Improving Students’ Speaking Skill through Pattern Drill Technique

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Abstract

The objective of this research was to describe the process of improving students’ speaking skill, to explore and clarify a phenomenon in social reality, especially to know how the teacher improves students’ speaking skill through pattern drill technique. This research was done at SMK BPS&K II Bekasi using Class Action Research based on descriptive data to improve students’ speaking ability which was taken sample of 25 eleventh grade students using speaking tests, interviews, observation and documentations of students’ activities while research was running in the class. The research was done by four steps in every cycle: they were planning, acting, observing and reflecting. The research scored the students’ speaking ability through pronunciation, grammar, vocabulary, fluency and comprehension. Based on the Classroom Action Research done by the researcher, it has shown that the eleventh grade students of SMK BPS&K 2 Bekasi have made improve in speaking English. In cycle 1, the researcher got data from 25 students and the score was 1824 with average score 72,96. At the cycle 2, their score increased be 1924 with average score 76,88 and at the cycle 3, final presentation from 25 students have gotten score 2018 and the average score was 80,72. The conclusion from the observation from Cycle 1 to Cycle 3 was that using Pattern Drill Technique proven improve students’ speaking English. The implementation of pattern drill technique used by the researcher was very appropriate for students at the eleventh grade, because they were more active to speak up in class. The repetition technique promoted students who were still difficult to arrange the sentences. The questions given to them stimulated their mind in mastering some vocabularies to speak up during speaking and learning activities. Their enthusiasms were high and they were confident to improve their speaking ability

Keywords: improving, student, speaking skill, pattern drill technique, english

INTRODUCTION

We like to call English is the language of communication. Because it seems all the people in the world have agreed to use English to talk to each other. As the international language, sixty percent of the worlds’ populations speak in English. These mean that we can communicate well if we do know how to speak the language. It will help you gain friends not just locally but internationally. It will open also some doors for you to venture on other countries like United Kingdom, United States of America, and the likes to spend either vacation or for studying purposes. Moreover the instructions given in some appliances, gadgets, equipments, food labels, etc. were written mostly in English. It will be important that you understand what was written on the instructions so that no harm or accidents will happen.
English develops into a lingua franca that unites individuals from many nations (Maulana, 2023). If you can communicate in English, you can contact people from all over the world. Talk about your ideas and opinions on Internet discussion groups. Send e-mail to interesting people. Learn about their life and culture. Travel more easily. Communicate with people wherever you go. Ask directions, have a conversation, or ask for help. However, it is one of the most frequently used languages in the world.

The nature of speaking is the way speaking discussed in applied linguistics. It covers linguistic descriptions of spoken language, speaking as interaction, and speaking as a social and situation-based activity. All these perspectives see speaking as an integral part of people’s daily lives. Together, they help assessment developers form a clear understanding of what it means to be able to speak a language and then transfer this understanding to the design of tasks and rating criteria.

The ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign language. Our personality, our self-image, our knowledge of the world and our ability to reason and express our thoughts are all reflected in our spoken performance in a foreign language. Although an ability to read a language is often the limited goal of many learners, it is rare indeed for the teaching of a foreign language not to involve learners and teachers in using the language in class. Being able to speak to friends, colleagues, visitors and even strangers, in their language or in a language which both speakers can understand, is surely the goal of very many learners. Yet speaking in a foreign language is very difficult and competence in speaking takes a long time to develop. To speak in a foreign language learners must master the sound system of the language, have almost instant access to appropriate vocabulary and be able to put words together intelligibly with minimal hesitation. In addition, they must also understand what is being said to them, and be able to respond appropriately to maintain amicable relations or to achieve their communicative goals. Because speaking is done in real-time, learners’ abilities to plan, process and produce the foreign language are taxed greatly. For that reason, the structure of speech is quite different from that of the written language, where users have time to plan, edit and correct what they produce.

One tool designed to help the teacher produces aural and verbal activity in the student is the pattern drill. The pattern drill is an oral exercise design to enable the student to acquire verbal control over a grammatical construction. This is accomplished by providing sufficient repetitions of the motif of the exercise in a number of similar contexts so that the linguistic pattern emerges.

Several linguists said that this drill method known as traditional methodologies because usually meant repeating after the teacher, memorizing a dialog, or responding to drills, all of which reflect the sentence-based view of proficiency prevailing in the audio-lingual and other drill-based or repetition-based methodologies. The drill method here means giving activity to the students to practice the lesson in order to have the ability higher than they have studied before. But to face the very based problems such as vocabulary, structure, pronunciation, comprehending reading material and many others, teacher need grammar-based syllabuses to develop oral skills. Because of these problems, students have difficulties in the arrangement of sentences, lack of confident to begin the dialog and when speaking, they feel nervous and always make some grammar mistakes. They also still have difficulties to arrange the right sentences and need more practice to make them can speak English well. So the drill technique is aimed toward helping the students to establish the habit of thinking in English.

Fluency became a goal for speaking and this could be developed through the use of information-gap and other tasks that required learners to attempt real communication. In so doing, learners would develop communication strategies and engage in negotiation of meaning, both of which were considered essential to the development of oral skills.

Research at the eleventh grade students of SMK BPS&K 2 Bekasi found that their speaking activities do not run well and these situations happen caused by several reasons:

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1. Teacher tends focusing students in doing the assignment and they have very little time to speak.
2. The students have difficulties in the arrangement of sentences.
3. The student lack of confident to begin the dialog.
4. When the students talk about something, they cannot find a word in their mind to express it.

Facing these facts, the writer feels that these students need special treatment in order to help them improve their English ability especially in speaking English. In the other side, teachers have to be more creative in their teaching techniques and performances in the classroom to encourage the students. Based on the explanation above the writer tries to make thesis entitling Improving Students’ Speaking Skill through Pattern Drill Technique.

There are so many linguists who tried to give definition of speaking. The writer has gathered various definitions for describing the meaning about speaking. We can begin from Gillian Brown and George Yule (1983) as follow: “Speaking is to express oneself and to express the need, request information, service, etc”. So, to connect and have relation with other people, speaking is the way to do it. With speaking people could understand what we mean and we can understand their purposes.

Jones (1989) stated that “Speaking is a form of communication, so it is important that what you say is conveyed in the most effective way.” To make us costumed with conveying ideas in effective way, it is very important to practice it repeatedly and develop the vocal fluency.

According the theory above, Hance (1995) stated that “Speaking is means of conveying ideas orally from one mind to another by means of a system of symbols called language”. The conveying ideas orally that could be understood by listener needs the means that we called language.

The similar definition stated by Stack (1996) that speaking has correlation with tool or part of organs, just like this: “Speaking is sound production including trains in correct positioning of the vocal organs and formation linguistic habit through intensive practice.” To speak correctly, we have to learn how the part of our organs performs in correct position.

Bryne (1998) said that, “speaking is a two way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding”. We can say that speaking skill has the aspects of the process of speaking that make the speaker's ideas become real to him and his listener.

In the same respect, Nunan (2003) agrees with Bryne that speaking is the productive oral skill and it consists of producing systematic verbal utterances to convey meaning so there are any understanding between the speaker and his listener. Based on the previous definitions, the researcher concludes that speaking skill is the process of sharing with other persons, one's knowledge, interests, attitudes, opinions or ideas. These are important aspects of the process of speaking which the speaker's ideas become real to him and his listener.

According to Chastain (1998), speaking is a productive skill and it involves many components. Speaking is more than making the right sounds, choosing the right words or getting the constructions. In general, speaking skill is the ability to say, to address, to make known, to use or be able to use a given language in the actual communication. So, in the light of these highlighted definitions, the researcher can compose an operational definition of speaking skill in this study as "Speaking is a skill of comprehending, pronouncing, and being fluent and accurate in using grammar and vocabulary".

One tool designed to help the teacher produce aural and verbal activity in the student is the pattern drill and Cornfield (1966) stated this: “The pattern drill is an oral exercise design to enable the student to acquire verbal control over a grammatical construction.” This was accomplished by providing sufficient repetitions of the motif of the exercise in a number of similar contexts so that the linguistic pattern emerges.

Surakhmad Winarno (1994) said that “Here the drill method means of way of technology giving the activity to the student to practice the lesson in order to have the ability higher than they have studied before.” The drill technique is aimed toward helping the
students to establish the habit of thinking in English. The drill provides the emotional security which comes engaging in narrowly defined task.

Richard (1992) stated the following: “Drill is technique commonly used in language teaching for practicing sound or sentence pattern in language based on guided repetition or practice. A drill which practices some aspect of grammar or sentences formation is often known as pattern practice.” Drill as much is usually understood to be mean emphasis upon unthinking repetition, thus, the drill method is a way of teaching by giving regular practice activity, in order to be able master the skill or certain knowledge, in the purpose of the higher mastering ability than what they had studied before.

The problem happens in speaking are that the students have difficulties in the arrangement of sentences; the students lack of confident to begin the dialog; the students feel nervous when they speak and tend to make some grammar mistakes; and the students cannot find a word in their mind to express it when they talk about something.

Speaking is means of conveying ideas orally from one mind to another by means of a system of symbols called language. And speaking ability is the ability to say sounds of articulation words that express state and convey the thought, ideas and feel.

The pattern drill technique is an oral exercise designed to enable the students to acquire verbal control over a grammatical construction. This is accomplished by providing sufficient repetitions of the motif of the exercise in a number of similar contexts so that the linguistic pattern emerges.

Using the pattern drill technique in speaking will help the students to establish the habit of thinking in English. Drill as much is usually understood to be mean emphasis upon unthinking repetition, thus, the drill method is a way of teaching by giving regular practice activity, in order to make the students be able master the skill or certain knowledge, in the purpose of the higher mastering ability than what they had studied before. The pattern drill technique, by dint of practice and repetition, teaches the student to produce an automatic oral response. It trains the ear and helps the student to link sound with meaning in speaking.

**METHOD**

The method of research researcher used is classroom action research. We begin from the definitions about classroom action research. According to Elliot (1982), he stated as follow: “Action research is a study of social situational with the purpose to improve the quality action in it. All of the processes ...research, diagnose, planning, action, observe, and influence... created relation needed between self-evaluation and professional improvement.” Classroom Action Research means research doing to a class to know the effect of an action applied on a research subject at that class.

Classroom Action Research is not solely theory but it also takes practice in participant’s improvement as defined by Peter Reason and Hilary Bradbury (2001): a participatory, democratic process concern with developing practical knowing in the pursuit of worthwhile human purposes, grounded in a participatory worldview which we believe is emerging at this historical moment. It seeks to bring together action and reflection, theory and practice, in participation with others, in the pursuit of practical solution to issues of pressing concern to people, and more generally the flourishing of individual persons and their communities. Action research intends more to improve the performance, contextual and the result is not general.

This research uses qualitative paradigm. The method used in this research is Classroom Action Research. Classroom Action Research is an action research do by the teacher in class. This action research is a chain of research-action-research-action, doing by cycle, in the frame work of problem solving, until the problem solved. The cycle nature of action research is reflected in spiral cycle of planning, acting, observing and reflecting.

The data collecting technique is a set of tools using to collect data. To get data precisely, the writer uses data collecting technique as follow:

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1. Interview
Interview is used to get data about level achievement implementation. Interview technique used by giving all the same questions to respondents and they have alternative in answering the questions freely, then the interviewer noted and collected the respondents’ answers. The interviewer use paper of interview as interview guide to know opinion. The respondents that researcher interviewed are three parts: students, one collaborator and the headmaster.

2. Observation
Observation is used to collect data about students’ activities in class using observation paper. Observation is doing to record data included process and result of activity with the goal to collect proves of action result to be evaluated and be based in reflection.

3. Test
Test is used to measure cognitive area with KKM parameter, in score form. The writer uses test guide in spreading the papers test. The tests are about pronunciation, grammar, vocabulary, fluency and comprehension.

<table>
<thead>
<tr>
<th>Score</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>80% -100%</td>
<td>Very good</td>
</tr>
<tr>
<td>75% - 79%</td>
<td>Good</td>
</tr>
<tr>
<td>60% - 74%</td>
<td>Enough</td>
</tr>
<tr>
<td>46% - 59%</td>
<td>Less</td>
</tr>
<tr>
<td>≤ 45%</td>
<td>Very Less</td>
</tr>
</tbody>
</table>

Table 1. Students’ Scoring Category

Based on scoring spoken technique, there are five criteria that are calculated as final speaking scores. Every criterion has minimal and maximal score. Minimal score is 1 and maximal score is 5. The total score of five criteria are calculated and multiplied by 4. So the students get maximal score 100 and minimal score 20.

<table>
<thead>
<tr>
<th>Name</th>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pronunciation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grammar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vocabulary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fluency</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comprehension</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

Table 2. Scoring Speaking Technique

4. Documentation
Documentation technique is one way to get data from respondent. Researcher could get information from various written sources and documents from respondents or school; where the respondents school or their address or their daily activities. Documents could be in forms of regulation, letter of decree, memorandum, report or photograph which is giving strong information to an event and illustration about the students’ activity in class.
### Table 3. Description of Scoring Speaking Technique

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pronunciation</strong></td>
<td>1</td>
<td>Pronunciation frequently unintelligible</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>“foreign accent” requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar and vocabulary</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Marked “foreign accent” and occasional mispronunciation which do not interfere with understanding</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>No conspicuous mispronunciations, with no trace of “foreign accent”</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>1</td>
<td>Grammar almost entirely inaccurate except in stock phase</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Constant errors showing control of very few major patterns and frequently preventing communication</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Frequent errors showing more major patterns uncontrolled and causing occasional imitation and misunderstanding</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Few errors, with no patterns of failure</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>1</td>
<td>Vocabulary inadequate for even the simplest conversation</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Vocabulary limited to basic personal and survival areas</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Choice of words sometimes inaccurate, limiting of vocabulary, frequent errors of grammar and word order occasionally obscure meaning</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Occasionally makes grammatical errors which do not obscure meaning</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Vocabulary good and precise, adequate to cope with more complex problems</td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td>1</td>
<td>Speech is so halting and fragmentary that conversation is virtually impossible</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Speech is very slow and uneven except for short routine sentence</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Speech is frequently hesitant and jerky sentence may be left uncompleted</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Speech is occasionally hesitant with some unevenness caused by rephrasing and groping for words</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Speech is effortless and smooth</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>1</td>
<td>Understand too little for the simplest type of conversation</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Understand only slow, very simple speech on the most basic topic. Requires constant repetition and rephrasing</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Understand careful, somewhat simplified speech directed to him/her with considerable repetition and rephrasing</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Understand quite well normal speech directed to him/her but requires occasional repetition and rephrasing</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Understand everything in normal conversation except for very low colloquial or low frequency items, or exceptionally rapid or slurred speech.</td>
</tr>
</tbody>
</table>
RESULTS AND DISCUSSIONS

Results

This chapter consist of two main parts namely Research Finding and discussion. It elaborates and interprets the finding data obtained from students’ test, observation and interview. It also answers the problem of research in the first chapter.

1. Pre-Action Description

In observing the process of the learning the classroom, the researcher asked the collaborator about the students’ motivation, response and participation.

The students’ motivation. Only a half of students in class had motivation to learn. It was visible from the lack of the students’ attention.

The students’ response. Not all of the students responded learning material presented by the teacher. There were students who did not pay attention during the learning process. Less than a half of students who responded.

The students’ participation. The students’ participation in the class was low. So that the researcher had to get effort to make the students fully involved in the learning process time.

The students’ speaking ability was low because they were almost never practice speaking in class. They usually just wrote the assignments from teacher or translated the passages.

The model of teaching speaking through pattern drill technique to the students was reflected in the learning process which includes the theme of lesson, the terminal objective on the procedures of teaching speaking through pattern drill technique. It is a good technique to stimulate students’ capability and to guide step by step for speaking skill.

2. Action Description

The purpose of implementation of teaching speaking through pattern drill was increasing the students’ competence to speak taught by the teacher. In learning process, the researcher found the students’ difficulties in learning speaking. She also found problems in every teaching action.

This research consisted of three cycles. Each cycle consisted of one meeting. In order to reach the objective of the research, the researcher used Classroom Action Research (CAR) in which each of the cycles consisted of four elements, namely planning, action, observation and reflection. The process can be seen at the cycles of the action research.

a. Cycle 1

The process of teaching speaking in the first cycles could be described as follow:

1). Planning

In this cycle, researcher used speaking as standard competency to determine the basic competencies that would be used in learning in the classroom. In that way researcher also create lesson plan in accordance with the basic competencies that had been determined. The basic competency of Cycle 1 was telling about the future plans. The indicator of this cycle was expressions to propose future activity in the right tense. The aim of this cycle was when the learning process ended the students could speak using simple sentences in English, could make dialogue in English and could express daily conversation accurately in future tense.

The lesson material was telling about future plans, grammar review and relevant tenses that would be taught in class and learning method used is Pattern Drill Technique. The researcher took Simple Future Tense material that would be taught to the students and practice it with them. The speaking theme and material was taken from the book of Entin Sutinah, dkk. Get Along with English, for Vocational School Grade XI Elementary Level issued by Airlangga 2010. The researcher also made classroom action research schedule.

2). Action
Learning activities were conducted on March 3rd to March 22nd. At the beginning of the cycle, most of the students followed the lesson. The other still tried absorbing the way of teaching speaking practice.

The researcher as a teacher set up the classroom by greeting the students and the researcher would check the attendant list, to know who was absent. The researcher also gave several questions to the students connected with the topic.

In the core activities, first the researcher explained about the topic that would be learnt which was Simple Future Tense. Then the researcher gave the pattern. After explained the pattern and students understood the way of pattern working, they noted in their notebook. Then the researcher asked the students to memorize the pattern. After that the researcher erased the writing on the white board. This was aimed to strengthen the students’ memorization and change the way of thinking from theoretical to practical way.

Then the researcher said a sentence such as: “He will come tomorrow”. The researcher began the model of how to answer the question using Transformation Drill, for example: “change that sentence into negative form”. The material of cycle 1 was: Simple Future Tense that consisted of “will” pattern that divided into affirmative sentence, negative sentence and question sentence. It also consisted of “going to” pattern that divided into affirmative sentence, negative sentence and question sentence too. The researcher asked a student to answer the question one by one using Transformation Drill. She also guided the student to repeat the sentence correctly using Repetition Drill.

At the end of study the researcher asked the students which part of the lesson that they did not understand yet. The researcher then together with students made conclusion of the material and gave learning evaluation. She also gave motivation to students who still had not been able to speak according the material of the day.

Each student was given one sentence and the type of test was oral. In the cycle 1, the researcher still allowed students saw their notebook, to compare their answer.

For every question asked to student covered 5 criteria, they are: pronunciation, grammar, vocabulary, fluency and comprehension. Maximum score for each criterion is 5. This score times 4, so each correct answer would receive a maximum score 20. So that the total score obtained by students is 100.

The test result of student in cycle 1 is 1824, and the average score is 72, 96. It means that the average of students’ speaking skill were in the less category. It did not reach the criteria of students’ minimal standard success. The minimal standard of students’ score is 75.

3). Observation

Researcher’s preparation. The researcher had prepared learning process by preparing the lesson plan and mastery the subject. For the question material of the subject, the researcher used students’ obligatory book.

The students’ motivation. It’s about 75% of students in class had motivation to learn. This could be understood because students thought the changing at the way of learning was new. They had to try speaking. This was a difficult thing.

The students’ response. Not all of the students responded learning material presented by the researcher. There were students who were not pay attention during learning process. It’s about 75% of students who responded. But they tried to accomplish the duty by asking their friends.

The students’ participation. It’s about 70% of students who participated active in class. The researcher had yet accustomed students in using pattern drill method.

From the result above could be seen that there were still many weakness in the learning process. Students still had to accustom with speaking learning. They learnt how to pronounce, to change pattern in sentence and to improve their vocabulary and also comprehension.

Result of cycle 1 was also showed that students were interested with pattern drill method that was new for them. In cycle 1, it concluded that the students still had any shocked of learning style, because actually they were almost never practice the sentence.
The students’ responses were good, they were enthusiastic but several students rather difficult to arrange sentences because their daily activities tent to write and do the written assignments than practice their speaking.

4). Reflection
   Reflection was carried out the end of the cycle to see the result of test, observation and learning activities in classroom. The researcher could improve the weakness in this cycle and increase the determined criteria score. Then with that, the researcher could define the plan used for the next cycles.
   
   In cycle 1, the students who passed in their learning based on minimum passing grade were 16 students and 9 students failed.
   
   \[
   \text{Pass} = \frac{16 \times 100\%}{25} = 64\%
   \]
   
   \[
   \text{Fail} = \frac{9 \times 100\%}{25} = 36\%
   \]

   The result can be seen in the following diagram.

   ![Diagram 1. The Result of Students’ Test in Cycle 1](image)

Based on the reflection of the activity in Cycle 1, the researcher continued the action for Cycle 2, which the material was about Simple Past Tense. Cycle 2 would provide the opportunities for the students to practice their speaking so that they could think fast and answer the question automatically.

b. Cycle 2
The process of teaching speaking in the first cycles could be described as follow:

1). Planning
   In this cycle, researcher used speaking as standard competency to determine the basic competencies that would be used in learning in the classroom. In that way researcher also create lesson plan in accordance with the basic competencies that had been determined. The basic competency of Cycle 2 was telling about past activity. The indicator of this cycle was expressing past activity in the right tense. The aim of this cycle was when the learning process ended the students could speak using simple sentences in English, could make dialogue in English and could express daily conversation accurately in past tense.

   The lesson materials are telling about past activity, grammar reviews and relevant tenses that would be taught in class and learning methods used is Pattern Drill Technique. The researcher took Simple Past Tense material that would be taught to the students and practice it with them. The speaking theme and material was taken from the book of Entin Sutinah, dkk. Get Along with English, for Vocational School Grade XI Elementary Level issued by Airlangga 2010. The researcher also made classroom action research schedule.

2). Action
   Learning activities were conducted on March 24th to April 12th. The researcher entered the classroom by greeting the students and checked the attendant list, to knowing who was absent. The researcher also asked the students the questions that had connection with the determined topic.

   The researcher as a teacher set up the classroom by greeting the students and the researcher checked the attendant list, to know who was absent. The researcher also gave several questions to the students connected with the topic.
In the core activities, first the researcher explained about the topic that would be learnt which was Simple Past Tense. Then the researcher gave pattern of the sentences. The researcher wrote the changing pattern from positive to negative form. The researcher gave the example of changing material from positive to negative sentence. After explained the pattern and students understood the way of pattern working, they noted in their notebook. Then the researcher asked the students to memorize the pattern. After that the researcher erased the writing on the white board. This was aimed to strengthen the students’ memorization and change the way of thinking from theoretical to practical way.

Then the researcher said a sentence such as: “I went to the cinema yesterday”. The researcher began the model of how to answer the question using Transformation Drill, for example: “change that sentence into negative form”. The material of cycle 2 was: Simple Past Tense that consisted of “verb 2” pattern in affirmative sentence, and using “did and verb 1” in negative and question sentences.

The researcher asked a student to answer the question one by one using Transformation Drill. She also guided the student to repeat the sentence correctly using Repetition Drill.

At the end of study the researcher asked the students which part of the lesson that they did not understand yet. The researcher then together with students made conclusion of the material and gave learning evaluation. She also gave motivation to students who still had not been able to speak according the material of the day.

For every question asked to student covered 5 criteria, they are: pronunciation, grammar, vocabulary, fluency and comprehension. Maximum score for each criterion is 5. This score times 4, so each correct answer would receive a maximum score 20. So that the total score obtained by students is 100.

The test result of student in cycle 2 is 1922, and the average score is 76, 88. It means that the average of students’ speaking skill were in the good category. It reached the criteria of students’ minimal success standard because the minimal standard of students’ score is 75. In this cycle there were three students who did not reach the criteria of students’ minimal standard success.

### 3. Observation

Researchers’ preparation. The researcher had prepared learning process by preparing the lesson plan and mastery of the subject. For the question material of the subject, the researcher used students’ obligatory book.

The students’ motivation. It’s about 85% of students in class who were motivated to learn. The students began interested with the learning process. It was a challenge for each student to answer the question asked correctly.

The students’ response. Most of the students responded learning material presented by the researcher. There were students who were not pay attention during learning process. It’s about 85% of students who responded. They tried to accomplish the duty by memorizing the pattern. If a student did not remember the previous sentence, the researcher would ask this student to ask his/her friend who answered the previous question about the sentence.

The students’ participation. It’s about 80% of students who participated active in class. The students began understand and enjoy the using of pattern drill method.

From the result above could be seen that there were progress in students’ speaking capability in the learning process. Because when their friend tried to answer the question, the other students answered also by heart and practiced speaking learning. When answering the question, they learnt how to pronounce, to change pattern in sentence and to improve their vocabulary and also comprehension.

Result of cycle 2 was also showed that students were interested with pattern drill method. Although they actually were almost never practice in sentence, the students’
responses were good, they were enthusiastic but several students still had some difficulties in arranging sentences.

4). Reflection

Reflection was carried out at the end of the cycle to see the result of test, observation and learning activities in the classroom. The researcher could improve the weakness in this cycle and increase the determined criteria score. Then with that, the researcher could define the plan used for the next cycles.

In cycle 2, the students who passed in their learning based on minimum passing grade were 22 students and 3 students failed.

Pass = 22 \times 100\% = 88\%

Fail = 3 \times 100\% = 12\%

The result can be seen in the following diagram.

Diagram 2. The Result of Students’ Test in Cycle 2

Based on the reflection of the activity in Cycle 2, the researcher continued the action for Cycle 3, which the material was about Degrees of Comparison. Cycle 3 would be the last cycle and could provide the opportunities for the students to practice their speaking so that they could think fast and answer the question automatically.

c. Cycle 3

The process of teaching speaking in the first cycles could be described as follow:

1). Planning

The same like previous cycles, in this cycle researcher used speaking as standard competency to determine the basic competencies that would be used in learning in the classroom. In that way researcher also created lesson plan in accordance with the basic competencies that had been determined. The basic competency of Cycle 3 was to understand simple instructions. The indicator of this cycle was to describe comparisons. The aim of this cycle was when the learning process ended the students would able to compare two or more things correctly.

The researcher took Degree of Comparison as lesson material that would be taught to the students and practice it with them. The learning methods used is Pattern Drill Technique. The speaking theme and materials was taken from the book of Entin Sutinah, dkk. Get Along with English, for Vocational School Grade XI Elementary Level issued by Airlangga 2010. The researcher also made classroom action research schedule.

2). Action

Learning activities were conducted on April 14th to May 2nd. Just as the previous cycle, the researcher entered the classroom by greeting the students and checked the attendant list. The researcher also asked the students the several questions which had connection with the determined topic.

In the core activities, first the researcher explained about the topic that would be learnt which was Degree of Comparison. Then the researcher gave pattern of the sentences. The researcher wrote the changing pattern from positive to negative form. The researcher gave the example of changing material from positive to negative sentence. After explained the pattern and students understood the way of pattern working, they noted in their notebook. Then the researcher asked the students to memorize the pattern. After that the
researcher erased the writing on the white board. This was aimed to strengthen the students’ memorization and change the way of thinking from theoretical to practical way.

The researcher asked the students to answer the question one by one using Transformation Drill. She also guided the student to repeat the sentence correctly using Repetition Drill.

At the end of study the researcher asked the students which part of the lesson that they did not understand yet. The researcher then together with students made conclusion of the material and gave learning evaluation. She also congratulated the students on their achievement.

Each student was given one sentence and the type of test was oral. In cycle 3, the same as in the cycle 2, the researcher did not allow students to see their notebook, in according to compare their answer. But rather different with cycle 2, in cycle 3 after the student answered the question correctly, he/she could choose another friend to answer the next question.

For every question asked to student covered 5 criteria, they are: pronunciation, grammar, vocabulary, fluency and comprehension. Maximum score for each criterion is 5. This score times 4, so each correct answer would receive a maximum score 20. So that the total score obtained by students is 100.

The test result of students’ score in cycle 3 is 2018, and the average score is 80,72. It means that the average of students’ speaking skill were in the very good category. It reached the criteria of students’ minimal standard success because the minimal standard of students’ score is 75. All of the students reached the criteria of students’ minimal standard success which is 75.

3). Observation

Researcher’s preparation. The researcher had prepared learning process by preparing the lesson plan and mastery of the subject. For the question material of the subject, the researcher used students’ obligatory book.

The students’ motivation. It’s about 95% of students in class who were motivated to learn. The students began interested with the learning process. It was a challenge for each student to answer the question asked correctly.

The students’ response. Most of the students responded learning material presented by the researcher. There were students who were not pay attention during learning process. It’s about 95% of students who responded. They tried to accomplish the duty by memorizing the pattern. If a student did not remember the previous sentence, the researcher would ask this student to ask his/her friend who answered the previous question about the sentence.

Students’ Participation. It’s about 90% of students who participated active in class. The students understood and enjoyed the using of pattern drill method. The things that made the learning process be more interesting that the researcher allowed the student who has answered the question to choose one of his/her friend answering the next question asked by the researcher. This way made the students interested and ready to answer the question because they knew after they answered the question, they could choose a friend to answer the next question.

From the result above could be seen that there were significant progress in students’ speaking capability in the learning process. Because when their friend tried to answer the question, the other students also answered it and practiced speaking learning. When answering the question, they learnt how to pronounce, to change pattern in sentence and to improve their vocabulary and also comprehension.

Result of cycle 3 was also showed that students were interested with pattern drill method. The students’ responses were good; they were enthusiast and only 2 students who had to do remedial.

4). Reflection

Reflection was carried out the end of the cycle to see the result of test, observation and learning activities in classroom. The researcher could improve the weakness in this
cycle and increase the determined criteria score. This cycle is the last cycle, and although not all the students passed the minimum passing grade, the most important is that they enjoyed the learning process.

In cycle 3, the students who passed in their learning based on minimum passing grade were 25 students and 0 students failed.

\[
\text{Pass} = \frac{25 \times 100\%}{25} = 100\%
\]

\[
\text{Fail} = \frac{0 \times 100\%}{25} = 0\%
\]

The result can be seen in the following diagram.

![Diagram 3. The Result of Students’ Test in Cycle 3](http://journal.neolectura.com/index.php/Kangmas)

Cycle 3 was the last cycle and be the tools for the students to practice their speaking so that they could think fast and answer the questions automatically.

**Discussions**

In teaching speaking to the eleventh grade students, the researcher used pattern drill technique to support the materials in class and to make students more interested in learning speaking English. The researcher found that all students looked very enthusiastic in doing the teaching learning process. Teaching speaking using pattern skill could help the students understand, memorize and enjoy in class. The students tried to answer every question although several students at the first time could not answer it.

Based on test results of students in each cycle, it showed increase, from cycle 1, 2 and 3. It can be seen from the following table:

**Table 4. The Assessment of Students Test**

<table>
<thead>
<tr>
<th>NO</th>
<th>ASSESSMENT ASPECTS</th>
<th>TEST 1</th>
<th>TEST 2</th>
<th>TEST 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pronunciation</td>
<td>14,72</td>
<td>15,84</td>
<td>16,64</td>
</tr>
<tr>
<td>2</td>
<td>Grammar</td>
<td>14,08</td>
<td>15,52</td>
<td>16,16</td>
</tr>
<tr>
<td>3</td>
<td>Vocabulary</td>
<td>15,20</td>
<td>15,12</td>
<td>15,84</td>
</tr>
<tr>
<td>4</td>
<td>Fluency</td>
<td>14,40</td>
<td>15,20</td>
<td>16,12</td>
</tr>
<tr>
<td>5</td>
<td>Comprehension</td>
<td>14,56</td>
<td>15,20</td>
<td>15,96</td>
</tr>
<tr>
<td></td>
<td><strong>AVERAGE</strong></td>
<td>72,96</td>
<td>76,88</td>
<td>80,72</td>
</tr>
</tbody>
</table>
Data analysis in each cycle can be concluded as:

**Cycle 1**
- Pass = \(16 \times 100\% = 64\%\)
- Fail = \(9 \times 100\% = 36\%\)

**Cycle 2**
- Pass = \(22 \times 100\% = 88\%\)
- Fail = \(3 \times 100\% = 12\%\)

**Cycle 3**
- Pass = \(25 \times 100\% = 100\%\)
- Fail = \(0 \times 100\% = 0\%\)

In Cycle 1, the students whose score reached minimum passing grade were 16 persons and who did not reach minimum passing grade 9 persons. According to the researcher conclusion, students who failed in reaching minimum passing grade because they did not accustomed to practice English and very poor in grammar. That’s why the researcher continued to the cycle 2.

In Cycle 2, the students whose score reached minimum passing grade were 22 persons and who did not reach minimum passing grade 3 persons. According to the researcher conclusion, students began to understand the method of pattern drill technique and that made them enthusiast to practice it more and more. The 3 persons still tried to improve their capability in speaking English.

In Cycle 3, the students whose score reached minimum passing grade were 25 persons and who did not reach minimum passing grade 0 persons. According to the researcher conclusion, all of the students had practiced English and who previously were very poor in grammar, have showed improvement in speaking.

**Table 5. Students Completed Criteria of Success (KKM)**

<table>
<thead>
<tr>
<th>NO</th>
<th>KKM</th>
<th>CYCLE 1</th>
<th>CYCLE 2</th>
<th>CYCLE 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Number of Students Completed KKM</td>
<td>16</td>
<td>22</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>Percentage</td>
<td>64%</td>
<td>88%</td>
<td>100%</td>
</tr>
<tr>
<td>3</td>
<td>Average Score</td>
<td>72.96</td>
<td>76.88</td>
<td>80.72</td>
</tr>
</tbody>
</table>

DOI https://doi.org/10.37010/kangmas.v4i3.1498
According to the table above, it showed that there had been a change in the students’ capability following the speaking practice and all of the students had achieved the criteria of the minimum passing grade.

It also showed that pattern drill method is effective to increase students’ speaking ability. It could be chosen as the right method to deliver the effective method and students enjoyed learning this method at school.

The researcher realized that this research had limitation and weakness such as time limitation although all of the students have completed the criteria of success and the researcher hoped their teacher could apply this kind of method in order to improve students’ skill in speaking practice and this way could improve students’ interest learning English in general.

CONCLUSION

From the research which has taken in 3 cycles, the researcher could draw conclusion and the conclusion are as follow:

Based on the Classroom Action Research done by the researcher, it has shown that the students have made increase in speaking English. In cycle 1, the researcher got data from 25 students and the score was 1824 with average score 72.96. At the cycle 2, from 25 students their score was 1924 with average score 76.88 and at the cycle 3, final presentation from 25 students have gotten score 2018 and the average score was 80.72.

From the research which has taken in 3 cycles, the researcher could draw conclusion as follow: From the cycle 1, it seemed that the method was new for students and they shocked that they had to speak English directly after the question asked by the teacher. In this cycle there were only 64% students who could answer the questions properly. At the end of the cycle with the pattern drill method, they began understand the way to build proper sentence and they were enthusiast with their achievement. From the cycle 2, it shown that the using of pattern drill method made speaking and learning activity more enjoyable and interesting. That’s because the pattern drill method promoted students who were still difficult to arrange the sentences. In this cycle, most of the students enjoyed the method and 22 students of 25 could explore themselves by answered, pronounced and comprehend the sentences questioned. In cycle 3, there was increasing in their students’ speaking ability and their responses showed that they had motivation in speaking learning. All of the students passed the succeed criteria.

From the observation from Cycle 1 to Cycle 3 we could see that the using of Pattern Drill Method to improve students’ English speaking is proven. The implementation of pattern drill method used by the researcher was very appropriate for students at the eleventh grade, because they were more active to speak up in class. The pattern drill method promoted students who were still difficult to arrange the sentences. The questions given to them stimulated their mind in mastering some vocabularies to speak up during speaking and learning activities. Their enthusiasms were high and they were confident to improve their speaking ability.

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Improving Students' Speaking Skill through Pattern Drill Technique

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