for the next week.

2) 2nd Week / Meeting

The next week, the teacher and the researcher entered the class and greeted the students in the classroom and proceed to take absence in the class. In this week material, the teacher taught the students about the grammar pattern, focused on Simple Present pattern, as well as To Be “Am, Is, Are” and also Verb “Have/Has”. After several minutes to explain both material to the students, they are asked that if they understand the material and they have understood the explanation given by their teacher about the material.

Then, the teacher instructs the student to do the assignments, which were dialogues with blank section to fill with the correct subjective, objective or possessive pronouns. After they finished doing the assignments, the teacher then told them to make a correction together and several students were requested to read the conversations and the answer to fill in the blank related with the material at the same time.

In this week of teaching and learning activity, the teacher conducted deductive approach, where the teacher gives explanation first about today’s material, after that the teacher proceed to give some examples related with the material the students just learned.

After the students done their assignment and finish the task, the teacher giving grades/scores to the students and the class is dismissed, the teacher and the researcher went out of the class.

3) 3rd Week / Meeting

On third week, the teacher entered the classroom and giving reminder to the students about what they've just learned. The students then said that they've learn about the pattern of Simple Present, To Be "Am, Is, Are", Verb "Have/Has" and also the use of the correct subjective, objective, and possessive pronouns. The teacher then once again taught and explain briefly to the students about the Simple Present, the using of To Be "Is, Am, Are", verbs, subject pronoun and possessive.

After learning and understanding about the Simple Present, the using of To Be, verbs, subject pronoun, possessive and positive negative and interrogative sentence, the teacher then divide students into 4 groups. The teacher then created a simple sentence in Indonesian language that is grammatically formed and instructed the students to translate the sentence into English language based on the grammatical material that they just learnt from the book.

The teacher then instructed the students to change several sentences into different forms for about 20 minutes, in order to master simple present quickly. In 20 minutes, the teacher then stated the sentence in Indonesian, and then the students translated and stated the sentence into English based on the grammatical formed with the correct subject pronoun and verbs, from positive, negative to

interrogative sentence. The teacher then repeated the sentences to different groups of students, where they were sitting in a column form.

The teacher then tested them to make sure that they have understand the how to change several sentences into different forms in simple present. The type of drilling technique that the teacher applied in this task was Transformation Drill, which according to Thornbury (2002) is a type of drill where the teacher gives an explanation about the sentence pattern and the students are instructed to change it into different forms of the sentence.

At the beginning, the students didn't fully understand how this drilling technique works and the repetition of each sentence, but after the teacher gave them some explanation and encourage them to learn it in a creative way, the students were able to follow up the learning and fully understand about the way the teacher just taught to them using Transformation drill.

After the students were able to understand and to finish the task, the teacher gave them an assignment, which is a text with blank section and they need to fill it with the correct To Be "Is, Am, Are" or Verb "Have/Has" correctly. The teacher then gave them several minutes to answer and to fill in the blank. After they have done the assignment, the teacher then asked several students to read each sentence of the paragraph and also to answer the blank at the same time. Once they finished, the teacher then gave grades/scores to the students and dismissed the class.

- b. The procedures of drilling technique based on the teacher perspectives

The researcher interviewed the teacher about how does drilling technique implemented in teaching grammar. The interview took place on Madrasah Aliyah Negeri Kotawaringin Timur, after the teacher and the students has done the teaching and learning activity in the classroom.

From the teacher's perspective, the teacher focused on Simple Present pattern, which was in verbal and nominal sentence. The students also need to emphasized their learning ability in creating a sentence with Simple Present pattern, from specific verbs, adjectives, nouns and adverbs. After they have done that, the teacher proceeded to write several sentences of positive verbs and nominal sentences in Indonesian language, then both teacher and students translate the sentence into different forms to negative and interrogative sentence.

"After delivering a few examples and the students seem to understand it, the teacher then used drilling technique so that the students will be able to understand about arranging the sentence pattern of Simple Present appropriately."

The teacher explained about the material Simple Present, the using of specific verbs, adjectives, nouns and adverbs. Then, the teacher proceeded to gave few examples and after that, the teacher used drilling technique in order for the students to be able fully understand about arranging the sentence pattern of Simple Present appropriately.

"The teacher announced a verb or nominal sentence of Simple Present in positive form, then the students, instructed by their teacher, to translate it into

English language and change the sentence pattern into negative and interrogative form without looking back at the book.”

It is clear that the teacher used Transformation drill which according to Thornbury (2002). This type of technique also can be used several times until the students were fluent in translating a sentence and how to change it into different pattern properly.

2. The Impacts the Students Got by Using Drilling Technique in Teaching Grammar

The researcher explained about the impacts of drilling technique in teaching grammar. The results of the data were acquired from the interview with the teacher and also with the 15 students of X IPS I, II, and III. The interview results are explained below.

a. Teacher's perspective

The researcher interviewed the teacher about how are the impacts for the students in using drilling technique in teaching grammar. The teacher stated that the students have the ability and be able to create the correct sentence pattern without looking at the book.

“With drilling technique, the students were able to record the sentence pattern correctly several times without looking at the book. The more they learn with drilling technique, they will understand grammar material easily.”

b. Students' perspective

The researcher interviewed 15 students of X IPS I, II and III about how are the impacts for them in using drilling technique in teaching grammar.

According to them, the most aspect that has a big impact in using drilling technique is their memorization ability. Because of the intense repetition, the students were be able to focus more in creating a sentence using their ability to memorize and it gave them motivation for doing so without looking back at the book.

“Drilling technique emphasizes us with repetition and memorization. It is also a good technique because by doing drilling, we can create a sentence according to the grammatical form without looking at the book again.”

Also, drilling technique is a technique that increase students' motivation and spirit, because it is a good and fun technique while learning grammar. And also, the students can memorize the grammatical form very quick because of the repetition.

“Drilling technique has good impacts. Because of this technique that emphasizes on intense repetition makes us aware and be able to create a grammatical form easily.”

It can be concluded that from all of the students' perspectives about the drilling technique, it is a technique which increase the students' memorizing ability in learning grammar material that acquired from repetition and more repetition.

B. Discussion

The purpose of the research is to find out how the teacher implemented drilling technique in teaching grammar in the classroom and explain the impacts of the students got based on their perspectives on learning grammar with drilling technique.

In this discussion, the researcher would like to explain about how the teacher used drilling technique in teaching grammar in the classroom based on the researcher's perspective.

1. The Implementation of Drilling Technique in Teaching Grammar

a. Teaching and learning Activity in the classroom

In the classroom, the teacher entered the classroom and greeted all the students, and introduced herself to the students. After that, the teacher then proceeded to take absence and directly went into the material. The teacher then explained to the students about how to introduce themselves and provide any kind of information from other people, learn about family kinship, subjective and objective pronouns and so on, and giving them clear examples of each material based on the book. After that, the teacher gave them assignments to see if they understand the material yet.

In this section, the teacher conducted deductive approach, which is emphasized on teacher's explanation and then it is followed by example, which is very suitable with Krashen (2002) theory, that deductive approach is an approach

which focuses on the correction of a mistake and the rules. After that the teacher then requested students to read several conversations from the material book.

H. Douglas (2000) also stated that any kind of media, whether it's charts, maps and drawing, dialogues, written text are media that can be used in teaching grammar, which is a suitable action from the teacher who use conversations and material book to teach students about grammar.

Since the teacher used deductive approach when teaching grammar, it is clearly known that the teacher explained the material from general to very specific material for the students to learn. And also, it is very suitable with the theory from Mohammed, dkk (2008) about emphasizing the teacher work from general to specific. It is a good approach when teaching grammar, since the students have different ability to perceive the material and also the teacher can explain the rules of the grammatical form or any kind of material directly or to the point so the teacher be able to minimize the time.

The teacher requested each student to participate and read a conversation in the book is also a very good approach, because the student gain more confidence to walk up on front of the class and read several sentences from a conversation. The teacher also expected the students to be more active in the classroom, because English language requires many aspects, from writing, reading, listening, speaking and also grammar.

It is also mentioned in the competency-based curriculum, the real objective of teaching English language is to enable the students to communicate in English,

not only in the form of written but also spoken. In this case, grammar is very important to be taught to help students achieve the four skills in English language.

After learning and understanding about the basic grammar material, which was To Be, verbs, subject pronoun, possessive and also positive, negative, and interrogative sentence, the teacher then applied drilling technique and created a simple sentence in Indonesian language that is grammatically formed and tell the students to translate the sentence into English language based on the grammatical material that they just learnt from the book.

Then, the students stated together the sentence into English with correct grammatical form, from positive, negative to interrogative sentence. This type of drill technique is really accurate with the Transformation Drill based on Thornbury (2002) theory, that teacher explains about the pattern of simple present, and the students are asked to change it into positive sentence or negative sentence.

2. The Impacts the Students Got by Using Drilling Technique in Teaching Grammar

The researcher will discuss the impacts for the students using drilling technique in teaching grammar from both the teacher's and students' perspective.

a. Teacher's perspective

The researcher will discuss about how the teacher's interview result about how does drilling technique apply in learning grammar in the classroom.

From the interview result based on teacher's perspective, it is clearly related to the point of the purposes of the drilling technique, because it helps them to focus and increase their accuracy in learning a language, provide them with intensive practice in hearing and saying particular word or phrases, build their confidences and safe environment for the students to experiment with producing the language, help the students notice the correct form or pronunciation of a word or a phrase, provide an opportunity for the students to get immediate feedback on their accuracy from the teacher's correction, and also help their memorization of common language patterns and language chunks.

The theory of Thornbury (2002) is suitable with the teacher's answer, that drilling technique is not just related to accuracy but also fluency practice because it helps students to store language as memorized chunks.

b. Students' perspective

The researcher then will discuss about the interview results of the students about how are the impact of drilling technique for the students in learning grammar.

It can be implied from the students' answers that drilling technique is very good technique for the students because they be able to understand the material through intensive memorization language structure, repetition from each sentence based on grammatical form and also very effective to apply it in grammar material.

Based on these answers, it is completely related with the theory of Tice (2004) that drilling technique remains a useful technique in the classroom if it used appropriately in the classroom. Drilling provides focus accuracy and besides that, it will increase fluency and complexity.