



interact and communicate with other people in a proper way. Among of all foreign languages that are very popular and mostly taught by teachers is English language. Clearly because most of international organizations such as NATO (North Atlantic Treaty Organization) and UN (United Nations) use English language as the official language when having a several important discussions and conferences about the problems that the world is facing.

English language also has become the priority and important language in different levels of schools, from elementary level to advance level. English subject also has four skills for the students that need to be mastered, which are in two manners; oral and written. Muhsin (2016) explained that listening and speaking are in form of oral, while reading and writing are in form of written.

English language also has various aspects that need to be studied, which are vocabulary, pronunciation and grammar. By this, it needs to be equally considered for the aspects and skills of language (Aydogan and Akbarov, 2014). Fiftinova (2018) stated that it is very clear and obvious that both language skills and aspects have a strong connection to each other. The language skills can be achieved if paying attention to the language aspects and contrarily. For example, when writing a text, the students use their ability and utilize it at the same time to create a writing properly using numerous vocabularies and grammar.

From the definition above, it can be implied that grammar is the most important and very essential aspect in learning English subject, especially in

forming words and creating English sentences to acquire the result of a proper sentence in English.

According to Tandikombong (2016) grammar is the study of the possibility structure or forms in a language. It explains on how words can change their structure and combine into sentences in the language and also consists of the sound (phonological), word composition (morphology) and sentence composition (syntax). The students would be able to understand every word if they learn and master grammar when they're reading, also speaking, listening and writing. Since this aspect is very "crucial" in communication, grammar is very important for the students to master.

Due to this phenomenon, many teachers conduct many teaching innovations and unique teaching techniques in order to help the students to face their confusion about several rules and structure to create a correct sentence. It is also stated in Qur'an Surah Al-Maidah :35:

تُفْلِحُونَ لَعَلَّكُمْ سَبِيلَهُ ۖ فِيْهِ وَجَاهِدُوا الْوَسِيْلَةَ اِلَيْهِ وَابْتَعُوا اللّٰهَ اتَّقُوا اٰمَنُوا الَّذِيْنَ يٰۤاَيُّهَا

The verse also implicate that the learning is also very crucial if approached with a specific technique or method, which is also very challenging to do for the teachers to implement the teaching technique in the classroom in order to achieve the learning objective and also to fulfill the students' needs in learning materials in the classroom.

Commonly while in teaching and learning activity, many students would get bored quickly because of the rules that applied by the teacher in teaching grammar. Many teachers often teach in a very complicated explanation, too much writing and of course, less creative in delivering their material to the students.

Besides that, in the senior high school of Madrasah Aliyah Negeri Kotawaringin Timur, which the researcher conducted a research to, grammar is still very hard for the students to learn, especially if they learn about the formulas of a sentence, or in grammar terms is called “tenses”. The reason why the researcher conducted a research in Madrasah Aliyah Negeri Kotawaringin Timur was because the topic has never been conducted before in this school and also the school have many achievements from many competitions, from local to national competition level.

Before conducted the research at this school, the researcher acquired several information first by conducting a preliminary observation at the school and after that the researcher then went to teacher’s office to meet with the English teacher who taught English grammar material with drilling technique.

After gained several useful information, the researcher was interested to conduct a research at Madrasah Aliyah Negeri Kotawaringin Timur about the implementation of drilling technique. The teacher implemented the drilling technique in teaching grammar for the easy approach for the students to learn more about the grammar material. Although it’s just a simple technique, it

increased the students' ability to answer the grammar questions given by their teacher.

By this common problem, teaching technique has a significant effect on students' ability in mastering instructional material which is included grammar. Suresh (2014) described that teaching preference has become the biggest concern to inspire the students to reach better achievement. The students will be excited to put a lot of more effort if the teachers implement techniques that is suitable in their teaching. The teachers also need to consider that understanding and ability to direct the engaging educational process so that students reach a great achievement in their study of grammar.

This study also aims to provide the information of the implementation of drilling technique in teaching grammar and also the impacts of using drilling technique in teaching grammar for the senior high school students. While conducting preliminary observation, the researcher obtained several information about drilling's concept.

First, drilling technique is very effective for the students to improve themselves in recognizing, memorizing and adapting the concepts. For example, when the students learn about the multiplication table learning, the teacher used the drilling technique to help students to memorize each number. It is also very effective for the teacher to teach students about the repetition of specific words or sentences for improvement. It can also be implied that with drilling technique the

more students repeat the words, the sentence, or the numbers, the more they can quickly recall the material they just learn and what are the meanings of it.

Second, drilling technique is easy to organize and settling things up with the contexts of words, sentences or numbers. It is also very easy to monitor at the same time. Most of it can be implemented as fitness activities in a natural way. And although the technique is very simple, the students were very enthusiast to learn grammar in this kind of technique and it gave them the “boost” to do the English grammar task in their textbook material.

## **B. Definition Key of Terms**

Below are the definitions of the key terms in this research, in order to explain the specific key terms and also to avoid any kind of misunderstandings, the explanations of each key terms are stated below as follow:

### **1. Implementation**

Implementation is the execution of the drilling technique in teaching grammar. Besides technique, implementation also can be defined as the execution of a plan that based with a design, method, model, specification and so on.

### **2. Drilling Technique**

Drilling technique is a technique which is to introduce new language items to the students that based on students repeating a model provided by the teacher.

In this research, drilling technique used by the teacher to teach grammar material on senior high school.

### **3. Teaching Grammar**

Teaching grammar is a process of transferring English grammar knowledge from the teacher to the students in the classroom, whether it's practical or theoretical, deductive or inductive approach.

#### **C. Research Question**

This study aims to explore on how the drilling technique was implemented in teaching grammar in the classroom. Therefore, the results of the research questions are listed below as follows:

1. How is drilling technique used by the teacher in teaching grammar in the classroom?
2. How are the impacts for the the students using drilling technique in teaching grammar in the classroom?

#### **D. Objectives of The Study**

According to the research questions above, the objectives of this research explained as follows:

1. To describe how the teacher used drilling technique in teaching grammar in the classroom.
2. To describe the impacts for the students using drilling technique in teaching grammar in the classroom.

#### **E. Significance of Study**

The results of this research are expected to give advantages, benefits and useful information for both theoretical and practical, therefore the results explained as follow:

##### **1. Theoretical**

The findings in this research are expected to be guidance or source for the next researchers who want to conduct a research in similar topic in the future. Hopefully this research could give every fully functional information, useful guidance and resourceful for the researcher in the future.

##### **2. Practical**

The findings of this research are expected to give contributions for the teachers and also tutors about using drilling technique in teaching grammar in order to make the classroom feel effective and more exciting and interested at the same time.

## **F. Previous Study**

There are several previous researches that were conducted the same topic about the use of drilling technique in teaching grammar by other researchers.

The first research was conducted by Juhemah, with the title “The Use of Drill Technique to Teach Language Forms (Grammatical or Phonological Structure) at The Fifth Grade of SD Negeri 018 Kubang Jaya”. The researcher conducted an experiment between two groups, control group and experimental group, and also the data has been taken from given pre-test and post-test from these two groups. The data presented students’ score which improve from pre-test and post-test of each group in order to find out whether there was a significant difference between both groups’ achievement. After the conducted pre-test and post-test to both groups, the researcher concluded that the experimental group had significant improvement in students’ vocabulary in learning English.

The second research were conducted by Fivy Andries, entitled “The Use of Drill Techniques in Teaching Present and Past Tense Private Grammar Toward Students in English Study Program of Unima”. The researcher conducted an experiment to all 1st semester students of English language and literature program, FBS, Unima 2018/2019 academic year, amounting to 90 students. The researcher also conducted an experiment between experiment group and control group, which the data has been taken from given pre-test and post-test from both groups. The results of data analysis in this research indicate that there are

significant improvements to students and also the use of drill techniques has been able to improve students' competence and English performance.