Drilling Technique : A study of Improving Speaking Skill for Non Scholars in Short Term

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Non scholars people are very few to get assistive knowledge about English to compete in industrial world. ASEAN Economic Community (AEC) obviously focuses on transactional communication for trading purpose which could be assumed that lacking ability to master English will impact on less opportunity to earn living. Those non-scholars are, for example, becak driver, security, retail store seller, fruit seller, and some others in which they run business for their daily needs without having English communication competencies. However, these non-scholars seem to be neglected from government attention or related authority worker. The purpose of this research is to investigate whether drilling technique is applicable to improve speaking skills for non-scholar. It is believed that most non-scholar needs are speaking skill rather than other skills.

Using Action Research design, the non-scholar would be given assistive teaching learning based on the needs for their daily profession. For the learning improvement, the non-scholar will be handed with a booklet which covers some materials based on the needs of their profession. This investigation involves four non-scholars from different profession such as fruit seller, security, fried rice seller, and waitress. All participants are men with age between 40 to 45 years which English was being taught when they were in Senior High School. The results of this study will not only figure out the impact of drilling technique for speaking skills but also determine the appropriate drilling technique for particular group of non-scholars. Besides, without sufficient knowledge in English, those target learners could actively communicate in English only in 2 (two) weeks.

Keywords: *drilling technique, non scholar, target learner*

INTRODUCTION

For years the position of English language in Indonesia is still as foreign language; compare to others neighbor countries which English is now becomes the second even as main language. Now, English becomes "a meal" which means English has consumed as daily foods like eating bread, potatoes, or rice for everyday communication. This language compels the user to be actively use written and orally. Unfortunately, though some scholars have performed their mastery toward particular skills, yet mastering English is still suffocating for some people. Then,

have people imagined the condition of non-scholars who do not have either sufficient education background or English language competency? What language do they use to communicate with foreign visitors?

Teaching receptive and productive skills of course needs different method and technique. Harmer (2001) states that the key success to teach productive skills is on how teacher can organize between activities and initiate student's responds. There are some steps in teach productive skill, they are (a) *lead in* or engage with the students topic by giving clear explanation; (b) *set the task* in which teacher explains the activities to do; (c) *monitor the task* that teacher actively observe students activity; (d) task feedback or giving respond toward the activities.

Regarding teaching productive skill, the researcher puts interests on how to teach speaking for the non scholar. Speaking is barely used for communication, thus, some components to make up good speaking, such as grammar, vocabulary, pronunciation, fluency, and comprehension, could not be neglected. To be able to communicate orally English, a speaker must cater those components. However, the question may raise deals with the non-scholar learners are, should they master all of those components? The answer is based on the needs of their daily profession. Kang (2005 in Maro, 2016) mentions a term called "fossilization" which explains that age and maturation constraints are mostly factor influenced leaners in learning English. Age and maturation could influence how teaching and learning process will be boring or successfully implemented.

Drilling technique comes along with Audiolingual method, one of popular teaching methodologies to teach English as foreign language. This method applies as English has expanded around the world for various purposes, for examples trading, religious mission, education, etc. Besides, grammar translation method, which more focus on the use of grammar, and direct method, which believes about one-on-one translating method. Yet, the mastery of English for non speaker other than English is still very low. Thus, Audiolingual comes to the more practice on how to start to use English language. The concept of Audiolingualism relied on heavily drilling habit technique of language formation. It is about how students able to repeat after to the

teacher's sound. Brooks in Richard and Rodgers (1986; 54) in Kartikasari, Arifin and Salam (2002) names several kinds of drilling implementation; they are (1) Repetition, students repeat an utterance as soon as they heard it. (2) Inflection, one word in an utterance appears in another from when repeated; (3) Replacement, word uttered is replaced by another. (4) Restatement, students do paraphrasing and address it to someone else based on instructions; (5) Completion, students hear the completed utterance and repeat the utterance in completed form; (6) Transposition, changing

the word order to add another word; (7) Expansion, adding word that takes a certain place in the sequence; (8) Contaction, a single word stands for a phrase or clause; (9) Transformation, transforming a sentence to negative or interrogative a sentence is transformed; (10)Integration, two separate utterances are integrated into one; (11)Rejoinder, making an appropriate rejoinder to a given utterance; (12) Restoration, giving a sequence of words but still bear its basic meaning.

Using drilling technique, learner will be controlled on how to say language correctly, correct grammar, and correct pronunciation. Harmer (2002) declares that the objective of using drilling technique is habit formation through constant repetition of correct utterances with positive reinforcement. Drilling technique could help students to fix what have been learnt in their memory. Drilling technique also about performing repetition to gain students confidence to speak. For example, student does speaking tasks twice repetition means that the first attempt is called as attempt or rehearsal and the second practice is called performance. First or second does not mean as fixed numbers of calculation because repetition can be done as many as the needs. Repetition in drilling technique could help students to evaluate what they have done, especially followed by teacher feedback before the next learning conducted. Horwarth (in Harmer, 2001) illustrates the drilling technique as follow:

plan ➤ perform ➤analyse ⬅➤ repeat

Later, what will be acted by the target learner is bearing on repetition activities and neglected the other 11 (eleven) elements of drilling technique. This activity will examine how well target learner able to memorize and practice the intended

vocabularies or sentences with understandable pronunciation and clear fluency

By conducting this research, it could open broad opportunity for the non-scholar to gain English skill for communication to support their profession's English communication needs. Considering the needs of non-scholar, productive skill such as speaking is useful to construct meaning as well as producing words of sound in order to deliver messages to other parties. Most non-scholar accidentally meet foreign visitors who need their service to be assisted. Therefore, the use of oral language seems salient to connect messages between the non-scholar and foreign visitors so that the organization of conversation will be deliberately distributed. Hence, the researcher tri to design targeted teaching and learning English for non-scholar.

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RESEARCH METHOD

This study uses action research with participatory action research in order to explore practices within social structure and challenge whether the theory and practice could be applicable in society. Action Research is also about a combination among diagnosis, action and reflection (McKniff,2002), practical improvement, innovation, development of social practice, and a better understanding for practitioners in their practices (Zuber-Skerritt, 1996b). Meanwhile, the some characteristics of action research according to Hult and Lennung (1980) and McKern (1991) that Action research looking for practical problem-solving and expanding to have scientific knowledge; improving competencies of participants, using feedback from an ongoing cyclical process; it includes evaluation and reflection. Action research could be undertaken by individual teacher, a group of teachers in a school who work together, or collaboration between a teacher and a researcher who have similar interest (Holy and Whitehead, 1986 in Cohen, Manion and Morrison, 2007). In addition, administering action research could take action to solve problems or to improve practices in which the local problem here is represented by the non scholar community who needs English ability yet there is not any assistive learning for them.

Research Instrument

To complete the process of investigation, the researcher uses instrument were (1) Observation note, (2) Munby model interview, (3) scoring guide performance, (4) recording, and (5) four different booklets.

Research Setting and Participant
Setting

To figure out the results of the study, the research setting was conducted in target learners working place, for example in campus as two target learners were working as waitress in campus canteen and security; in fruit market as the target learner worked as fruit seller and in food stall as the target learner works as fried rice seller.

Participant

As earlier mention that there were four target learners as the subject of study, they were (1) waitress, a 40 years old male, his last English education was in Senior High School. He remembered about Simple Present, just the name. He also tried to figure some vocabularies in English Dictionary from the customer he spoke with or media like TV or newspaper. (2) The second target learner was a security, 44 years old male, and his last English education was in Secondary Engineering School. He remembered learning English was only about simple greeting like good morning, good afternoon. (3) The third target learner was a fruit seller, a 40 years old male, and his last English education was in Vocational School. He remembered about numbering, the use of how much and how many and fruit names. (4) The fourth target learner was a fried rice seller, a 46 years old male and his last English education was in Senior High School. He remembered some numbers in English, not all.

DATA ANALYSIS

Using triangulation matrix for project questions by examining three E's (Mills, 2003): experiencing, enquiring, examining. The table is listed below:

Research Question	Data Source 1	Data Source 2	Data Source 3
Does drilling technique improve speaking skill for non scholars	Pre-observation to figure non scholars with requirement need English	Interview to find out language skills problem and possible material	Designing booklet of material and tested by using drilling technique

Table 1.1 Triangulation matrix for project

The next step is, the researcher introduced how to say the vocabularies and conversation to target learner and try to repeat them after. Target learner's mastery is considered based on the table below:

Category	Descriptor	Point

Accurate	Pronunciation error not more than 5	4
Understanable	Good enough. Pronunciation error around 6 to 10	3
Some errors but still understanable	Mother tongue used and error around 10-15	2
Poor pronunciation	Very anglized. Many pronunciation eror	1

Table 1.2. Target leaner's speaking mastery table

FINDINGS

By using Action Research design, the non-scholar would be given assistive teaching learning based on the needs for their daily profession. For the learning improvement, the non-scholar will be handed with a booklet which covers some materials based on the needs of their profession. This investigation involves four non-scholar from different profession such as fruit seller, security, fried rice seller, and waitress. All participants are men with age between 40 to 45 years which English was being taught when they were in Senior High School. The results of this study will not only figure out the impact of drilling technique for speaking skills but also determine the appropriate drilling technique for particular group of non-scholars. Significant results also There are three findings explored after utilizing the instruments:

1. The needs of speaking skills for the four of target learners

To figure out the needs of the target learners, Munby Model interview, as one of need analysis instruments, was applied. Indeed, most target learners need to improve their vocabulary mastery and making communicative sentence when they are on working. Herewith enclosed the needs of vocabulary and communicative sentence of the four target learners.

Target Learner	Vocabulary	Sentences
Waitress (TL 1)	a) Money (Prices and change) b) Direction (at the corner, in the middle, on the table, etc)	a) Introducing menu and ingredients
Security (TL 2)	a) Greetings	a) Showing direction
Fruit Seller (TL 3)	a) Fruit taste b) Prices in kilos	a) Accepting an offering b) Refusing an offering

Nasi Goreng Seller (TL 4)	a) Ingredients of fried rice b) Taste of fried rice	a) Explaining how to make fried rice

Table 4.1 Communication needs of four target learners

Thus, looking at the form of need analysis, a booklet containing materials for each target learner was designed based on their needs. At the beginning of the some pages, it would be filled with vocabularies practices and the rest of pages were about conversation. All materials will be written both in English and Bahasa Indonesia, yet as Maro (2016) mention that the pronunciation writing of English will be as how it is spoken to avoid fossilization. Beside, it could language learning possibly influence the target learners 'acceptance.

Based on the characteristics of language levels, Harmer (2001) defines such terminology of condition like 'drop-out' and 'plateau effect' for adult beginner level. *Drop-out* is a condition where students fall into understanding and producing language that result in fail to higher level condition; while, *plateau effect* defines when learners feel uneasy to see progress in their ability that demotivating them. What have been viewed is that the four target learners experience those two conditions yet they think it is a necessary to learn speaking English..

2. Implementing Drilling Technique

Though drilling technique have been very old to practice speaking, it is proved that very effective for non-scholar who haven't experienced with speaking English.

Waitress	Security	Fruit Seller	Fried Rice Seller
Drilling Step 1 The tutor read the material in sequence by introducing how to pronounce and memorize the	**Drilling Step 1** The tutor read the material in sequence by introducing how to pronounce and memorize the vocabularies. Then, it	**Drilling Step 1** The tutor read the material in sequence by introducing how to pronounce and memorize the vocabularies. Then, it	**Drilling Step 1** The tutor read the material in sequence by introducing how to pronounce and memorize the vocabularies. Then, it

vocabularies. Then, it was continued by reading short conversations. TL learner listened it and occasionally repeat after. **Problem** This strategy was not working well as the target learner got confused. **Drilling Step 2** The tutor then **change the technique** by reading and being repeated after by the target learner. Also, being repeated slowly. The TL could pronounce the vocabularies and try to memorize. **Drilling Step 3** Flashcards were also used to give	was continued by reading short conversations. TL learner listened it and occasionally repeat after. **Problems** (1) TL got confused and asked to be repeated several times for vocabularies material. (2) TL was not confident to say the vocabularies and even asked to stop the learning **Drilling Step 2** Researcher read the vocabularies and asked the directly asked TL to repeat after. Researcher also asked the TL to repeat several times until TL confident to say. **Solution**	was continued by reading short conversations. TL learner listened it and occasionally repeat after. **Problems** (1) In the middle of first step trying, TL asked to speak very slowly. (2) TL difficult to pronounce clearly (3) TL needed one by one drilling, which means one word and being repeated (4) It took time as intensive drilling was applied **Drilling Step 2** (1) TL was being intensively drilled word by word until he could pronounce and remember a word **Drilling Step 3** Guessing English	was continued by reading short conversations. TL learner listened it and occasionally repeat after. **Problems** 1. Target learner tend to be not serious in paying attention to material. 2. TL loves to joke in the middle of learning process **Drilling Step 2** 1. TL was not drilled intensively, but he was drilled unevenly. 2. TL was Results (1) **Meeting 1-4** a) TL has been being intensively drilled. b) By applying intensive drilling, TL could utter vocabularies correctly and little to

different nuances of memorizing. It was used as guessing practice and the target leaner seemed enjoy to learn. **Problem** Guessing technique must be given slowly. **Solution** TL was given a clue like certain words or gesture in Bahasa Indonesia Flashcard could be effectively used after 2 meetings	(1) Flashcards were applied to help TL practicing to utter correctly and memorize vocabularies (2) Repeating conversation many times until TL remember.	words from Bahasa Indonesia to English and vice versa **Problems** TL still thinking awhile and took times to remind him **Solution** (1) Using Flashcards as guessing game (2) If he forgets, TL will be drilled by pointing at some clues	memorize conversation **(2) Meeting 5-6** Using flashcards as guessing game was proven that TL looked happy to learn, motivated and small mistakes to name English vocabularies
Results **(1) Meeting 1-2** : TL still tried to adapt with the pronunciation of both vocabularies and conversation by recognizing the	**Results** **(1) Meeting 1-4** TL was hesitating to learn even a) TL has been being intensively drilled. b) By applying intensive drilling, TL	Results **(1) Meeting 1-4** a) TL has been being intensively drilled. b) By applying intensive drilling, TL could utter vocabularies	

sound of vocabularies **(2) Meeting 3:** TL could mention some vocabularies and the meaning **(3) Meeting 3 and 4** TL tried adapting the sound of conversation by repeating reading the conversation and tried to pronounce them. **(4) Meeting 5** Through guessing technique and flashcards, TL could do simulation with the researcher. (5) **Meeting 6** TL could mention and pronounce both vocabularies and conversation with errors.	could utter vocabularies correctly and little to memorize conversation a) TL has been being intensively drilled. b) By applying intensive drilling, TL could utter vocabularies correctly and little to memorize conversation	correctly and little to memorize conversation **(2) Meeting 5-6** Using flashcards as guessing game was proven that TL looked happy to learn, motivated and small mistakes to name English vocabularies **(3) Meeting 7-8** These two meetings were used to recall TL's memories, understanding meaning and pronunciation skill. The results were remarkable; there is no hesitation as the first meeting, TL could mention vocabularies and the meaning though small mistakes in	

		practicing conversation in turn taking.	

Looking at the characteristics learning of target learner, drilling technique has given significant results from second meeting. Besides booklet, flashcards also being applied as supportive media in giving drilling technique for the target learners. The significant improvement of learning attitude of target learners has shown in only 2 (two) weeks with face-to-face meeting was around seven to eight meeting in thirty to forty-five minutes unintensively. Unintensive meeting happen because the teaching and learning activity were conducted in their spare time of their duty. It was sometimes being stopped for a while and continued some minutes later. In short, this learning activities didn't look like in formal school which have fixed schedule.

3. Description of drilling technique strategy and appropriate materials

Considering the characteristics of target learners' learning attitude, English language experience and their age below were the description of drilling technique strategy and appropriate materials:

A. Waitress

He is a male, age 44 and received English education when he was in Senior High School. He just remembered number in English from 1-10 and few vocabularies, always got confused and was a low response learner. Based on the results of need analysis study, the target learner needs to learn vocabularies about (a) Money (Prices and change), (b) Direction (at the corner, in the middle, on the table, etc), and (c) conversation expression about introducing menu and ingredients. Therefore, suggested materials were Vocabulary and Conversation Booklet and Flashcards; while appropriate drilling technique were (a) Repetition/repeat an utterance as soon as they heard it (b) Replacement/word uttered is replaced by another and (c) Completion/ hear the completed utterance and repeat the utterance in completed form.

B. Security

He is a male, age 44 and his last English education was in Secondary Engineering School. He just remembered greetings and few vocabularies. He always got confused and asked to stop the learning several times. Based on the results of need analysis interview, the target learner needs to learn vocabularies on (a) greetings and (b) showing direction while appropriate media to use were (a) flashcards and (b) conversation booklet. Appropriate drilling technique for this target learner is (a) Repetition/ repeat an utterance as soon as heard it and (b) Rejoinder/ making an appropriate rejoinder to a given utterance.

C. Fruit Seller

He is a male age 40 and his last English education was in Vocational School. He could say how much/many but didn't know how to use. He was very motivated though low response in learning. Based on the results of need analysis interview, the target learner needs to learn vocabulary about (a) Fruit taste, (b) Prices in kilos and conversation expression such
(c) Accepting an offering and (d) Refusing an offering. The target learner needs to be assisted with (a) Vocabulary and Conversation Booklet and (b) Flashcards while appropriate drilling technique to use was (a) Repetition/ repeat an utterance as soon as heard it and (b) Completion/ hear the completed utterance and repeat the utterance in completed form.

D. Fried Rice Seller

He is a male, age 46 and his last English education was in Senior High School. He just remembers some words but he didn't know how to say prices. He tends to get bored easily, but still motivated to learn, loved to make jokes in the middle of learning process, and he couldn't place attention. Based on the results of need analysis interview, the target learner needs to learn vocabulary about (a) Ingredients of fried rice and (b) Taste of fried rice, while speaking expression that supports his profession was (a) Explaining how to make fried rice. The target learner needs to be assisted with (a) Flashcards of Vocabularies and (b) Conversation Booklet. Meanwhile, appropriate drilling technique to apply was (a) Repetition/ repeat an utterance as soon as heard it (b) Replacement/ word uttered is replaced by another, (c) Completion/ hear the completed utterance and repeat the utterance in completed form and (d) Transpotion/ changing the word order to add another word.

CONCLUSION

Using Action Research design, the non-scholar would be given assistive teaching learning based on the needs for their daily profession. Looking at the characteristics learning of target learner, drilling technique has given significant results from second meeting. Besides booklet, flashcards also being applied as supportive media in giving drilling technique for the target learners. The significant improvement of learning attitude of target learners has shown in only 2 (two) weeks with face-to-face meeting was around seven to eight meeting in thirty to forty-five minutes unintensively. From the four male target learners whose age between 40-46 with different characteristics of learning, the most frequent drilling technique to use is repetition or repeat an utterance as soon as heard it.

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