

THE USE OF DRILL METHOD TO IMPROVE STUDENT'S WRITING IN RECOUNT TEXT AT TENTH-2 GRADE OF SMA PERGURUAN NASIONAL YOS SUDARSO

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Info Artikel

Diterima :

Tg14 April 2026

Revisi :

Tg25 April 2026

Terbit :

Tg06 Mei 2026

Key words:

Drill Method,
Writing Skill,
Recount Text, EFL
Student, Senior
High School
Student

Kata Kunci:

Drill Method,
Kemampuan
Menulis, Recount
Text, EFL, Siswa
Sekolah Menengah
Atas

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Abstract

This research aimed to improve students' ability in writing recount texts through the implementation of the Drill Method. The study employed Classroom Action Research (CAR) consisting of two cycles, each involving planning, action, observation, and reflection. The participants of this research were 33 tenth-grade students at the senior high school level. Data were collected through writing tests, namely pre-test, Post-test I, and Post-test II, as well as classroom observations. Quantitative data were analyzed by calculating the students' mean scores based on the analytic scoring rubric adapted from H. Douglas Brown, (2001), which uses a scale of 1-25 covering five aspects of writing. The findings revealed a significant improvement in students' writing ability after the implementation of the Drill Method. The pre-test results showed that students' initial writing ability was still low, with a mean score of 11.00. After the implementation of the Drill Method in Cycle I, the mean score increased to 15.55. Further improvement was achieved in Cycle II, in which the mean score increased to 18.58. These results indicate that systematic and repeated drilling activities effectively improved students' mastery of recount text structure and the use of simple past tense. In conclusion, the Drill Method proved to be effective in improving students' ability to write recount texts and can be considered an alternative teaching strategy in writing instruction.

Abstrak

Penelitian ini bertujuan untuk meningkatkan kemampuan siswa dalam menulis teks recount melalui penerapan Metode Drill. Penelitian ini menggunakan desain Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus, di mana setiap siklus meliputi tahap perencanaan, tindakan, observasi, dan refleksi. Partisipan dalam penelitian ini adalah 33 siswa kelas X di tingkat sekolah menengah atas. Data dikumpulkan melalui tes menulis, yaitu pre-test, post-test I, dan post-test II, serta observasi kelas. Data kuantitatif dianalisis dengan menghitung nilai rata-rata siswa berdasarkan rubrik penilaian analitik yang diadaptasi dari H. Douglas Brown, (2001), yang menggunakan skala penilaian 1-25 yang mencakup lima aspek penulisan. Hasil penelitian menunjukkan adanya peningkatan yang signifikan dalam kemampuan menulis siswa setelah penerapan Metode Drill. Hasil pre-test menunjukkan bahwa kemampuan awal menulis siswa masih rendah dengan nilai rata-rata 11.00. Setelah penerapan Metode Drill pada Siklus I, nilai rata-rata meningkat menjadi 15.55. Peningkatan lebih lanjut terjadi pada Siklus II, di mana nilai rata-rata meningkat menjadi 18.57. Hasil ini menunjukkan bahwa kegiatan drill yang dilakukan secara sistematis dan berulang secara efektif meningkatkan penguasaan siswa terhadap struktur teks recount serta penggunaan simple past tense. Dengan demikian, dapat disimpulkan bahwa Metode Drill efektif dalam meningkatkan kemampuan siswa dalam menulis teks recount dan dapat dijadikan sebagai alternatif strategi pembelajaran dalam pengajaran menulis.

INTRODUCTION

Writing is widely regarded as one of the most challenging language skills for EFL learners because it requires the ability to generate ideas, organize them coherently, and apply appropriate grammatical and lexical forms

simultaneously. H.Douglas Brown, (2001) explains that writing is a complex skill involving the integration of content, organization, vocabulary, grammar, and mechanics, while Hyland, (2003) views writing as a process of constructing meaning through language within specific social and genre contexts. Sartika et al., (2022) found that students commonly experience difficulties in organizing events chronologically and using appropriate past tense forms in writing recount texts. As a result, many learners experience difficulties in expressing ideas clearly and producing well-structured written texts, particularly when they are required to write specific text types such as recount texts that demand accurate organization and correct use of past tense forms. This finding is supported by Reskiawan & Astiantih, (2019), who reported that errors in using the simple past tense remain a major problem in students' recount text writing.

These difficulties were also found among students at SMA Perguruan Nasional Yos Sudarso. Based on preliminary observation and a diagnostic writing test conducted by the researcher, the tenth-grade students were divided into two classes, namely class X-1 and class X-2. Class X-1 consisted of 30 students, while class X-2 consisted of 33 students. The results of the preliminary test showed that the mean score of class X-1 was 54, whereas the mean score of class X-2 was 44. This gap indicates that students in class X-2 experienced more serious difficulties in organizing ideas, applying the generic structure of recount texts, and using the simple past tense accurately. Therefore, class X-2 was selected as the research subject because it required more intensive instructional intervention to improve students' writing ability.

In classroom practice, writing activities are often less emphasized, and students are given limited opportunities to practice writing in a structured and continuous manner. Jacob et al., (1981) argue that students' writing problems are commonly caused by insufficient practice and the absence of consistent feedback during the writing process. This condition was also evident in the observed classroom, where students showed low confidence and hesitation when asked to write recount texts independently. To address these problems, an instructional method that emphasizes systematic practice and habit formation is required. One such method is the Drill Method. Pal, (2018) states that the Drill Method involves repeated and structured practice to help learners internalize language patterns and improve accuracy. Through drill activities, students repeatedly practice sentence construction, verb forms, and paragraph development, which is expected to enhance their writing performance.

Several previous studies support the effectiveness of the Drill Method in writing instruction. Harahap, (2022) and Hanifah & Prayitno, (2025) found that the Drill Method significantly improved students' writing accuracy and fluency. In addition, research by Mastura et al., (2020) and Indah & Rini, (2024) reported that structured practice positively influenced students' ability to write recount texts in terms of grammar and text organization. Based on the identified problems and the supporting theoretical framework, this research was conducted to investigate the use of the Drill Method in improving students' writing ability in recount texts at the tenth-grade level of SMA Perguruan Nasional Yos Sudarso. This study employed Classroom Action Research to examine whether systematic drilling activities could improve students' writing and improve their writing performance based on Brown's analytical scoring rubric. In addition, writing instruction requires continuous practice in order to develop students' language accuracy and confidence. According to Brown (2001), writing competence develops gradually when learners are provided with repeated opportunities to practice language forms and receive feedback on their performance. In the context of EFL learning, students often struggle to produce grammatically correct sentences and organize their ideas logically because writing requires them to integrate multiple language components simultaneously.

Furthermore, recount text writing requires students to present past experiences in a chronological order while maintaining coherence between sentences and paragraphs. Many students experience difficulties in

applying the simple past tense consistently when writing recount texts. As a result, errors in verb forms, sentence structures, and word choices frequently appear in students' writing. Without sufficient practice and guidance, students tend to repeat the same mistakes and become less confident in expressing their ideas in written form. Therefore, the implementation of teaching strategies that emphasize repeated practice is essential to help students improve their writing skills. The Drill Method is considered appropriate for this purpose because it allows students to practice language patterns systematically. Through word drills, sentence drills, and paragraph drills, students can gradually develop their ability to construct grammatically correct sentences and organize their ideas more effectively in recount texts.

RESEARCH METHOD

This research employed Classroom Action Research (CAR) as the research design. According to Stephen Kemmis et al., (1988) Classroom Action Research is a reflective process conducted collaboratively to improve educational practices, understanding, and situations within the classroom. Classroom Action Research was chosen because it is intended to solve instructional problems found in the classroom and to improve the quality of teaching and learning processes. The research was conducted in two cycles, and each cycle consisted of four stages: planning, action, observation, and reflection. This design is in line with the CAR model proposed by Kemmis and McTaggart, which emphasizes continuous improvement through cyclical actions. The subject of this research was one class of tenth-grade students at the senior high school level, consisting of 33 students. The class was selected based on the researcher's preliminary observation, which indicated that students' ability in writing recount texts was still low, particularly in organizing ideas, applying the generic structure of recount texts, and using the simple past tense correctly. The research was conducted during the English teaching and learning process in the second semester of the academic year.

The research procedure was implemented in two cycles. In the planning stage, the researcher prepared lesson plans, learning materials related to recount texts, writing exercises based on the Drill Method, observation sheets, and writing tests. During the action stage, the Drill Method was implemented through systematic and repeated writing activities, including sentence-level drills, guided paragraph writing, and independent writing practice. In the observation stage, the researcher observed students' participation, learning behavior, and responses during the teaching and learning process using observation sheets and field notes. In the reflection stage, the results of each cycle were analyzed to identify students' difficulties and to determine necessary revisions for the next cycle. The instruments used in this research included writing tests, observation sheets, and field notes. The writing tests consisted of a pre-test, Post-test I, and Post-test II, which were administered to measure students' improvement in writing recount texts. The observation sheets were used to record students' learning activities and engagement during the implementation of the Drill Method, while field notes were used to document important classroom events that occurred during the research.

Data analysis in this research was conducted using both quantitative and qualitative techniques. Quantitative data were obtained from students' writing test scores, including the pre-test, Post-test I, and Post-test II. Students' writing was assessed using an analytic scoring rubric adapted from H.Douglas Brown, (2001), which covers several aspects of writing performance, namely content, organization, vocabulary, grammar, and mechanics. Each aspect was scored based on predetermined criteria, and the total score represented the students' overall writing performance. Table 1 presents the analytic scoring rubric used to assess students' writing performance based on H.Douglas Brown (2001).

Table 1. Scoring Rubric for Writing Recount Text (Adapted from Brown, 2001)

Component	Excellent (5)	Good (4)	Fair (3)	Poor (2)	Very poor (1)
Content	Ideas well developed and relevant	Mostly clear and relevant	Somewhat unclear	Limited ideas	Irrelevant or incomplete
Organization	Logical, coherent, and unified	Mostly coherent	Fair coherence	Weak connection	No organization
Vocabulary	Wide range and accurate use	Adequate range	Limited vocabulary	Inappropriate word choice	Very limited vocabulary
Language use	Few grammatical errors	Some errors, but meaning clear	Frequent grammatical mistakes	Major grammatical problems	Incomprehensible
Mechanics	No errors in spelling or punctuation	Minor errors	Several errors	Frequent mistakes	Dominated by errors

Based on Brown's scoring system, the maximum total score for students' writing was 25. Each of the five aspects of writing was scored on a scale of 1 to 5, and the total score represented the students' overall writing performance. The scores obtained from the pre-test, Post-test I, and Post-test II were analyzed by calculating the students' mean score in each test to identify the improvement in students' writing ability after the implementation of the Drill Method. The students' mean score was calculated using the formula :

$$M = \frac{\sum X}{N}$$

Where:

- a) M = Mean score
- b) $\sum X$ = Total of all students' scores
- c) N = Number of students

Qualitative data obtained from observation sheets and field notes were analyzed descriptively to support the quantitative findings. The analysis focused on students' learning behavior, participation, and responses during the implementation of the Drill Method in each cycle. The qualitative data were used to identify general patterns of students' engagement and learning difficulties as supporting information for the quantitative results.

In summary, the research methods applied in this study were designed to systematically investigate the effectiveness of the Drill Method in improving students' ability to write recount texts. By combining Classroom Action Research procedures, valid research instruments, and both quantitative and qualitative data analysis techniques, this study ensured that the data obtained were reliable and relevant to the research objectives. The methodological framework provided a clear basis for interpreting students' learning progress and evaluating the success of the teaching actions implemented in each cycle.

RESULT AND DISCUSSION

Before the implementation of the Drill Method, students' initial writing ability was relatively low. The pre-test results showed that the total score obtained by the students was 363 from 33 students, with a mean score of 11.00 based on the Brown scoring scale (1-25). These findings indicate that most students experienced difficulties in writing recount texts, particularly in organizing ideas, applying the generic structure of recount text, and using the simple past tense correctly. This condition supports H.Douglas Brown's, (2001) view that writing is a complex skill that requires learners to control multiple language components simultaneously. After the implementation of the Drill Method in Cycle I, students' writing performance showed improvement. The results of Post-test I indicated that the total score increased to 513, with a mean score of 15.55. Although the improvement was evident, several students still experienced difficulties in developing ideas and applying correct grammatical structures. Errors in the use of simple past tense and incomplete text development were still frequently found. This result suggests that students needed more intensive practice and clearer guidance, particularly in applying grammatical rules and managing writing time.

A significant improvement was achieved in Cycle II after revising the teaching strategy based on the reflection of Cycle I. The Post-test II results showed that the total score increased to 613, with a mean score of 18.57. Students demonstrated better mastery of recount text structure, more accurate use of simple past tense, and improved coherence in their writing. These results indicate that intensified drilling activities and clearer instruction effectively addressed students' previous difficulties. To provide a clearer overview of students' progress, the improvement of students' writing achievement across the three tests is summarized in the following table.

Table 2. Students' Writing Score Improvement

Name of Test	Pre-Test	Post-Test I	Post-Test II
Lowest Score	6	8	13
Highest Score	18	22	23
M (Mean Score)	11	15.55	18.57
N (Number Of Student)	33		

The table shows a consistent increase in students' writing scores from the pre-test to Post-test II. The mean score improved from 11.00 in the pre-test to 15.55 in Post-test I, and further increased to 18.57 in Post-test II, indicating a significant improvement in students' writing ability after the implementation of the Drill Method. The quantitative improvement was supported by qualitative findings obtained from classroom observations and field notes. In Cycle I, many students were still passive, hesitant, and dependent on teacher guidance during writing activities. Some students also had difficulty completing the writing task within the allotted time. However, in Cycle II, students showed increased participation, confidence, and independence. They were more responsive during drilling activities, paid closer attention to explanations, and were able to apply feedback from the previous cycle. These behavioral changes contributed positively to students' writing performance.

The findings of this research are consistent with theories proposed by *Harmer (2007) - The Practice of English Language Teaching*.Pdf, n.d.) and H.Douglas Brown, (2001), who emphasize that repeated practice and continuous feedback play an important role in developing language accuracy and confidence. Recent studies by Hanifah & Prayitno, (2025), Pramesti, (2024), and Zaman & Hakim, (2022) also confirm that frequent writing practice supported by clear feedback contributes significantly to students' writing development. In addition, David Nunan, (2003) states that writing improvement requires systematic practice in generating ideas, organizing content, and applying correct language forms. The Drill Method provided students with structured and repeated practice that supported these processes. The improvement observed in this research can also be explained

through the nature of drilling activities that emphasize repetition and reinforcement. Repeated practice allows students to internalize language patterns and gradually reduce grammatical errors in their writing. During the drilling activities, students practiced transforming verbs into past tense forms, constructing sentences, and organizing ideas into short paragraphs. This structured practice helped students become more familiar with the language features required in recount texts.

Another important factor that contributed to the improvement of students' writing performance was the feedback provided during the learning process. Feedback enabled students to recognize their mistakes and revise their sentences accordingly. Through continuous correction and practice, students were able to improve their grammatical accuracy and develop clearer sentence structures. Moreover, classroom observation also revealed that students became more confident and engaged during the learning activities in Cycle II. Compared to the first cycle, students participated more actively in the drilling exercises and showed greater willingness to express their ideas in written form. This positive behavioral change indicates that repeated practice not only improved students' technical writing skills but also increased their motivation to participate in writing activities.

Another aspect that explains the improvement of students' writing performance is the role of continuous practice in strengthening students' familiarity with the structure of recount texts. During the implementation of the Drill Method, students were repeatedly exposed to the generic structure of recount texts, which consists of orientation, events, and reorientation. Through guided exercises, students practiced identifying these components and applying them in their own writing. This repeated exposure helped students better understand how a recount text should be organized logically and chronologically. In addition, the drilling activities provided opportunities for students to practice using the simple past tense in meaningful contexts. Many students initially had difficulty transforming verbs into their past forms and often mixed present and past tense within the same paragraph. Through sentence drills and guided paragraph writing, students gradually became more familiar with the correct grammatical forms required in recount texts. As a result, grammatical errors decreased and the clarity of students' writing improved.

The improvement observed in this research also indicates that structured practice can significantly influence students' confidence in writing. At the beginning of the research, several students appeared reluctant to write because they were afraid of making mistakes. However, after participating in repeated drilling activities, students became more willing to express their ideas and complete writing tasks independently. This improvement in confidence played an important role in supporting students' overall writing performance. Furthermore, the Drill Method allowed the teacher to monitor students' progress more closely during the learning process. Because the activities were conducted step by step—from sentence construction to paragraph development—the teacher was able to provide immediate feedback whenever students made mistakes. This direct feedback helped students understand their weaknesses and improve their writing more effectively. Therefore, the combination of repetition, guided practice, and immediate feedback created a supportive learning environment that facilitated students' writing development.

These findings suggest that the Drill Method is particularly effective in helping students develop writing skills in EFL contexts where learners often require more structured practice. By combining repetition, feedback, and guided writing activities, the Drill Method creates a supportive learning environment that enables students to gradually improve their writing performance. Overall, the results demonstrate that the implementation of the Drill Method effectively improved students' ability to write recount texts. The consistent increase in students' mean scores from the pre-test to Post-test I and Post-test II, along with improved classroom participation, indicates that the Drill Method effectively improved students' ability to write recount texts. Therefore, the Drill Method can

be considered an effective instructional approach for improving students' writing achievement in recount text writing.

CONCLUSION

Based on the results of the research and the discussion presented, it can be concluded that the implementation of the Drill Method was effective in improving students' ability to write recount texts. The findings revealed a clear improvement in students' writing achievement from the beginning to the end of the research. In the pre-test, students' initial writing ability was still low, as indicated by a mean score of 11.00 based on the Brown scoring scale (1-25). This condition showed that most students experienced difficulties in organizing ideas, applying the generic structure of recount texts, and using the simple past tense accurately.

After the implementation of the Drill Method in Cycle I, students' writing performance improved, as shown as by the increase in the mean score to 15.55. Although improvement was evident, it indicated that systematic drilling activities began to have a positive impact on students' writing ability, particularly in sentence construction and initial application of grammatical rules. However, errors in grammar and limited time management still hindered many students from achieving the expected standard. A more significant improvement was achieved in Cycle II after revising the teaching strategy based on the reflection of Cycle I. The mean score increased to 18.57, indicating a substantial improvement in students' writing performance. Students demonstrated better mastery of recount text structure, more accurate use of the simple past tense, and greater coherence in their writing. These results indicate that intensive and repeated drilling activities, combined with clearer instruction and sufficient practice time, effectively addressed students' previous difficulties. Therefore, the implementation of the Drill Method in two cycles was considered sufficient to improve students' writing ability.

Based on these conclusions, it is suggested that the Drill Method can be used as an effective alternative teaching strategy in writing instruction, particularly for teaching recount texts at the senior high school level. Teachers are encouraged to apply the Drill Method systematically and continuously, while also combining it with other teaching methods to create more varied and engaging learning activities. Providing clear feedback and adequate practice time is also essential to support students' writing development. For future researchers, it is recommended to apply the Drill Method to other types of texts or different educational levels, as well as to integrate it with innovative learning media or instructional strategies. Such studies are expected to provide broader insights into the effectiveness of the Drill Method in improving students' writing skills in various learning contexts.

In addition, the findings of this research highlight the importance of providing students with sufficient opportunities to practice writing in a structured and systematic manner. Writing is not a skill that can be developed instantly; rather, it requires continuous practice, guidance, and constructive feedback from the teacher. The implementation of the Drill Method allowed students to gradually develop their writing ability through repeated exposure to sentence construction, verb usage, and paragraph organization. As a result, students became more familiar with the structure and language features of recount texts. Another important implication of this study is related to students' learning motivation and confidence. During the early stage of the research, many students showed hesitation when they were asked to write because they were unsure about their grammar and vocabulary choices. However, after participating in repeated drilling activities, students became more confident in expressing their ideas in written form. This indicates that structured practice not only improves students' technical writing skills but also supports their psychological readiness to engage in writing activities.

Furthermore, the results of this study demonstrate that the Drill Method can serve as a practical teaching strategy for English teachers who aim to improve students' writing ability, particularly in EFL contexts

where students often require more guidance in mastering grammatical structures. By integrating repeated practice with clear explanations and feedback, teachers can create a learning environment that encourages students to develop their writing skills more effectively. Therefore, it can be concluded that the Drill Method contributes positively to improving students' writing ability in recount texts, both in terms of language accuracy and overall text organization. The improvement in students' mean scores and classroom participation indicates that the method successfully addressed the learning problems identified at the beginning of the research. This study provides empirical evidence that structured and repeated writing practice can significantly enhance students' writing performance in the English language classroom.

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