

IMPROVING SPEAKING SKILL BY USING DRILL TECHNIQUE AT THE TENTH GRADE STUDENTS OF SMKN 1 SINGARAJA IN ACADEMIC YEAR 2018/2019

By

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ABSTRAK

Penelitian ini merupakan penelitian tindakan kelas. Penelitian ini bertujuan untuk meningkatkan kemampuan berbicara siswa melalui teknik *drill*. Subyek penelitian ini adalah siswa di tingkat sepuluh kelas X PH A di SMKN 1 Singaraja pada tahun ajaran 2018/2019 yang terdiri dari 21 perempuan dan 15 laki-laki. Hasil observasi awal menunjukkan bahwa kemampuan berbicara siswa rendah, yang mana dapat dilihat bahwa hanya 17% siswa yang mencapai kriteria ketuntasan minimal atau KKM, dimana standar pencapaian tersebut adalah 72. Karena pentingnya kemampuan berbicara untuk siswa kejuruan, teknik *drill* dilakukan untuk memecahkan masalah tersebut. Penelitian ini dilaksanakan dalam dua siklus, dan dua sesi pada tiap siklus. Instrumen yang digunakan dalam mengumpulkan data adalah tes (pre-test, post-test1, post-test 2), lembar observasi, dan rekaman. Hasil pada post-test 1 menunjukkan bahwa terdapat peningkatan yang signifikan pada pencapaian berbicara siswa. Nilai rata-rata siswa meningkat dari 60,67 (pre-test) menjadi 72,89 (post-test 1), dan 69% siswa telah mencapai nilai standar yang diharapkan. Setelah perlakuan yang kedua, hasil menunjukkan bahwa skor siswa meningkat dari siklus pertama. Nilai rata-rata pada post-test 2 adalah 80,56, dan komputerasi dari skor menunjukkan bahwa 97% siswa dalam penelitian ini mencapai standar pencapaian minimum. Data-data ini membuktikan bahwa teknik *drill* telah sukses dalam meningkatkan kemampuan berbicara siswa.

Kata kunci: *drill*, kemampuan berbicara, mengajar berbicara

ABSTRACT

This research was conducted in classroom action research. It was aimed at improving students' speaking skill through drill technique. The subject of this study was the tenth grade students of class X PH A at SMKN 1 Singaraja in the academic year 2018/2019 that consisted of 21 female and 15 male students. The preliminary observation result showed that students speaking skill was low, which could be seen that only 17% students reached the minimal mastery criteria (or KKM), where the achievement standard was 72. Due to the important of speaking

skill for vocational school student, drill technique was carried out to solve that problem. The study was conducted in two cycles, and two sessions in each cycle. The instruments used in collecting data were test (pre-test, post-test 1, post-test 2), observation sheet, and recording. The result of post-test 1 show that there is significance improvement in students' speaking achievement. Students' mean score improve from 60,67 (pre-test) into 72,89 (post-test 1), and 69% students have reached the standard score expected. After the second treatment, the result shows that students' score improved from the first cycle. The mean score of post-test 2 was 80,56, and the computation of the score showed that 97% of the students under the study reached the standard minimum achievement. These data proved that drill technique has been successful in improving students' speaking skill.

Keywords: drill, speaking skill, teaching speaking

INTRODUCTION

Teaching English in vocational school is a bit unique, since vocational School is different from the High School in common. What make it different is the trade or vocational program that will be chosen by the students once they enter the school. Government's rule in Kemendikbud number 29 of 1990 stated that the goal of Vocational School is to produce students that are ready to enter the work field after they graduate. It is clear that vocational school students should be equipped with skills that will be beneficial for them to get a job.

The role of English is very important in some trades, related to its role as a lingua franca which is used for communication between different groups of people who speak different languages. For example, hotel management students deal with various customers, it can be native or foreigner. Dealing with guest means that someone have to master the language that is understood by them. Vocational school students will meet this kind of situation when they work, not only hotel management, but the other vocational students will have the same experience soon or later they start to work. In addition, English is a key for getting wider career opportunities since many companies are looking for employee who can communicate with many people all over the world. It means that English skill

facilitate someone to compete in getting better job. Because of these reasons, learning English for vocational school students is a must.

Marsigit (2008) mention some factors that should be presented in vocational education through English: (1) Fluency and acceptable language should be concerned by the teacher; (2) Students are expected to interact with other students in order to communicate technical teaching content in English; (3) Students should be given enough opportunities to develop content of teaching as well as English; (4) The role of the teacher is not only to facilitate the communication of content but also to facilitate English as a tool for communication; (5) It needs for the teacher to encourage their students to accustom speaking in English at any chance; and (6) It needs for the teacher to develop media and teaching aids that support both the content of teaching and English. Those factors means that teaching English in vocational school have to be emphasized on the skill mastery that will support their job, so that English is not only learnt as a subject, but emphasising on its skill.

In real life communication, people use all language skills which are integrated each other. There are four English language skills such as reading, writing, listening, and speaking. Among those skills, the mastery of speaking skills in English is a priority for many second or foreign language learners (Richards, 2008:19). For many people, speaking is seen as a central skill (Bailey and Savage, 1994; 7). As Sharma (2018) stated that speaking is the first way to interact with others in the social community. Without a speech, language is reduced to a mere script (Qureshi, 2007). Those statements emphasize on the significance of speaking in real communication.

Speaking is one among four English language skills, and its basic features is that it takes place in real time (Solcova, 2011: 20). Speaking is defined as a productive skill; in which people producing something in order to express their idea and to gain the listener's understanding. Many experts define speaking in different ways. Herwanto (2013) stated that speaking is an oral communication which occurs between the speakers and the listeners. While Sari & Syafei (2014)

define speaking as a complex skill which involves an interaction between the speaker and the listener in an active process. Harmer (2001) said that speaking happens when two people are engaged in talking to each other. From those definition, it can be concluded that speaking is a communication which is done orally, and there is the process of transferring information between speaker and listener that happen in the real time.

Brown (2001) stated that there are five elements of speaking, such as vocabulary, grammar, fluency, pronunciation, and comprehension. Someone speaking skill is judge as good or bad based on its speaking competency. Good speaker is the one who speak clearly and be able to use the target language naturally as the native did. Using the language or practise as often as possible will make the learner speak fluently, and listening to the model will make the learner speak accurately. To be accurate and to be fluent is the initial goal in language teaching.

As speaking considered as the most important skill to be mastered; the greatest anxiety of foreign language students in learning English appear when they are asked to speak. According to Herwanto (2013) anxiety is a kind of disadvantage that makes students unable to perform their competence when actually they know something about what they have to say. Students' speaking anxiety comes because they are not confident in using the language. Learners usually become anxious when they are not the native speaker of a particular language but are required to learn or use the language (Chowdhury, 2014). Because of that feeling, students always play in their save area by not speaking unless they have no choice. As a result, learners who have English speaking anxiety face difficulties to speak in the target language.

Learners do not have an instant knowledge for communication outside their classroom in English as a foreign language (Herwanto, 2013). Foreign language learner has very limited opportunities in practicing or using the target language in communication. Lack of speaking opportunity cause their speaking skill improve slowly. Speaking is a skill that should be practised as often as possible to be

fluent. Teachers have to provide an interactive activity to encourage the students to speak actively in the classroom.

Teaching English in Indonesia is a must to prepare the students in facing the global competition, especially in the world field. Permendiknas (2006:133) stated that the expected goal of Speaking is to enable students expressing the meaning in simple short spoken conversation both transactional and interpersonally. So, it has been clear that the curriculum's expectation is that Indonesian students will be able to speak in English, at least in the simplest communication. But, the reality is too difficult for inviting students to contribute in English speaking activity at the teaching learning process. Among the four skills, speaking seems like the most difficult task to be done, especially when they were asked to speak spontaneously. This is the common difficulties faced by most English teachers; that's why improving students speaking skill is a hard task.

As the solution to speaking problem in classroom, teacher have done many ways. Some innovative and fun activities was implemented too for avoiding students' getting bored in learning. But, some efforts could not show significant result as what expected. In this study, the researcher aimed at implementing drill technique as the solution. Drill Technique as a part of Audio Lingual Method that have been used for many years to deal with students speaking skill. And in this study, the researcher intended to use this technique to overcome students' speaking problems.

Audio lingual method, firstly was called as army method, comes from Skinner's Behaviourism theory, it assumed that a human being can be trained using a system of reinforcement (Brown, 2000). It is an oral-based approach where the students are drilled about the use of grammatical sentence patterns. Schofield (as cited in Kani & Sa'ad, 2015) defines drill, as "the formation of good or bad habits through regular practice of stereotyped exercises".

Drill technique is seen as an effective technique because by drilling, students will be easier to remember and learn; since the more often English is repeated, the

stronger the habit and the greater learning will be achieved (Kholid, Yufrizal, & Raja, 2014). This technique has been used in teaching foreign language students for decades. Drilling give chances for students to practise the pronunciation, grammar or the structure of the language once after they hear the teacher or media as the model by repeating for several times. It is hoped that this technique will be the appropriate technique that can improve students' speaking skill as well as their achievement.

Drills are useful language materials to practice language chunks and comprehend language patterns with ease at the same time (Khetaguri & Albay (2016). The implementation of drill in the classroom can be vary, since there are various types of drill technique (Rhalmi, 2016). (1) Repetition or imitation drill: students read aloud the sentence exactly the same as how the model said, as soon as possible. (2) substitution drill: used to practice word change in sentence structure. Teacher utter one sentence, then change one word in the sentence, and the first student utter the new sentence based on the word change. (3) question and answer drill: it is used to practice about asking and answering question in controlled way (clear answer possibility). (4) transformation drill: students are given a sentence structure to be transformed based on the clue given by the teacher. (5) chorus drill: the repetition is done chorally by all students at the same time.

Based on the definition above, this study dealing with the implementation of drill technique as an effort to improve students speaking skill. The objectives of this study is to find out thether or not drill technique can improve speaking skill of the students in X PH A Class of SMK Negeri 1 Singaraja in academic year 2018/2019.

METHOD

This research was designed in Classroom Action Research (CAR) method. CAR goes beyond personal reflection to use informal research practices such as a

brief literature review, group comparisons, and data collection and analysis (Mettetal, 2001). In short, classroom action research is finding out strategy, technique, method, or even media that will work best in the classroom so that teacher can improve students learning. Kemmis and Mc Taggart (1988) developed a concept for action research; the model proposed is known as a spiral model. It is consisted of cyclic process such as: (1) Planning, (2) Action, (3) Observation, and (4) Reflection (PAOR). This model was used by the researcher as a basic design in conducting this study.

The research was conducted at SMK N 1 Singaraja, Bali. SMKN 1 Singaraja is the number 1 vocational school in Singaraja which has five vocational program such as Accounting, Hotel Management, Travel Agent, Business and Marketing Management, and Office Management. The subject of the study are students in X PH A, they were chosen among the other classes because the researcher found that most students in this class had low achievement in their speaking, compared to the other classes. The subject were 36 students that consist of 15 male students and 21 female students. The object of this study was speaking activities in improving students' speaking competency. It was focusing on students' speaking skill and achievement before the implementation of Drill Technique and after the treatment. Students post score were collected from their score in the previous topic and observation, it was about introducing oneself and other. The result determined the next plan, that students should be treated using drill technique to improve their speaking skill.

Plan, is the first step and the activities that was done such as: (1) designing lesson plan based on the topic in basic competence 3.2 about congratulating, (2) preparing the video, and flashcard as the teaching media, (3) choose the appropriate learning material and students' worksheet, (4) determining words and structure that would be drilled, (5) preparing the observation and the post-test.

Action, was done in two meetings for each cycle. The activities in the meeting 1 were: drill technique was given to students before they made their own dialogue. Teacher gave expressions and vocabularies related to the topic, and

showed students how to use them. Students repeated chorally and then one by one. For vocabularies and words was treated in repetition drill. While sentence structure or grammar was treated in substitution drill. In the meeting 2, the activities were: in the end, students made a dialogue in pairs based on the situation flashcard. In this cycle students chosen their own partner. This dialogue was presented in the end of the session as post-test 1. Researcher scored students' performance using speaking rubric, and in certain time teacher gave drill when students did mistake.

Observation was the third step, it was done by teacher along with the learning process occur in meeting 1 and 2 by taking note about what was happen in the class. The observation also done after teaching to analyse students' achievement.

Reflection, in this step the researcher analyse the data from interview and students' speaking score. Researcher also evaluated the teaching and learning process and analyse the students' achievement. The result of reflection was used to determine the next cycle, or even to stop the cycle when the result have met the criteria of success.

In completing the data, the researcher used qualitative and quantitative data. Qualitative data consisted of observation and questionnaire; quantitative data consisted of pre-test and post-test. The instruments that were used were observation sheet, tape recorder, and test and questionnaires. Students' speaking score were taken by using speaking rubric. The speaking rubric consisted of five criteria: Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension. The score was ascending rate, from 1 (indicated very low) until 5 (indicated very high). The higher students' score, the better their speaking skill is.

In this study, the data were analysed in form of quantitative and qualitative. The process of analysing data was started by analysing the preliminary data during teaching learning process. After that, the data obtained from the tests (post-test 1 and post-test 2) were analysed descriptive quantitatively. The quantitative data was presented by the score of student in doing tests (pre-test and post-test). To see individual improvement, individual total score was compared

between pre-test, post-test 1 and post-test 2. The mean score was used to evaluate the achievement of teaching learning process by using drill technique whether it is effective to improve students' speaking skill or not. Second, the researcher tries to get the class percentage which pass the minimum standard.

This research was considered as a successful work if 75% of the total students got score at least same as the standard score which applied in school of SMK N 1 Singaraja. The standard score (*Kriteria Ketuntasan Minimal* or KKM) in speaking test that would be tested was seventy-two (72). Thus, it could be concluded that improving students' speaking competence by using drill technique was an appropriate way to use in teaching speaking. Moreover, CAR would be fail if the students do not achieve the criteria, and it will be continued in the next cycle.

FINDINGS

The findings in this study were divided into three part: (1) pre-cycle, was done to get data before the implementation of the technique, (2) first-cycle and (3) second-cycle where the drill technique were implemented in this two cycles.

Pre-cycle

The preliminary observation was done to get students' initial score. It was collected through students' speaking performance in the topic "Introducing myself". In this activity, the students were given a topic "My new Identity", and they were doing a short presentation about introducing their new identity as a public figure. While they perform, their speaking was assessed using speaking rubric. In this pre-test, students were not treated using drill technique. It was done in order to know the subjects' speaking ability before the technique was applied.

Pre-cycle was done in two meetings. The first meeting discussed about the expressions used in introduction and the sentence structure related to it. The second meeting was started with reviewing the material in the first meeting, then students did performance about their new identity. In their performance, the

researcher found that students could not explore their language, and their speaking skill was poor of pronunciation and fluency. Researcher also found that there were so many grammar mistake. But their comprehension of the language use was quite good, maybe because the topic was so simple and they have learnt it for several times.

Students' scores were taken in five criteria: pronunciation, grammar, vocabulary, fluency and comprehension. The collected data from the 36 subjects were computerized to see the mean score and the percentage. The result showed that the average or the mean score of students speaking achievement was 64,89. For their individual score, there were 17% or only 6 students who passed the minimum criteria of mastery (or KKM) of 72. From the data analysis, students had problems in their speaking that caused their speaking achievement was very low. In the end of the second meeting, the researcher tried to ask students to make summary about the lesson. It was done spontaneously to see students' responses. But, students were too passive, only three students give their answer, while the other students always said "in English or Bahasa?"

First-cycle

This study consisted of two cycles. In the first cycle, the topic was "Expressing Congratulations". The first meeting was started by discussing about expressions used to congratulate someone. Students worked in couple and they choose the partner. They observed and found the expressions from the video. After they watched the video for twice, they were asked to write the expressions they found on the whiteboard. After that, the researcher used repetition drill as the first treatment, where the researcher said the word and students repeat it chorally. In this topic researcher focusing on some keywords related to the main topic, then she drilled students one by one to utter that word. At this stage, the correction was given to them who had mistaken in pronunciation. Researcher also built students understanding in using the expressions as well as its language structure.

After finishing with the expressions and language structure, each pair took one situation flashcard. In that flashcard there were one situation, and each pair

should make their dialogue related to the situation by using the expressions of congratulating someone. While students doing their task, the researcher observe their activities. The researcher found that there were some couples who had problem in arranging their dialogue. The researcher asked them, and it was found that their problem was in making the sentence. Some students were difficult in using present tense and past tense.

In the second meeting of the first cycle, students performed their dialogue. The class was started with reviewing the previous material. Students were drilled once again in repetition drill which was done chorally. In the next activity, they performed the dialogue in front of the class. Their performances were scored using the speaking scoring rubric. The researcher recorded students' dialogue to be analysed later on. There were some students that still made mistake in their speaking, especially the pronunciation and the grammar. But surprisingly, only few number of students made mistake in the expressions and language structure that have been drilled, and most students pronounced it correctly. The researcher observed students' activity during the meeting 1 and two, and found that students' were hesitate to speak or perform their dialogue. After asking some of them, the researcher found that they feel shy and not confident enough to be the first performance. Their hesitant that made their fluency low, because they took more time to think about what would they say.

In the end of the cycle, the researcher analysed the data of students' score and the observation result. There were some findings in this first cycle, such as: (1) students' speaking skill showed positive progress, it can be seen from their mean score that reached 72,89. (2) 25 students or 69% of them could reach the minimum criteria of mastery. (3) some students still made mistake in their pronunciation, but several students showed their positive response because they could be aware on their own or their friends' mistake and correct it together. Based on the reflection of the first cycle, drill technique gave good effect on students' speaking achievement after they were drilled, and finally the researcher decided that this study should be continued to the next cycle.

Second-cycle

In the cycle two, the researcher made some modification: (1) more types of drill were implemented, (2) students listened the model not only from the teacher, but also from the video, and (3) student were paired based on the lottery, not by themselves. These modifications were made in order the vary the activity and to see if there would be better result in the end of the cycle.

The topic in the second cycle was “expressing plan”. Like the first cycle, it was conducted in two meetings. The first meeting was started by observing video that contains conversation between two people asking and expressing plan. This video was repeated twice, and students find the expressions from the video, then wrote it on the board. After that, teacher gave some explanation of the expressions and the difference of “I will...” and “I am going to...”. These two expressions were used to express plan, but they had difference meaning. This point should be introduced to students so the understand how to use the expressions. In this point, teacher implemented repetition drill again, and asked students to repeat one by one.

The next activity, students watched the second video. This video focusing on the use of each expressions and how it changes when matched to the other subject. From the video students see the structure in different form, and researcher used it to drill students by pausing on each sentence. After that, teacher explained about subject and sentence. Here, the researcher implemented substitution drill to make students aware on the difference of each sentence when the subject is different. The researcher found that drill technique helps students to understand the sentence structure or grammar easily because they heard their friends repeated it again and again, and they have the chance to practice it too.

The other interesting finding was students became more aware on the mistake made by their friends or even by themselves. It could be seen when they can correct their friends’ answer. Students also be able to pronounce the words accurately after doing it for several times. The special findings were some

students were more interested on what they learned. It could be seen when the break time came, two students, S7 and S21 did not go out and ask the researcher about “when can we use this expression?”. It was so interesting, because S7’s score was one of the lowest in the pre-test, so his question was so surprising, especially when he asked to be given more example and he tried to made his own sentence.

The overall activities in the first meeting was discussing about sentence structure. After learning how to express plan, then students learnt about how to ask someone’s plan. To make students understand, the chain drill where implemented. So the teacher started by telling her plan, the she asked the first student about her plan. The first student answered it, the he asked his friend next to him. It was done in chain, until all students got chance to ask and answer by using the expression and the structure. The researcher found that students always gave their attention to their friends, that’s why, once again they could correct their friends’ mistake.

In the second meeting, students reviewed the previous material. Here, the researcher asked some students to make sentence and to ask their friend’s plan or answer it. Students showed a very good response and they could be more active than before, even they compete each other to answer teacher’s answer. After reviewing, students were divided into couples again. The difference from the first cycle was students did not choose their own partner. The researcher prepared some lottery containing numbers, and students took it to find their partner. After that, they were given a situation, and made a dialogue with their partner. In the end of the second meeting, students performed their dialogue in front of the class and the researcher took their score by using the scoring rubric.

After analysing the data in the second cycle, the researcher found that students’ scores were getting better. The computerization data as the evidence, show that students’ mean score was 80.56. As the mean score improved, the percentage of students’ achievement who reached the KKM was increased as well. There were 32 students could reach the KKM, it means 97% of students had passed the minimum score that was expected. Based on this result, it could be

concluded that this study had met the criteria of success, which is 75% students could reach the KKM. So, it meant that this study could be ended in this second-cycle.

Activity by practicing their speaking skill one by one, every student got the chance to speak. This practice improved their understanding about the language structure because when they spoke, teacher and friends could see whether they were right or wrong. The researcher also found that students' motivation in learning getting better, this fact was seen from how students paid their attention to the teacher and how they responded to the teacher's instruction.

Table 1. Score and Percentage Improvement between each cycle

Category	Pre-Cycle	Cycle 1	Cycle 2
Mean Score	60,67	72,89	80,56
Mean score improvement		12.22	
		7.67	
Percentage of passing grade	17%	69%	97%
Percentage improvement		52%	
		28%	

In the end of the second cycle, the researcher compared the data in the pre-cycle, cycle 1, and cycle 2. The result showed that there was improvement in the students mean score and also the percentage of students' passing grade from the pre-cycle, cycle 2, and cycle 3. To make it clear, the result of the data analysis can be seen in the Table 1.

Table 1 show that the mean score and the percentage of students' passing grade increased from the pre-cycle, cycle 1, and cycle 2. The mean score indicated that students' speaking score were improved in each cycle. And the percentage of students' passing grade indicates that number of students who could reach the KKM of 72 were increasing as well.

In collecting the data, the researcher also used unstructured observation. It was used to see students behaviour in depth about the process of learning. The researcher focused on students' participation in the class, confidence, motivation, and understanding. The researcher found that drill gave more chance for students to participate in classroom.

Students' interest also showed by some students when they asked more questions about the language structure. Students' hesitation was reduced as well, this could be seen when they have to perform their dialogue, and they raise their hands directly and asked to the teacher to be the first performance. It means that they have more confidence to speak in front of their friends. And the last but not least, students' understanding about the language were getting better. When teacher drilled them, more than 75% students could answer correctly by themselves. Especially in the last cycle, students really understand the differentiate between some expressions and how to use them.

Discussions

The research was started by administering the pre-test. It was aimed at knowing how far students' ability in their speaking skill before the drill technique implemented by the researcher. The result of the pre-cycle test and the observation showed that students' speaking skill was very low, and it affected to their speaking achievement. Based on the researcher observation, students' problem was their anxiety in speaking. They had hesitation to utter something and they were so afraid if they made mistake. This problem supported by their questions every time they were asked to speak "in English or Indonesia?" and when teacher asked them to speak in English, they would keep silent. It meant that students understand what should they said, they have the answer but they are not confident enough to speak it in English. The data of pre-test indicated that students speaking achievement was very low, since among 36 students, only 17% (6 students) who passed the KKM of 72. It meant that 83% students' score was under the KKM.

The result of the data analysis of the post-test score in cycle 1 showed the improvement of the mean score in the pre-test to post-test 1 was as much as 12,22.

And the percentage of passing grade was increased by 52%. It meant that after the first cycle, 25 students could reach the KKM of 72. The improvement in the first cycle had not reached the criteria of success in this research, that's why the cycle 2 was conducted. Based on the observation in cycle two, students showed their high interest when teacher explaining about the sentence structure and the expressions.

The implementation of drill technique in this research was aimed to improve students' speaking skill. And after conducting the research in two cycles, the researcher found that drill is an effective technique to improve speaking skill. The students' low speaking achievement in speaking could be solved, and it showed significance improvement in the end of the second cycle.

CONCLUSION

Speaking is the most important skill in language learning that should be mastered by the students. To have a good speaking skill, students should be given more chance to practise the language through some activities that can support them in using the language. But, the fact is students have very limited times to practise their speaking skill, that's why students speaking skill was very low. It can be seen from their achievement in speaking that is low and only a little number of students could achieve the standard score.

The present classroom action research was conducted to help students to improve their speaking skill through drill technique. There are various types of drill, and in this research, the researcher combines some of them, such as: repetition or imitation drill, substitution drill, question and answer drill, transformation drill, and chorus drill. The point to be drilled are vary, it can be vocabulary or grammar focus, depends on the topic. The implementation of this technique proved that students have more chance to practise the language accurately which affect to their fluency. Drill technique affects students' confidence, and reduce their anxiety.

The findings of the present study proved that the hypothesis of the study that the problems faced by the students of X PH A of SMKN 1 Singaraja could be satisfactory overcome through teaching speaking by using drill technique. It could be concluded that drill technique could improve speaking skill of the tenth grade students of SMKN 1 Singaraja in academic year 2018/2019.

SUGGESTION

Based on the result of the study, the researcher would like to give some suggestions. First, the English teacher are suggested to teach speaking by implementing drill technique in order to make the students interested in learning and facilitate them with more chance to use the language in the classroom. The findings show that students were interested with the use of drill in speaking activity. The English teacher is also motivated to give various model to students, so they will learn the language accurately.

Second, for the students, they were suggested to motivate themselves to learn English more serious inside or outside the classroom. English will be very beneficial for them when they work, that's why they have to practice in using the language more often, so they will be able to speak fluently.

Third, for further researcher, it is expected that the other researcher will conduct better research on the implementation of drill in improving students' speaking skill. Besides that, the next research can be focused on the implementation of certain technique that can improve students' vocabulary and their motivation in learning English.

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