

**THE EFFECT OF USING DRILL METHOD
TOWARD WRITING DESCRIPTIVE TEXT
(A Study at the Seventh Grade Students of SMP Negeri 2 Padangsidimpuan)**

By:

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Abstract

The objectives of this study is to find out is there a significant effect of using drill method toward writing descriptive text at the seventh grade students of SMP Negeri 2 Padangsidimpuan. This research is made by using experimental method. The purpose is to know the effect of drill method in writing descriptive text. Thus, the data in this research belongs to the writing descriptive text. In this research, the Seventh Grade Students of SMP Negeri 2 Padangsidimpuan have position as population with 180 students. Therefore, sample in this research is taken by using random sampling or 45 students. Furthermore, the writer uses test as the instrument to collect the data in which the test divided to pre-test and post-test. The writer uses descriptive and statistic analysis to analyze the data. Based on the descriptive analyzed, the writer shows that the average scores which got by students in X variable is 70.11 in which this score categorized to the good category. Meanwhile, the average scores which got by students in Y variable is 66.22 in which this score categorized to the enough category. Furthermore, statistic analysis shows that "There is Significant Effect of Using Drill Method toward Writing Descriptive Text at The Seventh Grade Students of SMP Negeri 2 Padangsidimpuan". It is known from the hypothesis testing in which t is higher than t_{table} , or $2.23 > 1.99$.

Kata-kata Kunci: Kemampuan Menulis, Metode Drill, Teks Deskriptif.

Abstrak

Tujuan penelitian ini adalah untuk melihat gambaran apakah terdapat pengaruh penggunaan metode Drill terhadap kemampuan menulis teks deskriptif pada siswa Kelas VII SMP Negeri 2 Padangsidimpuan. Penelitian ini dilaksanakan dengan menggunakan metode eksperimen. Tujuannya adalah untuk mengetahui pengaruh dari penggunaan metode Drill terhadap kemampuan menulis teks deskriptif. Oleh sebab itu, data penelitian ini berfokus kepada kemampuan menulis teks deskriptif. Populasi penelitian ini adalah seluruh siswa Kelas VII SMP Negeri 2 Padangsidimpuan yang berjumlah 180 siswa. Sampel penelitian ini diambil dengan menggunakan teknik Random Sampling atau sekitar 45 siswa dari populasi. Kemudian penulis menggunakan tes sebagai instrumen penelitian di mana tes tersebut dibagi atas pre-test dan post-test. Penulis menggunakan teknik deskriptif dan teknik statistik sebagai teknik analisis data. Hasil analisis deskriptif menunjukkan bahwa nilai rata-rata yang diperoleh siswa pada variabel X adalah 70,11 di mana nilai tersebut berada pada kategori baik. Sementara itu, nilai rata-rata yang diperoleh siswa pada variabel Y adalah 66,22 yang masuk ke dalam kategori cukup. Selanjutnya, analisis statistik menunjukkan bahwa terdapat pengaruh yang signifikan dari penggunaan metode Drill terhadap kemampuan menulis teks deskriptif siswa Kelas VII SMP Negeri 2 Padangsidimpuan. Hal tersebut diketahui dari pengujian hipotesis, yakni nilai t lebih besar daripada t_{table} , atau $2,23 > 1,99$.

Keywords: *Descriptive Text, Drill Method, Writing.*

1. INTRODUCTION

Writing is one of language skill in language learning. It is categorized to the productive skill because it builds words or sentence to another particular, such as paragraph and text. Writing is process to produce information or knowledge through text. Thus, writing has important role in learning of language and often measured as the success of learning foreign language.

Nowadays, teaching English (writing, speaking, reading, and listening) in junior high school have oriented to the genre. It means, the teacher should relate the learning process to the situation and context. Genre is a new subject of English teaching in our education levels (junior high school, senior high, and university). It consists of descriptive text, procedure text, spoof text, report text, explanation text, narrative text, and discussion text. In curriculum of junior high school, writing has aim make students able to communicate in functional level. Depdiknas states that purpose of teaching English in junior high school is the students are able to communicate in functional level. It means that the students should able to develop their communicate competency in orally or written level based on their daily problem.

Looking to the purpose above, there are many efforts which can be done to hold them, such as: applying the suitable method, prepare the effective teaching, gives motivation, facilities, and so forth. Others, to get the aim it is needed to prepare the suitable material.

In fact, the students' ability in writing descriptive text is still far from the expectation. This is known from observation of the writer to the seventh grade students of SMP Negeri 2 Padangsidimpuan. Majority of seventh grade of SMP Negeri 2 Padangsidimpuan in 2017/2018 Academic Year have 60 in *Daftar Kumpulan Nilai (DKN)* for English subject. Meanwhile, their minimal target in *Kriteria Ketuntasan Minimal (KKM)* is 70. It means that the students do not get

their target in English subject. Thus, it can be said that the students still have problem in English subject and it is included to writing descriptive text.

Looking to the above problem, there are many factors which influence the successfulness of the students in writing descriptive text, such as: teaching method, intelligence, motivation, paragraph mastery, using of punctuation, personality of the teacher, environment, society, library, family, etc.

Actually, there are many efforts that teachers have done to solve the problem, such as: giving some training, asking the students to describe something, using English in learning process, etc. But, no one from them is effective to solve the students' problem in English, especially in writing descriptive.

Realize to the above problem, the writer tries to give an input. The writer thinks it will be solve if the teacher uses the suitable method in learning process. By applying the suitable method, the students' speaking ability will increase significantly. Therefore, for this case the writer gives solutions to applying the methods, namely drill method.

Drill method is a teaching way which gives trains to the students about what the students had been known until the students have specific skill. In this method, the skill gets from the students drill in continuously.

Generally, there are two factors can influence the writing descriptive text, namely internal factor and external factor. Internal factor are the factors which occur from students their selves, such as: writing mastery, paragraph mastery, using of punctuation, vocabulary, unity, coherence, grammar, and so forth. Meanwhile, external factor are the factors which occur from outside of the students, such as: teaching methods (drill method) curriculum, school facilities, teachers, environment and so forth. But, for this case the writer only discusses teaching method in teaching writing descriptive text.

Writing Descriptive Text

Writing is an activity in expressing ideas into sentences or paragraphs. It is one of skill in language which is got by continuous training. It means that writing is not natural skill, but it should be get by doing treatment continuously. According to Langan (2010: 5) that writing ability is related to exploring sentences and paragraphs in a clear direct way. It explains that writing ability has related to ability in exploring sentences and paragraphs.

Furthermore, Nation (2009: 113) that writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading. This preparation can make it possible for words that have been used receptively to come into productive use". It means that writing is prepared for other skills, namely; listening, speaking and reading. It is of course that writing product can be used in listening, speaking and reading moreover as opposite it.

Related to the quotation above, Djuharie (2008: 24) says, “Teks deskripsi adalah untuk menggambarkan seseorang, sesuatu, suatu tempat, seekor binatang”. It means descriptive text is a type of written text which has the specific function to describe person, thing, a place, or an animal. In addition, Pardiyono adds that the most important things in writing descriptive text are: communicative purpose (social function), rhetorical (generic structure), lexicogrammatical features”

Based on the quotation above, the writer takes conclusion that writing descriptive text means as activity to write a kind of text which give description about something by using sentences which can be described. Furthermore, the writer should pay attention to the social function of descriptive text, generic structure of descriptive text, and lexicogrammatical features in writing descriptive text.

Teaching Method

Teaching method is an organization and application of teaching technique, teaching materials, teaching aids and supplementary materials by the teacher, with the aim of achieving the teaching and learning objectives. Teaching methods focus on the goals which will achieve in teaching learning process.

According to Fatel and Jain (2008: 71) that teaching method may also be defined as the process of planning, selection and grading language materials and items, techniques of teaching, etc. It mean that teaching method is the process to make planning how the learning process runs which select the suitable materials, techniques of teaching, tolls, and so forth. In addition, Sagala (2003: 201) says that all teaching method that are used must be related to the goals of teaching learning process, hence, the teacher should understand the function, steps in a teaching method. It means that teaching methods should be related to the goal of learning process, thus it is designed to get the goals and teacher should know the function of the methods which is used in learning process. Furthermore, Wood (2008: 16) says that all teaching methods can be made more effective by attending to particular aspects of implementation. It means that teaching methods make effective way to the teacher in implementation learning material in particular time.

Based on the explanation above, the writer concludes that teaching method is process of planning learning materials and techniques of teaching. It makes learning process to be effective, especially in conveying the learning material.

Drill Method

Drill method refers to method who gives drills to the students about what the students had been known until the students have specific skill. In this method, the skill gets from the students drill in continuously. According to Iskandar (2009: 135) that drill methods is teaching method with training in learning process and it is used to gets skills from the materials learning, to give deep understanding before getting certain training, and it gives training continuously.

Furthermore, Guru (2013) states that drill method refers to the teaching method in which students ask to do activities or training in order they have skills from the learning process. It means that there are some aspects that should be known in using drill method, namely purposes of drill method, advantages and disadvantages of drill method, and steps of drill method.

Based on the quotation above, the writer takes conclusion that drill method refers to the teaching way which gives training to the students in learning process. The training gives students spesecific skill which is needed in the learning process. Furthermore, there are some aspects that should be known in using drill method, namely purposes of drill method, advantages and disadvantages of drill method, and steps of drill method.

2. RESEARCH METHOD

This research took location in the SMP Negeri 2 Padangsidimpuan, exactly at Seventh Grade Students of SMP Negeri 2 Padangsidimpuan. Basically, there are many reasons why the writer took the school as location of the research. But, there were two important reasons, namely the data which is needed in this research can be found in this location and the problem about this research has never done for research.

Others, the school is the location where the writer worked, thus it gave opportunity for the writer to take the information or data with easy. Furthermore, this research had been planned to run in three months, namely February, March, and April 2018. The time was used to collect the data, analyzed the data, and makes a report based on the data. Experimental method is the kind of research method which is used in this research. It aims to look the effect of using drill method in writing descriptive text. Population in this research is the Seventh Grade Students of SMP Negeri 2 Padangsidimpuan as the population with 180 students in 2017/2018 Academic Year. Sample in this research is taken by using random sampling, namely 25% from population or 45 students. Furthermore, the writer used test as the technique to collecting the data, in which the test belongs to the pre-test and post-test. Therefore, the writer used descriptive and statistic analysis to analyze the data in this research.

3. RESULT AND DISCUSSION

Based on the analyzed to the data, the writer found that the lowest score in X variable or teaching writing descriptive text by using lecturing method was 50, while the highest score was 90. Others, the mean = 70.11, median = 70, and the mode = 70. Meanwhile, in Y variable or teaching writing descriptive text by using drill method it could be seen that the highest and the lowest scores in this variable were 85 and 45. Moreover, the mean = 66.22, median = 65, and mode = 65. Moreover, based on the calculation above by using t-Test, it could see that t was 2.26. Furthermore, the value compared with t_{table} in 5% significance. Where, the value was $df = (N_1 + N_2 - 2) = 45 + 45 - 2 = 88$. In table, the value of df 88 was 1.99. It means that t was higher than t_{table} ,

or $2.23 > 1.99$. Furthermore, by referring to the result of calculation above the writer concluded that hypothesis in this research was acceptable. It could be said that “There is Significant Effect of Using Drill Method toward Writing Descriptive Text at The Seventh Grade Students of SMP Negeri 2 Padangsidempuan”.

Furthermore, the suitable method is very important for the teacher to reach the goal or successful in wiring descriptive text. Writing descriptive text refers to ability to writer description about something or object/subject description. In making clear description, it is needed that the writer should be pay attention to the structure of descriptive text, namely identification and description. Thus, descriptive text which is written can be understood by the readers.

In this research, the writer chooses drill method in teaching writing descriptive text. Drill method is teaching method which gives learning material by the training. Thus, from the training students expected to have certain skill through learning process. Others, the training is run continuously in certain time. Thus, the writer assumes that there is the effect of Drill Method toward writing descriptive text at the Seventh Grade Students of SMP Negeri 2 Padangsidempuan.

4. CONCLUSION

Based on the result of the research above, the writer gave many conclusions in this research, such as: (a) the average scores which got by the Seventh Grade Students of SMP Negeri 2 Padangsidempuan in X variable or teaching writing descriptive text by using lecturing method was 70.11 in which this score categorized to the good category, (b) the average scores which got by the Seventh Grade Students of SMP Negeri 2 Padangsidempuan in Y variable or teaching writing descriptive text by using drill method was 70.11 in which this score categorized to the enough category, and (c) “There is Significant Effect of Using Drill Method toward Writing Descriptive Text at The Seventh Grade Students of SMP Negeri 2 Padangsidempuan”. It means that the hypothesis accepted in which t was higher than t_{table} , or $2.23 > 1.99$.

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