

The Effect of Applying Drill Method on In Teaching Students' Writing Ability

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ABSTRACT

This research was aimed to develop teaching writing by using drill method as method in teaching writing descriptive paragraph. This study was conducted applying Nana Sudjana (1989:86) theory. The research took place at MTs.Swasta IRA Medan. The sample consisted of class VII. The instruments employed in this study experimental research which consist of pre-test and post-test.. The findings of the study were the quality of the developed technique as media viewed from the experts is very good (88 %). Most students gave positive responses. Most students said that the method was interesting and it could help them to write descriptive texts easily. The results of the test show that the method improved their ability in writing descriptive paragraph (average score: 80, 12).The scoring system was based on five aspects; namely content, organization, vocabulary, language use, mechanics. Therefore, the writer suggests that English teachers develop method as one of the creative way to improve the students' ability in writing descriptive texts.

Keywords: Descriptive paragraph, pictures, writing.

1. Introduction

English is a means of crucial communication and occupies the first position in the world because it is used all over the world. In Indonesia, English is included as a foreign language and has been taught in the school, from kindergarten level till university level. Wello et.al. in Rahman (1999:3) added that English as a foreign language can be learned most effectively when it is used as the medium to convey informational content of interest and relevance to the learners. So, the mastery of English is not only needed in academic field but also in the science and technology field.

Writing is an activity that has relevance with idea in mind so can stimulate learning and critical thinking. English is not only can be communicated in oral. Good ability in writing is one of the crucial key to express message to reader. A writing can contains a lot of ideas. Through writing, students can share their knowledge and train them to express their ideas. Writing also means process of communication that conveys ideas and opinion in a written form which suggest that the readers should have similar understanding of what is written. There would be confusion on the part of the readers if their ideas and opinions are not clearly describe. Writing has one of the basic language skills that should be master by students besides listening, speaking and reading. According to Smalley Regina L and Mary K.Ruetten (1986:58) "Descriptive paragraph is a group of sentences that develops one main idea about describing thing,place,person and animal". The description must be organize so that the reader

can vividly imagine the scene being describe. The arrangement of the details in a descriptive paragraph depends on the subject. The selection and the description of details depend on the describer's purpose.

Writing is assumed into the most difficult skill to be learned by the students because many aspects should be mastered such as grammatical and theoretical devices. There are some important parts in writing; some of them are kinds of writing style and some factors that can influence the students' ability in writing. Solahuddin (2009:157) stated that there are four kinds of writing namely narration, description, argumentation and exposition. They have different characteristics and strategies in doing them. While some factors that influence the students' ability are content, organization, vocabulary and mechanics.

Mastering in writing is not easy for the students who are learning English but must get attention from now. According to the result of observation that has been done at MTs. Ira Sasta Medan, the average score in writing still very poor. They are still very poor in writing because they feel that writing is difficult so they do not have motivation to write. They also have difficulty to acquire ideas and do not know how to express in writing form. So far, English teacher has applied a number of strategies or methods to improve students' writing ability. But in fact, the students' writing ability still very poor. In this case, lecturer only uses lecturing strategy. Besides that, it caused by the limitation of media and the media make the student bored for learning process.

Drill method was one the strategies that the researcher suggest to be use to help the students in studying about descriptive paragraph. Nana Sudjana (1989 : 86) say that "Drill method (exercise) is an activity doing the same thing, over and over again in earnest with the aim to strengthen an association or perfecting a skill in order to became permanent. Distinctive characteristic of this method is a repetition of events that many times from the same thing. Thus forming knowledge or skill set ready at any moment ready to be used by the relevant. So, Drill Method is a teaching method that can be use to enable the students during the learning process. Because Drill method requires students to always learn and evaluate the exercise given by the teacher. Drill using students' understanding of the material or concepts submitted will be better in order to reach an optimal learning.

Actually, there are many techniques to make teaching interesting, especially in teaching writing. In this part, the researcher will try to conduct Drill Method in writing descriptive paragraph.

Writing is the expression of language that is used to convey and explain idea in form of letter or symbol to reader. It is also a tool and skill of writer to communicate information and ideas to readers in written form. According to Carrol, Wilson and Forlini (2001:3) say that "Writing is one of the most powerfull communication tools it will be used today and for the rest of life. It will be used share and thought and ideas with others end even to communicate with self". Based on the explanation and opinion above, it can be concluded that writing is an activity of

expressing idea, feeling, emotion, estimation or opinion in written form. Through writing people give information to the readers about writer's thoughts and ideas which are organized in sentences.

Regina L Smalley (1986:3) say that "Paragraph is a group of sentences that develops one main idea. A paragraph must have idea with all the sentences and contributing to the developments of the main topic in a well contracted paragraph. The topic can be stated in a sentence. The topic sentence may appear in either the beginning or the end of the paragraph. Smalley Regina L. and Mary K. Ruetten (1986:58) "Descriptive paragraph is a group of sentences that develops one main idea about describing thing, place, person and animal".

There are types of writing like narrative paragraph, descriptive paragraph and expository paragraph. There are some parts of descriptive paragraph, topic paragraph, controlling idea, topic sentence, supporting sentence, concluding sentence, coherence and unity. Nana Sudjana (1989 : 86) say that "Drill method (exercise) is an activity doing the same thing, over and over again in earnest with the aim to strengthen an association or perfecting a skill in order to became permanent.

2. Research Methodology and Findings

This research was conducted by using an experimental research which consist of pre-test and post-test. In conduct the experimental research, the sample is divide into two groups experimental and control group.

The subject of this research was the seventh grade students of MTs. Swasta Ira Medan consisted of 83 students.

The data this research was collect by using a writing test. In the test, the students was asked to write a descriptive paragraph based on the topic given. In this research there was some steps that apply to analyze data. They are :

1. Scoring the students' answer
2. Listing their score into two tables, first for the experimental group and second for the control group scores.
3. Calculating the total score post test in experimental group an dcontrol group.

According to Arikunto (2010:354)

Where :

M : Mean score of sample per-group

N : The amount of samples

X : Standard deviation of Xi and X2

Y : Standard deviation of Yi an Y2

Experimental and Control Group

Group	Pre-Test	Treatment	Post-Test
X	√	Drill Method	√
Y	√	Free writing Strategy	√

Where :

X : Experimental Group

Y : Control Group

V : Treatment

According to Heaton (1998:146) scoring of writing test : Content

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24-30	Excellent to very good : knowledge able substantive through development of topic sentence-relevant to assigned topic
22-26	Good to average : some knowledge able to subjective-adequate range-limited development of topic sentences-mostly relevant to topic but lack detail
17-21	Fair to poor : limited knowledge of subject little substance inadequate development of topic
13-16	Very poor : does not show knowledge of subject not substantive not pertinent or not enough to evaluate

Organization

18-20	Very good : exact word, affective word choice and usage, word from mastery appropriate register
14-17	Good to average : adequate range, occasional errors of words. Choice but meaning not obscured
10-13	Fair to poor : limited range, frequent errors of words, choice usage, meaning confused or obscured
7-9	Very poor : essentially a translation, knowledge of English vocabulary, word form or not to evaluate

Vocabulary

18-20	Very good : exact word, affective word choice and usage, word from mastery appropriate register
14-17	Good to average : adequate range, occasional errors of words. Choice but meaning not obscured
10-13	Fair to poor : limited range, frequent errors of words, choice usage, meaning confused or obscured

7-9	Very poor : essentially a translation, knowledge of English vocabulary, word form or not to evaluate
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Language

22-25	Excellent to very good : affective complex construction few errors arguments, test, word order/function, articles, pronouns, prepositions
18-21	Good to average : effective but simple construction minor problem in complex construction several errors of agreement, tense, number word order function, articles, pronouns, prepositions but meaning seldom obscured
11-17	Fair to poor : major problems in simple/complex construction frequent of errors of negotiation, agreement, tense, pronoun, preposition, deletions meaning, confused
5-11	Very poor : virtually no mastery of sentence construction rules dominated by errors does not communicate

Mechanism

22-25	Excellent to very good : demonstrate mastery of conversation-few errors spelling, punctuation and capitalization writing sentences
18-21	Good to average : occasional errors of spelling, punctuation and capitalization writing sentences
11-17	Fair to poor : frequent errors spelling, punctuation and capitalization, writing sentence poor hand writing meaning confused
5-11	Very poor : no mastery of conventions dominated by errors spelling, punctuation and capitalization, paragraph hand writing illegible

Skills

Qualitative From	Quantitative From
Excellent to very good	90-100
Good too average	70-89
Fair to poor	30-69
Very poor	0-29

4. **Conclusion**

The effect of applying drill method on the students' writing ability in descriptive paragraph. This is proved by the mean score of experimental group in posttest was 81.61 (good) classification. While the mean score of control group in posttest was 49.86 (poor)

classifications. It showed that applying drill method was more effective to improve the students' writing ability in five component (content, organization, vocabulary, language use, and mechanics). It indicated the alternative hypothesis (H1) was significantly approved. In addition, the effect of Drill method significantly improved the students' writing ability in term of content, organization, vocabulary, language use and mechanics.

Based on the result of this research and conclusions above, the researcher gives some suggestions as follows:

1. In teaching writing especially descriptive text to the students, the English teacher should use an appropriate strategy which can create a good atmosphere and classroom situation to be fun so can make them relax and enjoy getting the material. One of the appropriate strategies is Drill Method.
2. For the students, who want to improve their writing ability especially in descriptive paragraph, should use drill method strategy because drill method is creative and effective way to make note and will map our minds. So, there will a lot of ideas from the topic that can be developed. Furthermore, the students will not get bored for teaching and learning process because they not only use their left brain but also use their right brain at the same time
3. For the next researcher who wants to do the next research. The researcher hopes to conduct a research on the other skill.

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