

A DESCRIPTIVE STUDY OF REPEATED DRILL EXERCISE IMPLEMENTATION AS A MEANS TO MEMORIZE THE VERB FORMATION

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Abstrak

Pembelajaran Bahasa, baik pertama atau kedua, dianggap sebagai pola pembiasaan (Xiangui, 2005). Seorang memahami tentang suatu bahasa adalah dikarenakan mereka menggunakannya sebagai tindakan pembiasaan. Sebagaimana Masyarakat Indonesia mengerti dengan baik bahasa Indonesia karena Masyarakat Indonesia menggunakan Bahasa Indonesia untuk berkomunikasi setiap hari. Sementara Bahasa Inggris, di mana merupakan bahasa asing di Indonesia, menjadi bahasa yang sulit dipelajari oleh sebagian orang karena minimnya pembiasaan penggunaan bahasa ini. Beberapa pelajar Indonesia mengalami kesulitan untuk menerapkan bahasa untuk berkomunikasi satu sama lain. Penelitian ini dijelaskan tentang pelaksanaan mengulangi latihan "Drilling" untuk membantu siswa meminimalkan kesulitan belajar mereka dalam hal bahasa Inggris penguasaan kata kerja. Latihan "Drilling" berulang ini bertujuan untuk menjadi cara yang baik untuk membentuk pembelajaran bahasa Inggris menjadi kegiatan rutin. Selain itu, tujuan dari penelitian ini juga untuk mempelajari respon mahasiswa terhadap pelaksanaan "Drilling". Pelaksanaan "Drilling" dalam penelitian ini meniru cara Pesantren - Pesantren Islam Indonesia yang menerapkan latihan "Drilling" dalam mempelajari transformasi kata kerja bahasa Arab (Shorof). Chatibul Umam (1980) di Sapri (2008), menyatakan bahwa keberhasilan Belajar Bahasa Arab di Pondok Pesantren Islam modern dan setiap jenis lain dari lembaga adalah penggunaan "Drilling" dalam mempelajarinya. Penelitian ini menggunakan penelitian deskriptif kualitatif. Sampel dari penelitian ini adalah X-1 siswa kelas X SMA N 1 Kediri. Sedangkan instrumen yang digunakan dalam penelitian ini adalah observasi catatan lapangan dan wawancara. Observasi Catatan lapangan digunakan untuk mempelajari kondisi kelas saat latihan "Drilling" dilaksanakan. Wawancara dalam penelitian ini diberikan kepada para siswa dan guru bahasa Inggris untuk mendapatkan informasi yang tidak dapat diselesaikan melalui observasi kelas. Data diperoleh dari catatan lapangan dan wawancara menunjukkan bahwa latihan "Drilling" membantu siswa mengembangkan penguasaan bahasa Inggris verba mereka. Namun, dari analisis yang dilakukan oleh peneliti, ditemukan bahwa pelaksanaan latihan "Drilling" dalam penelitian ini memiliki kedua kekuatan dan kelemahan. Kekuatannya adalah bahwa ia bekerja untuk membuat siswa memahami dan menguasai kata kerja. Sementara kelemahannya adalah, itu tidak efektif dalam hal alokasi waktu dan sedikit tidak efektif dalam hal yang tepat untuk target.

Kata kunci: *Drill, Latihan Drill, Pengulangan Drill, Penguasaan Kata Kerja, Kata Kerja Bahasa Inggris*

Abstract

Language learning, first or second, is considered to be habit formation (Xiangui, 2005). People understand to a certain language is due to they use it as a habitual action. Indonesian people understand well to Indonesian language because the Indonesian uses Bahasa for communicating every day. While learning English, which is beyond the language that is used for daily communication, some Indonesian learners experienced difficulties to apply the language for communicating to one another. This study described about the implementation of repeated drill exercise to assist the students minimizes their learning difficulties in terms of English verb mastery. This repeated drill exercise was aimed to be a good way of forming the English learning into a habitual activity. Additionally, the purpose of this research is also to study the students' responses toward the drill implementation. The drill implementation in this research imitated the way Indonesian Islamic boarding house implements the drill exercise in studying Arabic verb transformation (Shorof). Chatibul Umam (1980) in Sapri (2008), stated that the successful of Arabic Learning in the modern Islamic boarding houses and any other kinds of institutes is the use of drilling in studying it. This study used descriptive qualitative research. The sample of this study was the X-1 tenth graders of SMA N 1 Kediri. While the instruments used in this study were observation field note and interview. Observation field note was used to study the classroom condition while the drill exercise was implemented. The interview in this study was given to both students and the English teacher to get any information that couldn't be covered through classroom observation. The data gained from the field note and interview showed that the drill exercise help the students develop their English verb mastery. However, from the analysis done by the researcher, it was found that the drill exercise implementation in this study have both strength and

weakness. The strength is that it works to make the students understand and master verb. While the weaknesses are, it was ineffective in terms of time allocation and a bit ineffective in terms of right to target.

Key words: *Drill, Drill Exercise, Repeated Drill, Verb Mastery, English Verb*

INTRODUCTION

It is generally believed that language is set by habitual action. In relation with this, the English teacher of X-1 SMA N 1 Kediri conducted a repeated drill exercise in his class due to some of his students got difficulty both in recognizing verb formation and understanding verb meaning. Some of the tenth graders of SMA N 1 KEDIRI knew the Base Form of verbs well, and sometimes they understand the meaning too. But they do not recognize when those verbs are formed in past tense or past participle. Because they did not recognize those verbs, the students automatically do not know the meaning of them. Some other, even, do not know anything about the verbs included its meaning and formation. It becomes a big problem due to in the teaching and learning process, the teacher may use the verbs as an instruction or a daily communication in class. When the students do not recognize the certain verb that is used by the teacher in the form of teacher talk, there will be a misunderstanding in the teaching and learning process.

Moreover, the lack understanding of some students related to verbs will become a barrier for the students to understand sentences and paragraphs. It is because all of the sentences at least need to have subject and verb so that it can be called as phrase or sentences. Thus, verb is very crucial to learn by the students in every level moreover for the novice learners. In this case the novice learners refer to some students of X-1 SMA N 1 Kediri who have lower English proficiency level. Without understanding verb, the students will get difficulty to estimate the sentence's meaning that will drive them to have a chance to experienced miss understanding to the sentence.

The lack of understanding by the students related to the English verb arises because there is a significant difference between English and Indonesian that lead to interference, which the cause of learning difficulties and errors (Littlewood, 2006). Some examples of the differences that may lead learning difficulties and errors are the English has 16 tenses while Indonesian has not; English has many difference English verbs while Indonesian has only one form.

Considering that language is a set of habit, the English teacher at SMA N 1 KEDIRI thought that it may give a significant benefit when the English verb mastery is taught through habitual learning. One can be used to implement this idea was by giving repeated drill. Another consideration is that the English teacher here stated that he used to get the drill exercise when he learnt English in

the past. From his experience, he argued that drill exercise would assist the students develop their English Verb due to this technique is work for him in the past. Furthermore, he also said that in Arabic learning, the Arabic teacher never leave drill exercise to teach Arabic verb for their students. He added that if only drill exercise does not contribute to the students' Arabic verb mastery, this technique should be left. The fact showed that drill exercise is still and always be used by Arabic teacher everywhere.

The English teacher in SMA N 1 KEDIRI hoped that by applying the repeated drill exercise in SMA N 1 KEDIRI as additional exercise, it can assist the students to develop their English verb. Additionally this kind of drill exercise was not conducted to make the students understand a certain 'standar isi' in KTSP curriculum. However, this drill exercise was conducted to develop the students' English verb mastery which it has strong contribution to sentences' meaning mastery, texts' meaning mastery, etc. Thus, it can be simply say that the drill exercise was conducted to achieve a better teaching and learning practices, it concerns on a process not a result. To clarify that this drill exercise is not swerve from the rule (curriculum), the English teacher explained that one of the development of teaching based on the KTSP curriculum was 'it should concerns on the potential, development, and the needs of the students' (KTSP, 2006). In this case, some students experienced difficulties in mastering the English verb and formation. Conducting the drill exercise to minimize this problem is the way of teacher teaching based on the students' need.

Related to the literature review of drill exercise toward English verb mastery, the researcher correlated it with the theory of second language acquisition. Second language Acquisition is the way in which people learn a language other than their mother tongue, inside or outside of a classroom (Ellis, 1997). In learning a second language, the second language learners often experienced errors while attempting to acquire the target language. The definition of error in relation with SLA is a reflection of gaps in a learner's knowledge, it occurs because the learner doesn't know what is correct. There are three kinds of error; omission, overgeneralization, and transfer error. Those errors happened as a result of different rule that exist between English and Indonesian language, this different is then raising the error experienced by the Indonesian's learner. The definition of omission is when the L2 learners produce error in terms of leaving an article "a", "the" or "-s" in a written or spoken English. The definition of overgeneralization is an attempt of the L2 learners to implement a certain rule of L2 incorrectly, for example the past participle of "play" is "played", when the l2 learner adding "-ed" for the whole verb to

create the past participle form, it means he did an overgeneralization. While what it is called as transfer error is when the L2 learner attempts to use their L1 rule to the L2, for example the Indonesian student produced this following sentence:

I visit my grandmother yesterday.

From the example above, it can be seen that the Indonesian students use his L1 rule where there is no different formation of the verb for the present or past.

Irrespective of the type of the error, however, learners are to be seen as actively involved in shaping the 'grammars' they are learning, learners 'create' their own rules (Ellis, 1997). Creating the grammar rule is the beginning of the failure of the students achieving the higher level of language proficiency. Thus, the process of creating own rule should be soon stopped. One of the ways to stop this problem is by finding the best method to be implemented. Since the error explained in this study related to the lack knowledge of the students toward the English verb, the method chosen should be relevant to the problem.

The most relevant method that can overcome the problem above was by implementing drill method. Method itself is a certain way taken which has been set and well prepared that is used to reach the objective (Anwar, 2003). In this study, the drill has been prepared and chosen as the way to overcome the problem experienced by the tenth graders of SMA N 1 Kediri. The consideration of choosing this method is that there are many experts give positive appraisal toward drill method and assume that drill is still become a good way to teach a foreign language. Djajadisastra (1982) explored the benefits of the drill method toward teaching and learning process as follow:

1. Drill is a specific training-based; drill focused on the specific material and then it train the students many times, it increase the students concentration.
2. Drill is a structured and repeated activities, it makes the students' remembrance.
3. Drill enables the direct correction activity, where the students' error can be directly corrected both by the teacher and friends (the students). It minimizes the students' error.

From the exploration above, it can be seen that drill is really appropriate to be used to teach/increase the students' English verb mastery. Specific training-based which lead to the higher students' concentration and affect the students' memory will make the students memorize the English verb for the better. Besides, Sriyono (1991), another expert of teaching and learning practices, explain that when the drill method is implemented in school, it will lead to the following contributions:

1. The material trained is structured and step by step. It makes the students understand or master a certain material comprehensively.
2. The teacher actively involved in monitoring the students' activity so that the teacher can correct the students' error.
3. The result of the habit formation (drill activity) can be useful not only in mastering a certain material trained but also other material which is still relevant.

It can be inferred that drill contributes to the advance of teaching and learning practices. Beside relate the expert's opinion toward drill's advantageous, the consideration of choosing drill method is also motivated by the way of Arabic educator teaches the non-native Arabic learner. In Arabic language learning, the learners have to do drilling Arabic verb for many times to master Arabic verb. In English language teaching and learning area, drilling is sometimes assumed to be the out of date method. This condition arises as a result of the emergence of cognitive learning theory, which states that learning is not just a response to external stimuli (Ellis, 1997).

However, drill is considered as the basic way to learn a language as what Xiangui (2005) states that learning a language is actually a habit formation. According to the oxford dictionary Drill is a way of learning something by means of repeated exercise. Repeated exercise is purposed as a habit formation of learning. By this case, forming language learning into a habitual activity will help more to the successful of language learning. Furthermore, in the perspective of behaviorist that dominated in the 1950s, imitation-leading through repetition to memorization, was a cornerstone of the learning process, then, in the reaction against behaviorist this idea was widely rejected, but it is now again generally recognized as a significant process (Littlewood, 2006). It shows that the role of "Repetition" or "Drill" in learning a language is considered as a crucial thing.

Therefore, here the researcher intended to describe the process of repeated drill implementation in SMA N 1 KEDIRI and to investigate the students' response toward the drill implementation.

METHOD

The research design of this study is descriptive qualitative due to the purpose of this study is to describe the implementation of Repeated Drill Exercise to master the English verb for the tenth graders of SMAN 1 Kediri. In addition, this study also investigated the result of the drill exercise implementation and the students' responses toward the method implemented. According to Cohen, et al (2007:461), the aims of descriptive qualitative are to describe, to summarize, to prove, to examine the application and to operate the same problems in different contexts. Thus, based on the explanation above, the best research design that should be used in this study is descriptive qualitative research; describing the

implementation of a certain technique and the students' responses toward the method implemented.

The sample of this study was the tenth graders of SMA N 1 Kediri in X-1 class. While the instruments used in this study were observation field note and interview. Firstly the researcher conducted an informal interview to the English teacher to find out the classroom condition. Secondly, the researcher observed the classroom activity when the teacher implemented the drill exercise. Then, after the drill exercise done, the researcher interviewed the students to investigate their responses.

From the preliminary observation done by the researcher a week before the research begun, it was known that the English teacher in X-1 implemented the Repeated Drill Exercise because the students he taught were having a very different English proficiency level. Some students were quite smart in English, but some other had a little bit low English proficiency level. Those who understand English were easily follow the teaching and learning processes, while those who did not understand English well were experienced many difficulties to follow the teaching and learning processes. It happened because the teacher often uses English in explaining the lesson, making small talk to students, and giving the instructions during the class. Therefore, the English teacher of X-1 implemented the Repeated Drill Exercise because from his own observation, the basic problem that should be overcome was about the understanding of English verb.

The English teacher of X-1 SMA N 1 Kediri estimated that after the whole students have a good understanding about the verb, included its meaning and formation, the classroom condition would be more conducive and they will be able to comprehend any texts easily due to in every single of the sentence in a paragraph will have verb. The main word class that should be master first for the foreigner students who learn every other language is 'Verb' word class. Verb becomes the only word class (after subject/noun) that must be there in a sentence and always there and appear many times in a paragraph. Sentences with many subject/noun and many adverb would never be called as sentence because the main requirement of a sentence is contain at least subject and verb. Therefore, verb becomes very crucial to be learnt. In addition, not only for the purpose of understanding written English, mastering verb will be very beneficial for every students due to any instructions given by the teacher were absolutely in form of verb word class. Thus, if the students understand well about the verb meaning and formation, they will easily follow the teaching and learning processes. That is why the teacher in SMA N 1 Kediri chose verb as the subject that should be drilled many times.

In this study, the field note was used to describe the real activities of the teacher and the students during the implementation of the repeated drill exercise. To write the description of the activity, the researcher sat down in

the back row as the observer only. The researcher did not involve to the drilling activity.

The use of the interview in research marks a move away from seeing human subjects as simply manipulable and data as somehow external to individuals, and towards regarding knowledge as generated between humans, often through conversations (Kvale, 1996:11). One of the research questions in this study was to find out whether the repeated drill contributes to the development of students' English proficiency level. The researcher use the interview to strengthen the result of the study, the researcher wants to investigate deeply the students' perception toward the drill implementation in their school

The data obtained in this study were collected through Observation Field Note and Interview. First, the researcher collected the data from the observation Field note, this instrument provided a basic information related to how the Repeated Drill Exercise be implemented and how the students' respond to this kind of drill method. Secondly, and finally the researcher conducted the interview to the subjects to gain the clarification of the students' responses toward the drill implementation. It was done because students' responses are not always an observable behavior so that the researcher should conduct an interview to the students.

As this study is qualitative, it was analyzed in many order (Bogdan and Biklen (2003) define qualitative data analysis as "working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others. In this research, the researcher used the data analysis technique based from Miles and Huberman (1994) theory, those are:

Conceptualization, Coding, and Categorizing

A well-designed chart, or matrix which defines as a form which can record particular features of multiple cases or instances that a qualitative data analyst needs to examine in systematical way, can facilitate the coding and categorization process (Miles & Huberman, 1994). In this phase, the researcher did research on field in order to gain the data. And then the researcher collected all the data and conceptualized them all. Among all the data collected, the researcher marked the data based on the degree of importance: the most important, important, less important and unimportant. After that, the researcher eliminated the unimportant and less important data out of qualification. All important data were coded by the researcher in order to assign and classify the meaning of all the data.

Examining Relationships

Examining relationships is the centerpiece of the analytic process, because it allows the researcher to move from simple description of the people and settings to explanations of why things happened as they did with

those people in that setting (Miles & Huberman, 1994). In this examining relationship phase, the researcher examined the data in the form of field note and interview to relate the drill implementation and the theory about the drill. The examination toward the field note and interview is aimed to study whether the theory of the benefit of drill method is really applicable in the field.

Authenticating Conclusions

No set standards exist for evaluating the validity, or authenticity, of conclusions in a qualitative study, but the need to carefully consider the evidence and methods on which conclusions are based is just as great as with other types of research (Miles & Huberman, 1994). In arranging good conclusion, the researcher combined all the data which were already examined into conclusive considerations. From all the data which were already structured in descriptive explanation, the researcher arranged an outline in order to create conclusion. The outline consists of the strengths and the weaknesses of the drill implementation in the field.

RESULT AND DISCUSSION

The implementation of the Repeated Drill Exercise in SMA N 1 Kediri was done in 15 meetings. Every morning, before the class was begun, all of the students in X-1 are asked to read aloud the English verb and its meaning altogether. These 15 meetings were divided into three sessions. The first session consisted of four meetings; the students' activity during the first session was reading the regular verb only. At the end of the first session, the students got the first short exam. The short exam here was not aimed to test the students' achievement result. The test was only aim to entertain the students because it was conducted in a very unique way and also those who get good score will be given a prize. After the first session ended up, the repeated drill exercise entered the second session. The second session also consisted of four meetings. The students' activity during the second session was reading aloud the irregular verb list. At the end of the second session, the students got their second short exam. After the exam was done, the repeated drill exercise implementation entered the third session. The third session consisted of seven meetings; it was done because in the third meeting the students read aloud the regular and irregular English verb. Here is a simple schema of the repeated drill exercise schedule in SMA N 1 Kediri:

Date of the meeting (March 2014)																
3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
First Session				Second session				Third Session								
Regular Verb				Irregular Verb				Regular & Irregular Verb								
			1st Exam				2nd Exam								3rd Exam	

However, before the drill exercise was executed, the teacher arranged the English verb list first. Additionally the verb lists arranged are the verbs that are estimated as the most common verbs used in daily life and also the most common appear in Senior High School book. After the English teacher arranged the verbs list, he gave the copy to the students so that the students copy it. In addition, the teacher gave a special rule in copying the verbs list. The teacher obligated the students to write with hand writing the verb list in a small book or it is usually called as note book. It was aimed to make the students memorized the verbs pattern in the very beginning time. Through writing the verbs by their selves, the teacher believed that it will make them easier to memorize the English verb because it is generally believed that writing create a longer remembrance than reading only. While the reason to obligate the students to write it in a small book was because small book is more portable than a normal book. It will make the students easier to bring it everywhere and ease them to memorize the verbs in every place.

After the drill exercise fully implemented, the researcher conducted an interview to the students. Before conducting the interview, the researcher firstly arranged the interview guidelines. The interview guidelines consisted of 5 questions. The first question dealt with whether the students like or dislike the drilling activity. There are 23 students admitted that they liked the activity, 5 students felt just so-so, and the rest of the students felt bored.

The second question dealt with the reason of their answer related to the first question. The students who liked the activity confessed that the drill didn't make them bored at all because they read the subject loudly. Reading aloud together with friends is enjoyable and decrease the stressed according to them. While for the students who felt bored with the activity admitted that they have already understood the English verb so that the drill activity according to them is boring.

The third question dealt with whether the drill activity is difficult in terms of material and implementation. 34 students said that both the material drilled and its implementation is not difficult.

The fourth question dealt with the reason of the third answer. 34 students argued that the material drilled is not difficult because it was arranged clearly and its implementation was also easy to do because they do it together.

The fifth question dealt with whether the repeated drill exercises increase their English proficiency. Dealing with this question all of the students said that they felt easier in understanding the text meaning in their English book. Besides, they also could easily follow the teaching and learning processes no matter the teacher's talk is in English language. The last question dealt with the evidence that support the previous question. The students preferred to use their third short exam score as the

evidence that their English knowledge increased. In the depth measure, here is the fact that was occurred during observation:

The first observation done by the researcher was the first time where the students were asked to do repeated drill exercise. It means, the process of the teacher arranged the verbs list, gave the copy to the students, and the students copied the verbs list into a note book was finished in the previous meetings. On the first observation, the verb list that was read by the students was the regular verb list. In this meeting, the students were asked to read the entire regular verb list that previously given by the teacher. The way to read it was reading the base form, past simple form, and past participle, and then the meaning of it. For the example, when the students should do the drill for the 'Play' verb, the students would say:

Play – Played – Played -- Bermain

Before the drill begun, there are some conversations done by the teacher to the students.

By conducting the conversations in early teaching-learning process, the researcher concluded that some students still did not realize that a new/strange vocabulary they heard was actually the other form of the word that they absolutely understood its meaning. It was the evidence which motivated the teacher to execute the verb Drill Exercise.

After the teacher made a small talk to the students the teacher asked the students to open their note book. Then, the teacher instructed the students read aloud the regular verbs for five until ten minutes every morning whether the class conducted English subject or not

All off the students read it enthusiastically. Even, some of them seemed have prepared everything at home so that when the other students seriously read their book, the some other students did not need to read their book because they have memorized it at home. Generally, the students didn't seem lazy to do repeated drill exercise. It was an interesting case to be investigated due to some teacher and educators assumed that drilling can increase the students' boredom so that they avoid drilling method in teaching English. This phenomenon motivated the researcher to investigate it deeper. That is why the researcher observed the classroom condition through field note and interview to get much more information.

The second observation was conducted in the way that the students got their first short exam. The short exam is a very challenging exam which should be done in several minutes. This exam was aimed to measure the remembrance of the students toward the English verb.

The implementation of the short exam was quite unique. Firstly, the teacher wrote a blank table on the whiteboard. Secondly, the teacher asked the students to submit their note book into the teachers' desk. Thirdly, the teacher asked the students to make the similar table as he wrote in the whiteboard. Fourthly, the teacher informed the students that the students' answer sheet should be

submitted no more than 30 second. For those who submit it more than 30 second would be disqualified. Finally, the teacher wrote the questions; the students should complete the blank column with the right answer. Here is the table and its questions drawn by the teacher:

Remember
...	Accepted
...	Menghitung
...	...	Copied	...

After the students got the first short exam the students began to read aloud the irregular verb list. The students were asked to read the entire irregular verb list that previously given by the teacher. The way to read it was reading the base form, past simple form, and past participle, and then the meaning of it. For the example, when the students should do the drill for the 'Bring' verb, the students would say:

Bring – Brought – Brought – Membawa

That is what the teacher called as the second session. This second session ended up which means the students got their second short exam.

The implementation of the second exam was also exactly the same as the first exam. Before the exam was started, together all of the students and the teacher read aloud the irregular verb list. In this day the students were quite enthusiastic in reading aloud the verb. Moreover, some students asked an additional time to do repeated drill. Some other also asked an additional time, but to read it themselves. It probably happened because the irregular English verb was much more difficult than regular English verb. Because there were many students who asked an additional time, the teacher gave ten minutes more for them to study. As a consequence, the teacher added more questions for the exam. In the end of the exam, the students confessed that the second exam was much more complicated due to the formation of each verb was unstructured. It was the end of the second observation done by the researcher.

In this last meeting, the students showed their improvement in memorizing the English verb. It was showed by their ability in reading aloud the whole regular and irregular English verb without looking at their note book. In this last meeting, the students got their third short exam. Because the verb list they drilled in the third session was both regular and irregular verb, the question they got also mixed question between regular and irregular verb list. Surprisingly, from 30 questions, all of the students do it perfectly. They said that they did not find any difficulties in doing the exam although it should be done in 5 minutes only. It was because they remembered all the English verb and its meaning unconsciously. All of the students also felt happy due to

they can easily understand the teachers' instruction and some of the teacher small talks since they know each meaning of the teachers' word/sentences.

The researcher conducted two kinds of interview, formal and informal interview. The informal interview was given to the English teacher in the preliminary of this study. It was done to investigate more about the teachers' aim for conducting the Repeated Drill Exercise. Based on the interview to the teacher, the English teacher believed that the repeated drill exercise with the verb which was the subject drilled would be very beneficial for the students.

From the result of the study above it was shown that the implementation of the repeated drill exercise in SMA N 1 Kediri succeeded to help the students mastering the English verb. As stated by Swanto (2014), language can be acquired by repeated action. In relation with this, the repeated action done by the students succeeded to assist them to develop their English verb mastery.

Based on the result of the study, the main factor the students gave positive responses (assuming that drilling doesn't cause their boredom) is that the repeated drill exercise in this study was unique according to the students. It has many sessions, in each session they'll get a very short but challenging test. Those who get a high score in the short test will be given a gift by the teacher. This positive reinforcement also highly contributed to the enthusiastic of the students in doing the repeated drill exercise. Furthermore, the students were also enjoying the way they should read the verb, which is by reading aloud it. It makes them enthusiastic because it is almost the same as singing together and sometimes like a game. Sometimes, the students who sat in the different row assume that they are rival, when the left row drill the verb very loudly, the rest row did not want to be lose, they raising up their voice that the classroom condition became quite noisy but in an enthusiastic atmosphere.

Based on the students' worksheet (result of the students' short exam), it can be concluded that the Repeated Drill Exercise in this study highly contributed to the students' English verb mastery. In the last short exam, all of the students got 100 score. It means they answer the whole questions correctly. In the interview the students confessed that it is not difficult to answer the questions in the short exam because they have already mastered the English verb. They said that mastering English verb and its meaning through repeated drill exercise is just like memorizing the song lyric through sings altogether, when they sing a song together, they speak up and also listen the lyric, it strengthen their remembrance.

All in all, the discussion's result of this study can be inferred that the drill exercise implementation in this study has positive and negative effect. Positive effect was based on the students' responses from the interview result. While the negative effect or we can simply say the weaknesses of this method was based on the researcher interpretation and analysis.

Additionally, although in some condition drill is assumed as a boring and doesn't contribute positively toward the

better teaching and learning, drill is still quite relevance to be conducted nowadays. In fact, there are some researches about the use of drill exercise that have been done recently. It means, in some condition drill will bring the positive impact.

However, there were some weaknesses of the repeated drill implementation in this study. The first weakness was that it a little bit ineffective in terms of right on target. Students who have lack of understanding about the English verb were less than those who understand. The second, the repeated drill exercise was not effective in terms of time allocated. It was mentioned above that this drill exercise took the other teachers' time with the consideration that if the drill exercise was only conducted when there was an English subject, the impact resulted would not be maximum. However, the final time determination, which was hoped to maximize the drill effect, caused another problem. It is like solving a problem by creating the new one. That is why, the researcher interpreted that in this case, and the drill implementation was not effective in terms of time allocation.

Number of students in his class but he treated all the students. Luckily, the method he used in this study succeeded to make some novice learners in X-1 mastered the English verb.

CONCLUSION AND SUGGESTION

Based on the result and discussion described above, it can be concluded that the implementation of the Repeated Drill Exercise in SMA N 1 Kediri has both positive and negative effect. Simply put, it has strengths and weakness, the strength was based on the positive appraisal from the students toward the method implemented while the weakness of this method was based on the researcher analysis and interpretation.

After finishing this research and revealing the result of this study, the researcher would like to give some suggestion for both the educators and the other researchers. In conducting a research there are some aspects which should be considered. Sometimes, it may possible that in a certain study the researcher find a finding which is the method or the approach he used caused positive and negative effect (has a strength and weakness). When it happened, the researcher should make a kind of check list to check which aspect is dominating. When the checklist shows that the comparison of the strength and weakness is in the same total numbers, the researcher should analyze whether the weakness in his study is negotiable or not. It becomes nonsense when in a certain condition the teacher does want to solve a classroom problem through a method which can cause a new problem too.

In relation with this study, as mentioned in the previous chapter that the method described in this study emerged two impacts, negative and positive. Here the teacher

wanted to solve the problem experienced by a little number of students in his class but he treated all the students. Luckily, the method he used in this study succeeded to make some novice learners in X-1 mastered the English verb.

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