CAPTURING DRILLING METHOD IN TEACHING SPEAKING SKILLS FOR NON-ENGLISH MAJOR TEACHERS
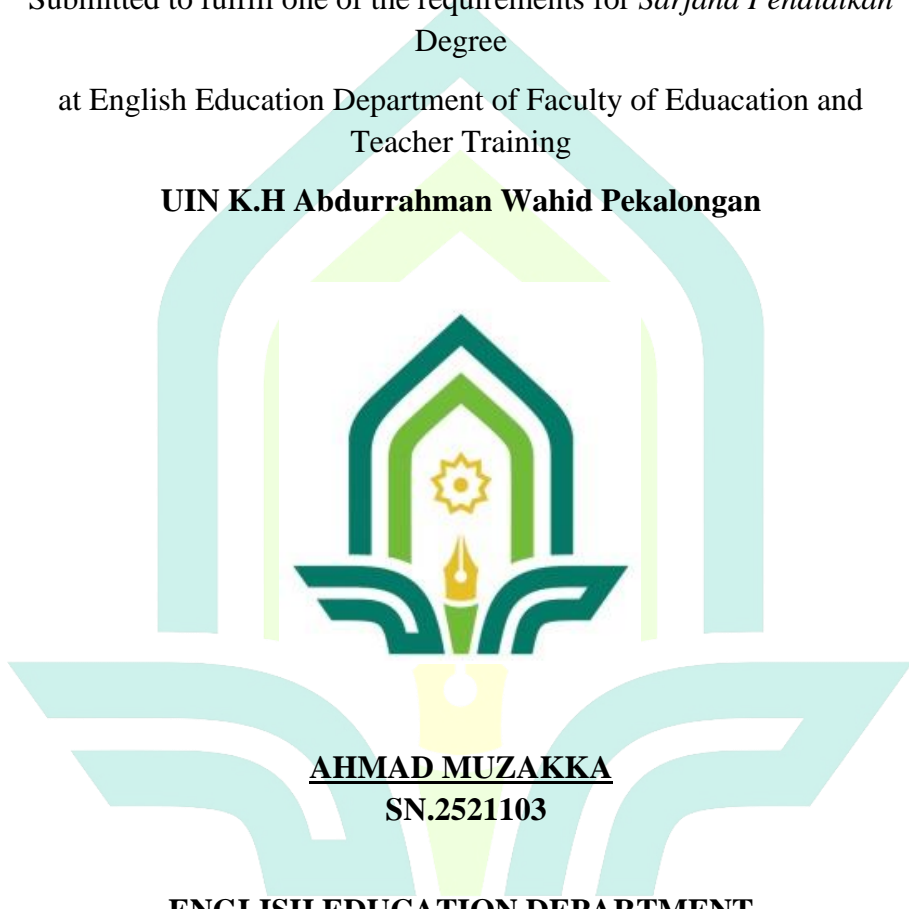

AHMAD MUZAKKA
SN.

2025

CAPTURING DRILLING METHOD IN TEACHING SPEAKING SKILLS FOR NON-ENGLISH MAJOR TEACHERS

AN UNDERGRADUATE THESIS

Submitted to fulfill one of the requirements for *Sarjana Pendidikan* Degree

at English Education Department of Faculty of Eduacation and Teacher Training

UIN K.H Abdurrahman Wahid Pekalongan

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2025

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SURAT PERNYATAAN KEASLIAN SKRIPSI

Dengan ini saya

Nama   : Ahmad Muzakka

NIM   : 2521103

Program Studi : Tadris Bahasa Inggris

      Menyatakan bahwa yang tertulis dalam skripsi yang berjudul

"Capturing Drilling Method in Teaching Speaking Skill for Non-English Major Teachers" ini benar-benar karya saya sendiri, bukan jiplakan dari karya orang lain atau pengutipan yang melanggar etika keilmuan yang berlaku, baik sebagian atau seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam skripsi ini dikutip berdasarkan kode etik ilmiah. Apabila skripsi ini terbukti ditemukan pelanggaran terhadap etika kelimuan, maka **saya secara pribadi** bersedia menerima sanksi hukum yang dijatuhkan.

      Demikian pernyataan ini, saya buat dengan sebenar-benarnya.

Pekalongan, 3 Maret 2025

Yang membuat pernyataan,

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NIM. 2521103

ii

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...sun Ca RT 44 RW 06 Desa Cibuyur
...: Warungpring Kab. Pemalang

NOTA PEMBIMBING

Lamp : 3 (Tiga) Eksemplar
Hal   : Naskah Skripsi
          Sdr. Ahmad Muzakka

Kepada
Yth. Dekan FTIK IAIN Pekalongan
c.q. Ketua Prodi TBIG
di
PEKALONGAN

Assalamu 'alaikum Wr.Wb.
Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan
naskah Skripsi :

Nama   : Ahmad Muzakka
NIM   : 2521103
Prodi   : FTIK/Tadris Bahasa Inggris
Judul   : Capturing Drilling Method in Teaching Speaking
               Skill for Non-English Major Teachers

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.
        Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana
mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.
Wassalamu'alaikum Wr.Wb.

Pekalongan, 3 Maret 2025
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APPROVAL SHEET

The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, confirms that the undergraduate thesis by:

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Judul   : CAPTURING DRILLING METHOD IN TEACHING SPEAKING SKILLS FOR NON-ENGLISH MAJOR TEACHERS

Has been examined and approved by the panel of examiners on 12 March 2025 as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd.) in English Education.

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The Dean of FTIK UIN K.H. Abdurrahman Wahid Pekalongan

Prof. Dr. H. Moh. Sugeng Solehuddin, M.Ag.
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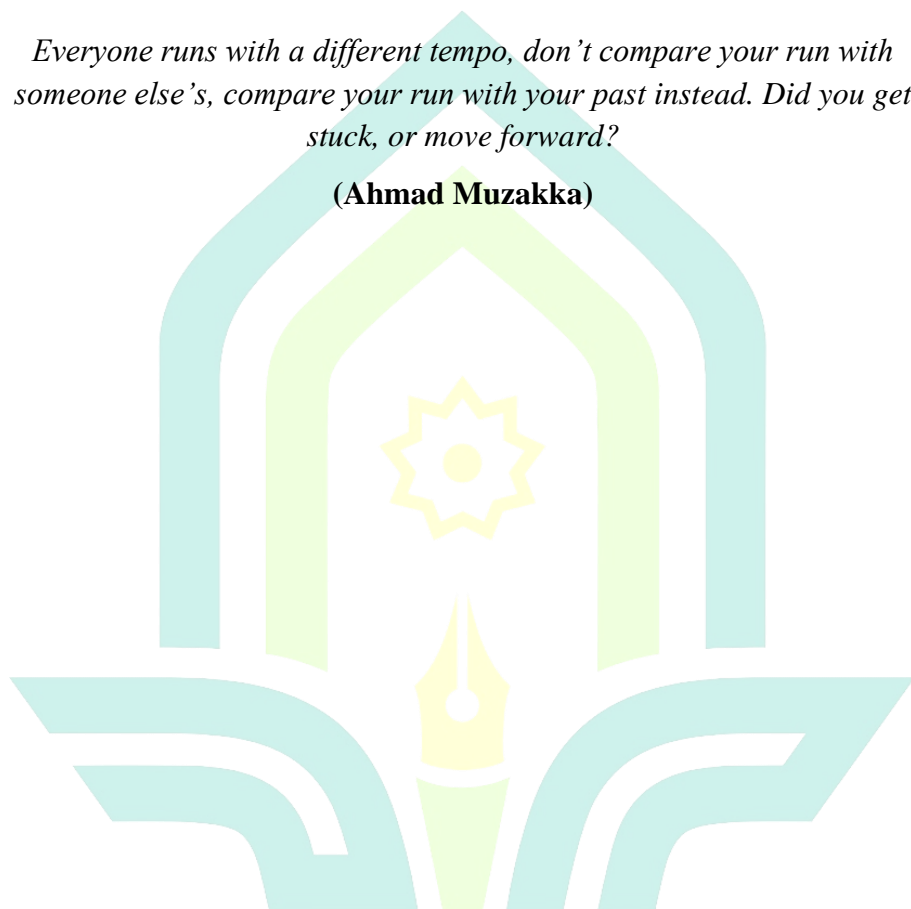
MOTTO

"If you can't fly, then run. If you can't run, then walk. If you can't walk, then crawl. But whatever you do, you have to keep moving forward."

(Martin Luther King Jr)

Everyone runs with a different tempo, don't compare your run with someone else's, compare your run with your past instead. Did you get stuck, or move forward?

(Ahmad Muzakka)

ABSTRAK

Penelitian ini bertujuan untuk mengetahui penggunaan metode drilling dalam pengajaran berbicara pada guru non-jurusan Bahasa Inggris dan kekurangannya. Penelitian ini menggunakan pendekatan kualitatif dan merupakan penelitian studi kasus. Pengumpulan data dilakukan melalui wawancara mendalam dengan tutor yang telah berpengalaman dalam menggunakan metode drilling, serta pengamatan langsung terhadap proses pengajaran. Hasil penelitian menunjukkan bahwa metode drilling akan efektif dalam meningkatkan keterampilan berbicara guru non-jurusan Bahasa Inggris. Penelitian ini difokuskan pada penerapan metode drilling berbicara pada guru non-jurusan Bahasa Inggris dengan 17 prinsip utama, meliputi pengulangan, konteks nyata, keterlibatan aktif, dan pencegahan penggunaan bahasa ibu. Meskipun efektif dalam meningkatkan ketepatan pola bahasa, metode ini masih terbatas dalam mengembangkan komunikasi spontan dan memahami konteks, sehingga perlu dikombinasikan dengan pendekatan komunikasi nyata dan paparan terhadap penutur asli.


Kata Kunci :Metode drilling, guru non-jurusan Bahasa Inggris, pengajaran berbicara

ABSTRACT

This research aims to determine the use of the drilling method in teaching speaking to non-English major teachers and the disadvantages of it. This research used a qualitative approach and this is a case study research. Data was collected through in-depth interviews with the tutor who have experience in using the drilling method, as well as direct observation of the teaching process. The research results show that the drilling method will be effective in improving the speaking skills of non-English major teachers. This research focused on the implementation of the speaking drilling method for non-English major teachers with 17 main principles, including repetition, real context, active involvement, and prevention of using the mother tongue. Although effective in increasing the accuracy of language patterns, this method is still limited in developing spontaneous communication and understanding the context, so it needs to be combined with real communication approaches and exposure to native speakers.

Keywords :Drilling method, non-English major teachers, teaching speaking
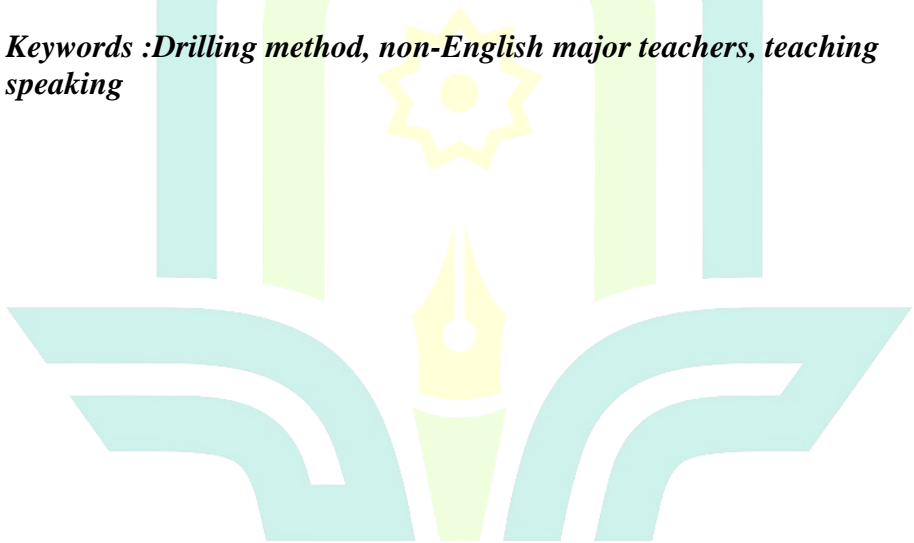
PREFACE

Praises and gratefulness are sent to Allah Swt. who has poured his grace, gift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled **"Capturing Drilling Method in Teaching Speaking for Non-English Major Teachers"** can be completed. This thesis is submitted to English Education Department of UIN K.H. Abdurrahman Wahid Pekalongan to fulfill one of the requirements of the Sarjana Pendidikan Degree at the English Education Department of Faculty of Education and Teacher Training UIN K.H. Abdurrahman Wahid Pekalongan. The researcher realizes that this thesis is not perfect. Therefore, suggestions and correction for this thesis are absolutely needed. Then, this proposed study can be accomplished because of many supports from several people. Therefore, on this occasion, I would like to express my sincere gratitude to:

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Pekalongan, March 2025

AMX209758347

(The Researcher)

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CHAPTER I
INTRODUCTION

1.1 Research Background

Teaching English in an educational environment is a crucial aspect in improving the global competence of educators. Language teaching which includes 4 aspects, namely listening, speaking, reading and writing requires appropriate teaching methods to achieve maximum proficiency. In language learning itself, there are many learning methods that can be applied. However, separate considerations are needed to choose the right method for carrying out the learning. The choice of this method should adjust to the target or object that is being taught. Not only that, the choice of method also adapts to the four aspects of language learning, because not all methods are suitable for certain aspects.

One of aspects in learning language that is considered difficult to master is speaking. Meanwhile, the method that can be used to teach speaking skills is the drilling method. The drilling method is known as a teaching method that uses repetition. This method has been tested at several levels of education, elementary, middle, high school and university.

This researchh comes regarding the existense of program that provide English lesson to non-English major teachers especially in speaking. This program was held in one of islamic junior high school in Pekalongan, Indonesa. The method that used by the tutor is drilling method which focused on repetition. It is important to gain information of this method in this implementation. That is why the researcher decide to study about this topic.

Drilling method has a positive influence on the student learning process especially in speaking skills. According to Ahmada (2022), the results of the researcher's observations shows when entering the teaching class. The student's scores that showed from 23 students English excellent program in junior high school, 100% students had achieved KKM shows that the students were very enthusiastic in responding to questions posed by the teacher. From these results, it

is shown that the oral drill method was successful to improve speaking skills.As a method that can be a goood way to improve speaking skills, drilling method not only can be used in offline but also can be used by online media such as You Tube. Based on Putri (2022), using drilling method in learning speaking for high school students through YouTube has a significant effect in improving students' speaking skills. Many videos on YouTube that supported by drilling methods can make the students easier to learn English in many variations, such as live streaming, vlogs, film reviews, educational videos, and others so that these developments make aspects in learning to speak using drilling is much better than before.

By having English language skills, apart from wider communication purposes covering the whole world, non-English major teachers can expand their literacy. There is a lot of information in the world presented in English. Teachers who master this language can gain more knowledge because they understand the content and meaning of the information conveyed. By learning English, non-English major teachers can find more appropriate teaching materials, use journalistic content, research or external work that can enrich the teacher's teaching material. Apart from being useful for teaching learning, English can also enhance non-English major teachers' abilities. The ability to speak and communicate in English is a valuable skill for non-English major teacher.

The use of the drilling method, as shown in the research results above, can be an effective solution in helping non-English major teachers improve their English speaking skills. Through structured practice and focused repetition, non-English major teachers can gain the confidence necessary to communicate fluently in English. Thus, this research aims to explore the use of the drilling method in the context of teaching English to non-English major teachers, with a focus on developing better English speaking skills.

1.2   Formulation of the Problems

1.2.1. How is the implementation of drilling method in teaching English speaking skills to non-English major teachers?

1.2.2. What are the disadvantages of drilling method in teaching English speaking skills to non-English major teachers?

1.3 Operational Defiition

1.4.1. Drilling Method

Drilling method is method that used by the tutor to teach English speaking skills. This method is implemented by repeating what the tutor asked as quickly and acqurately as possible.

1.4.2. Speaking

Speaking is an ability to share information or ideas by producing sound orally. It can be by communication between speaker and listener. This skill includes pronunciation, fluency, vocabulary, et cetera.

1.4.3. Non-English Major Teacher

Non-English major teachers are teachers in a particular institution who do not teach English (teach other subjects) but are aware of the importance of English so they want to master it.

1.4 Objectives of The Study

1.3.1. To reveal how the drilling method in teaching speaking skills for non-English major teachers is implemented.

1.3.2. To reveal the disadvantages of drilling method in teaching speaking skills for non-English major teachers.

1.5 Significance of the Study

1.5.1. Theoretical

This study applies Freeman and Anderson's (2012) theory that focuses on applying the Principples of implementing drilling methods which have 17 principles. This study also explore the disadvantages of drilling method by using Huebener's (1969) theory.

1.5.2. Empirical

This research provide a deeper understanding of the implementation drilling method in teaching English speaking skills to non-English major teachers. Additionally, this research also provide information regarding English teaching approaches for teaching non-English major teachers. It can then be utilized in other places with the same object which is teachers, both English teachers and non-English major teachers. Thus, this research can be a reference for all readers who want to explore more about the implementation of drilling methods in teaching speaking skills for non-English major teachers. This research also provide the disadvantages of drilling method that in the future the tutor can look for solution regarding those disadvantages.

1.5.3. Practical

This research helped design a more effective curriculum by incorporating drilling techniques to teach speaking in a foreign language to non-English major teachers. Additionally, non-English major teachers can use the findings to improve their skills in applying drilling techniques through focused training, which will help them teach more effectively. In the classroom, teachers can directly implement these findings by using drilling techniques to improve students' or even non-English major teachers' speaking abilities, with practical guides helping them tailor these techniques to the students' needs and abilities.

CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conlusion

The drilling method in teaching speaking for non-English major teachers is applied by referring to 17 main principles, which include aspects such as repeated repetition, use of real context, active involvement of participants, and strategies to prevent the use of the mother tongue. Tutors ensure that speaking practice is focused on relevant situations, such as classroom communication and professional discussions, so that participants can develop more applicable speaking skills. In addition, the approach used is not only verbal-based, but also combines non-verbal communication such as gestures and facial expressions to improve understanding and speaking fluency. Interestingly, this drilling method also adopts the concept of first language acquisition, where participants are encouraged to absorb language patterns naturally before practicing them in conversation.

However, although the drilling method can be used in improving accuracy and understanding of language patterns, there are challenges in creating more spontaneous and natural communication. Limited time in class, difficulty presenting native speakers, and the tendency of participants to memorize patterns without fully understanding the context are the main obstacles. In addition, this method is not fully able to overcome participants' fear of speaking and lack of self-confidence. Therefore, even though drilling is a good foundation in learning to speak, additional approaches are needed such as real communication-based exercises, exposure to native speakers, and creative strategies to increase self-confidence and speaking fluency in various situations.

5.2 Suggestions

This study offers new insight that drilling method is not only can be used to teach students in the school level but also it can be used to teach teachers level such as non-English major teachers. This study succesfully identified the implementation of drilling method in speaking which refers to 17 principles such as reptition, the use of real context, verbal and nonverbal communication, et cetera. It is suggested that the tutor can adopt these principles flexibly according to their real context and combining this method with other method to get better result, because this method still have many limitations.

However, this study has several limitations, including the limited research time and conducted only on one group of non-English major teachers, so that the results cannot be generalized to a wider context. For future research, it is suggested to extend the study period to better assess the long-term development of fluency. In addition, involving a more varied group of non-English major teachers from different educational backgrounds and regions would improve the generalizability of the results. Future studies could also investigate how effective the drilling method is when combined with other teaching strategies to get a more complete picture of its impact on speaking skills. Finally, researchers are also encouraged to use a mixed-methods approach to gain deeper insights into participants' perceptions and experiences with the drilling method. It would be useful to explore the effects of different types of drilling activities on various aspects.

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