

The Influence Of Drill Method On Students' Reading Comprehension

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ABSTRACT

This study aims to determine the influence of using drill method on students' reading comprehension. Drill method is a solution to solve students' problems in understanding reading texts. Drill method is an exercise-centered learning that causes students to be dexterous and proficient in doing something with what they learn. This type of research is experimental research with a quantitative approach. The sample of this study was class VIII SMP Darussalam Medan which consisted of 50 students and divided into two classes, namely the experimental group and the control group. The sample this research is consisted as of 25 students in each group. The experimental group was taught by using drill methods while control group was taught by using conventional methods. Data were obtained by pre-test and post-test. The pre-test was given to both groups before giving the treatment, while the post-test was given to both groups after the treatment. The questions given were multiple choice in the form of English text, namely descriptive text. Based on the calculation of the instrument that had been analyzed, the research results showed that the average score of the post-test score for the control class is 37.2, while the average score for the post-test score was 45.8. Based on the value of the hypothesis test, it shows that $t_{count} (5,000) > t_{table} (2,064)$ and the value of sig. (2-tails) $0.000 < 0.05$. According to the results obtained, it can be said that nul hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, which meant that there was a significant influence of drill method on students' reading comprehension of SMP Darussalam Medan.

Keywords: Drill Method, Reading Comprehension, Descriptive text.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan metode drill terhadap kemampuan pemahaman membaca siswa. Metode drill dijadikan solusi untuk memecahkan permasalahan siswa dalam memahami teks bacaan. Metode drill merupakan pembelajaran yang berpusat pada latihan yang menyebabkan siswa akan memperoleh ketangkasan dan kemahiran dalam melakukan sesuatu dengan apa yang di pelajarnya. Jenis penelitian ini adalah penelitian eksperimental dengan pendekatan kuantitatif. Sample dari penelitian ini adalah siswa kelas VIII SMP Swasta Darussalam Medan yang terdiri dari 50 siswa yang terbagi dalam dua kelas, yaitu kelompok eksperimental dan kelompok kontrol sebagai sample yang terdiri dari 25 siswa di setiap kelas. Kelompok eksperimental diajarkan menggunakan metode drill sedangkan kelompok kontrol diajarkan menggunakan metode konvensional. Data di peroleh dengan pre-test dan post-test. Pre-test diberikan pada kedua kelompok sebelum di berikan treatment sedangkan post-test di berikan pada kedua kelompok setelah diberikan treatment soal yang diberikan merupakan pilihan ganda berupa teks bahasa Inggris yaitu teks deskriptif. Berdasarkan hasil perhitungan dari instrument yang telah dianalisis hasil penelitian menunjukkan bahwa rata-rata skor nilai post-test kelas kontrol adalah 37.2 sedangkan skor rata-rata nilai post-test adalah 45.8. Berdasarkan nilai uji hipotesis menunjukkan bahwa $t_{count} (5.000) > t_{table} (2.064)$ dan nilai sig. (2-tailed) $0.000 < 0.05$. Menurut hasil yang didapat maka dapat disimpulkan bahwa Nul hypotheses (H_0) ditolak dan Alternative Hypotheses (H_a) diterima, yang berarti ada pengaruh yang signifikan dari drill method terhadap kemampuan reading comprehension siswa SMP Swasta Darussalam

Kata Kunci: Metode Drill, Pemahaman membaca, Teks deskriptif.

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1. INTRODUCTION

There are four skills that must be mastered by students. They are listening, speaking, reading, and writing. According to Hamer (2001:8), the four skills are divided into two types, they are receptive and productive skills. Based on four skills that must be mastered, the researcher only focuses on reading skill. Reading is one of the four skills that is very influential for students. Students can increase their knowledge and information in English by reading books, articles, and texts. So they need a lot of exposure if they want to be proficient in English.

According to Nunan (1991:60), reading comprehension skill is defined as a process that actively involves the compilation of meanings between passages in the text based on personal experience. Reading comprehension can be interpreted as a person's ability to understand the information contained in the reading text. .

There are many aspects involved in reading a text especially English texts. Based on the observation, there are several factors that cause students' misunderstanding in reading text : (1) the students can not answer questions which related to the reading text. For example: in the text, there are many information which related to the story and questions are made by using WH-questions. (2) the students do not concern the punctuations when they read the text that had been given, for example: the sentence is finished by full stop but the student still continue to read the texts.

There are various methods that can be used to help students in reading. In this research, the researcher chooses drill method to help students in reading comprehension. Iskandar (2009:135) says drill method is teaching method with training in learning process and used to get skill from the material learning to give deep understanding before getting certain training, continuously. The drill method is a way of teaching in which students carry out training activities so that students have skill that are higher than what they read. Based on Practice Field Experience in previous experience the researcher found that reading comprehension was a difficult lesson for students. Researcher also noticed that students like story books so researcher are interested in researching their reading comprehension from by using interesting method to see if there is there any significant influence of drill method on students' reading comprehension. Based on the problem above, the researcher assumes that there are some errors in learning reading comprehension. By doing this method the students can know better in finding the meaning of the text they want to read.

From the above cases, the researcher emphasizes that used of drill method was carried out by conducting quantitative research. So the researcher focuses on the influence drill method on students' reading comprehension. The researcher formulates the problem as, is there any significant the influence drill method on students' reading comprehension in eight grade SMP Swasta Darussalam Medan?

2. LITERATURE REVIEW

A. *Definition of Reading*

Reading is a form of communication using symbols and the ways to communicate between writers and readers through understanding process. Harmer (2003) say reading text provide oppurtunities to study language: vocabulary, grammar, pronunciation, and the way we contract sentences, paragraph and text. In addition, Berado (2006) states reading has different meaning, for some people reading is recognizing written words, while for others it is anopportunity to teach their pronunciation and

practice speaking. Based on those definitions, it can be concluded that reading definition is become different for each reader it depends on the reader's aim in reading.

B. Reading Comprehension

The reading comprehension skill help a reader to get a meaning from a text. Klinger (2007:9-11) say reading comprehension is the process of interaction between readers and what they bring to the text, such as their prior knowledge or background and use of strategies. This process also includes variables related to the text, such as readers' interests and their understanding of the text genre. Mikuleckly and Jeffries (2007:74) states reading comprehension means making sense of what readers read and connecting the ideas in the text to what they already know.

Reading comprehension is the goal of reading as well as the goal of teaching reading. Students need to develop reading skills in order to be able to read with good reading comprehension. They need to practice a lot to use reading method since the method play important role in developing their reading skills in order to repair reading comprehension.

C. Reading Comprehension Principles

Harmer in Nurfadillah (2019:11) mentions divides six reading comprehension principles. They are:

- 1 Encourage students to read as often as much as possible.
- 2 Outside normal lesson time, when students are reading extensively, they should be involved in joyful reading.
- 3 Encourage students to respons to the content of a text. It is important for students to study reading texts in class in order to find out such things as the way they use language, the number of paragraphs they contain and how many times they use relative clause.
- 4 Prediction is major factor in reading. When we read texts in our own language, we frequently have a good idea of the content before we actually start reading.
- 5 Match the task to the topic using intensive reading text. Once a decision has been taken about what reading text the students are going to read (based on the topic of the text), we need to choose good reading tasks the right kind of questions, and appropriate activities before during and after reading.
- 6 Using the topic for discussion and futher tasks, using the language for the study and then activation, and using a range of activities to bring the it to life.

D. Reading Comprehension Aspects

Nutal in Hidayati (2018:11-13) states that there are five aspect of reading comprehension which the students should comprehend a text well.

1. Detail information
The last type of question that is usually found in reading text in detail questions or information
2. Determine Main Idea
The main idea is a statement that tells the author's point about the topic. To find out main idea is a key to understand a paragraph or short selection.
3. Locating References
In identifying references, the students are expected to understand for what the pronouns in the sentences are used such as the pronouns that are used to show people, place, or situation.
4. Making Inference.
In making of inference, the students are expected to comprehend the text to find the conclusion of the statements in the text.
5. Understanding Vocabulary
The students expands their knowledge of vocabulary while he/she is reading a passage, such as by finding out new words meaning in dictionary and guessing the meaning from the context. Context helps students making a general prediction about the meaning.

E. Strategies of Reading Comprehension

Brown in Sinta (2019 :17) mentions some principles strategies for reading comprehension as follow:

1. Identify your purpose in the reading text.
2. Apply spelling rules and conventions for bottom-up decoding.

3. Use lexical analysis (prefixes, roots, suffixes, etc) to determine the meaning.
4. Guess at meaning (of words, idioms, etc) when you are not certain.
5. Skim the text for the gist and for main ideas.
6. Scan the text for specific information (names, dates, keywords).
7. Use silent reading technique for rapid processing.

F. Definition of Drill Method

Iskandar (2009:135) say drill method is teaching method with training in learning process and it is use to get skill from the learning to give deep understanding before getting certain training, to give training continously. In addition, Djamarah and Zain (2005:402) states the drill method is one of the teaching method, a way of teaching by assigning duties to students to perform practice activities, so that students have a higher skill than is learned.

According to Werkanis in Yuningsi (2011:11) say drill is a way in teaching which practice frequently to make it more proficient and skilled in mastering whether in group or individual. Drill is appropriate in teaching language and other relevant subjects. Especially to increase students' comprehension in reading.

G. Steps of Drill Method

Majid (2013:214) mentions there are three steps in applying the drill method are

1. Students must be given a deep understanding before certain exercise are held.
2. Students must be adjusted to the level of student ability.
3. The training process should prioritize things that are essential and useful.

H. Advantages and Disadvantage of Drill Method

Huabener in Bahri (2010:96) say there are some advantages and disadvantage in using this method, as follow:

1. Advantages Drill Method

- a. The students gain dexterity and proficiency in doing something appropriate with what he learned.
- b. It enables the students to understand the text because while they are doing activity, they will try to know the meaning of the words or sentences in order to get the complete content of the text.

2. Disadvantage of Drill Method

The disadvantages of using drill method make the students are difficult to focus on learning when it was done too often. It is hard for students to focuses on sudy it the drill are done too often especially it they have already master the skil

-METHOD

A. Research Design

The researcher used quantitative with research design experiment research. The types of research used pre-test and post-test. In this study, the study used two classes as samples. Control class and experimental class. Both classes gave a pre-test at first and a post-test at the end of the study. There was two variables in this research, namely drill method as the independent variable and the dependent variable was students' reading comprehension. In this research, the researcher recommended the drill to increase the influence of drill method on students' reading comprehension. The research design can be see as follows.

Table 1. Experimental Research Design

Group	Pre-test	Treatment	Post-test
Experimental group	O ₁	X	O ₂
Control group	O ₁	-	O ₂

B. Population

The population of this study was eighth Grade with total of the students were one hundred twenty-one in SMP Swasta Darussalam Medan. The samples in this research used in VIII-1 and VII-2 in SMP Swasta Darussalam Medan. One class consists of 25 students. The subjects of this study were students of SMP Swasta Darussalam Medan the researcher used all the students in the two classes as the researcher assigned class VIII-1 as the experimental group and class VII-2 as the control group.

C. Treatment

Experimental class was taught by using drill method. Experimental class was given instructions with contextual reading exercises to generate students' comprehension in reading a text that motivates students to get deeper meaning about the subject matters being studied. Control class was taught by using conventional way such as skimming or scanning. The researcher only gave an explanation which similar to the lecture method and ordinary instructions on how to comprehend a text. The researcher used 20 items of multiple choice tes to master the students reading comprehension

D. Reliability Test

The reliability test in this study, using data processing carried out with the help of SPSS 2.5 (Statistical Program and Service Solution). In this study, the number of respondents who tested the research instrument used a total of 50 research subjects. The test validity in this study using SPSS. Data processing carried out with the help of SPPS 2.5 program.

E. Technique of Data Collection

Technique of data collection used by the researcher in this research is provision of learning outcomes tests, such as: pre-test and post-test. The test as a research instrument used to get data on the comparison of student learning outcomes before and after giving treatment. The purpose of conducting those test was to measure the students' comprehension in reading text by applying drill method.

The data analysis process was very important to do after the researcher concluded the pre-test and post-test results of the experimental group and control group. In analyzing the data obtained, the researcher measured the differences of students' average scores from the experimental and control

groups before and after treatment. In this research to collect data, the researcher used t-test. Data processing carried out with the help of SPSS 2.5 program.

3. RESULT AND DISCUSSION

A. Result

The researcher would present the result of the research. The control class was VIII-2 students of SMP Swasta Darussalam Medan that consisted of 25 students who were taught by Conventional method. The data was presented in following Table 2.

Table 2. Scores of the Students' Pre Test and Post Test in Control Class

No	Students	Pre- test	Post- test	Gained score
1	AFJ	45	80	35
2	AA	50	85	35
3	CAD	60	80	20
4	CP	45	65	20
5	CA	50	70	20
6	DP	55	85	30
7	DUA	40	75	35
8	FA	50	65	15
9	FJ	40	70	30
10	F	40	75	35
11	GHM	30	60	30
12	IA	60	70	10
13	IDK	40	75	35
14	JA	50	70	20
15	KN	30	80	50
16	KAP	40	70	30
17	MA	30	75	45
18	MU	60	80	20
19	RD	40	85	45
20	RAF	50	60	10
21	SK	35	60	25
22	SR	55	75	20
23	TR	40	65	25
24	T	50	70	20
25	ZVN	40	80	40
	Total	1125	1825	700
	Mean	45	73	28

The data showed the scores of 25 students in class VIII-2. The average score in the pre-test was 45 where the lowest score in the pre-test was 30 and the highest score was 60. Meanwhile, the average score in the post-test was 73 where the lowest score was 60 and the highest score was 85. The average score on gained the score was 28 with the lowest gained score was 10 and the highest was 50. It means that the pre-test and post-test scores in the control class were quite significant.

B. Data of Experimental Class

The experimental class was VIII-1 students of SMP Swasta Darussalam Medan that consisted of 25 students taught by Drill Method. The data is presented in the following Table 3.

Table 3. Scores of Students' Pre-Test, Post-Test in Experimental Class

No	Students	Pre- test	Post-test	Gained Score
1	ASG	50	75	25
2	AS	45	80	35
3	AR	40	70	30
4	AAR	55	90	35
5	AP	40	80	40
6	BMS	55	85	30
7	CRB	30	80	50
8	CN	60	85	25
9	DA	30	90	60
10	DSP	55	85	30
11	FAF	50	80	30
12	FIK	40	90	50
13	GP	40	80	40
14	HQ	60	75	15
15	IA	45	90	45
16	JA	50	85	35
17	KAK	35	85	50
18	MDS	30	85	55
19	MAR	40	70	30
20	MZR	50	80	30
21	MHA	45	85	40
22	PH	50	80	30
23	RA	60	90	30
24	KAP	50	95	45
25	SPM	40	85	45
	Total	1145	2075	930
	Mean	45.8	83	37.2

The data showed the scores of 25 students in class VIII-1. The average value in the pre-test was 45.8, where the lowest score was 30 and the highest was 60. While the average score in the post-test was 83 with the lowest score being 70 and the highest being 95. In the gained score the average value is the

average was 37.2 with the lowest score of 15 and the highest score of 60. It means that the pre-test and post-test scores in the experimental class were quite significant.

C. The Fulfillment of Statistical Assumption.

Validity and reliability test can be calculated using SPSS Alpha Cronbach. If the value of $r_{\text{count}} > r_{\text{table}}$ then the data is sufficient, or can be said to be valid but if $r_{\text{count}} < r_{\text{table}}$ then the data is not sufficient or not yet valid, while if the results show $\alpha > 0.05$ it means that the reliability value is sufficient or can be said to be reliable but if $\alpha < 0.05$, it means that the reliability value is not sufficient or it can be said that it is not reliable. The researcher get checked the empirical validity using SPSS 25 pre-test and post-test. In this study, researcher used SPSS 25 to determine the validity or reliability of the tests. validity test used corrected item – total correlation formula

D. Validity

Table 4. The Result Validity

No	r_{count}	r_{table}	Description
1	0.267	0.413	Invalid
2	0.850	0.413	Valid
3	0.800	0.413	Valid
4	0.446	0.413	Valid
5	0.800	0.413	Valid
6	0.850	0.413	Valid
7	0.679	0.413	Valid
8	0.446	0.413	Valid
9	0.931	0.413	Valid
10	0.850	0.413	Valid
11	0.567	0.413	Valid
12	0.119	0.413	Invalid
13	0.335	0.413	Invalid
14	0.850	0.413	Valid
15	0.679	0.413	Valid
16	0.446	0.413	Valid
17	0.567	0.413	Valid
18	0.446	0.413	Valid
19	0.437	0.413	Valid
20	0.446	0.413	Valid

The validity of the test was carried out used the bivariate person correlation formula with the SPSS. It is said to be valid if $r_{\text{count}} > r_{\text{table}}$ and invalid if $r_{\text{count}} < r_{\text{table}}$. The value r_{table} of on 5% significance table with 2 tailed test $n = 25$, $(n-2)$ it means $(25-2=23)$ so r_{table} becomes 0.413 rtest shows that $r_{\text{count}} > r_{\text{table}}$, which means it is valid. And rtest shows that $r_{\text{count}} > r_{\text{table}}$ which means it is invalid. In this tests there are seventeen valid and there are three invalid.

E. Reability

Table 5. Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.686	21

From the data analysis, it can be seen that there was significant results from Cronbach's Alpha alpha must be > 0.60 . $0.686 > 0.60$ it means the data is reliable.

F. The Normality Test

Table 6. Normality Test for Pre-Test and Post test

Tests of Normality						
Respondents	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-Eksperiment	.186	25	.063	.929	25	.121
Post-Eksperiment Class	.196	25	.065	.924	25	.094
Pre-test Control	.188	25	.066	.927	25	.076
Post-test Control	.151	25	.144	.933	25	.100

a. Lilliefors Significance Correction

Based on table 6. above, the test showed a significant result from Kolmogorov-Smirnova in the pretest in the experimental class was $0.063 > 0.05$. the post-test in the experimental class was $0.65 > 0.05$. The pre-test for the control class was $0.066 > 0.55$ and the post-test for the control class was $0.144 > 0.05$. In Shapiro-Wilk the pretest value of the experimental class was $0.121 > 0.05$ the post-test value of the experimental class was $0.094 > 0.05$. the pre-test in the control class is 0.076 and the post-test in the control class is 0.100. It can be concluded that both experimental and control classes are normally distributed because both classes have a significance greater than 0.05.

G. Homogeneity Test

Table 7. The Result of Homogeneity Variances Test

Respondent	Levene Statistic	df1	df2	Sig.
Based on Mean	2.208	3	96	.092
Based on Median	2.156	3	96	.098
Based on Median with adjusted df	2.156	3	91.818	.099
Based on Trimmed mean	2.226	3	96	.090

The results of the homogeneity in table 7. Show significant data based on the mean pre-test in the experimental class with a significance of $0.092 > 0.05$. Based on the median post-test in the experimental class $0.098 > 0.05$. Based on the mean pre-test in the control class $0.99 > 0.05$ and based on the median post-test in the control class is $0.99 > 0.05$. It means that the pre-test and post-test data in the control and experimental classes be told to be homogeneous because they are greater than 0.05.

H. Hypothesis Testing

Table 8.
T- Test Result of Post Test

Group Statistics					
Respondents	Class	N	Mean	Std. Deviation	Std. Error Mean
Students' learning outcomes	Post-test Eksperiment	25	83.00	6.292	1.258
	Post-test Control	25	73.00	7.773	1.555

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students' Score	Equal variances assumed	1.740	.193	5.000	48	.000	10.000	2.000	5.974	14.021
	Equal variances not assumed			5.000	46.003	.000	10.000	2.000	5.979	14.026

The average value of the experimental class was 83.00 while in the control class the average value was 73.00. From this it can be seen that there was a significant difference between post-test experiment and post-test control. The results of the T-test in table 4.8 show that the t_{count} was 5,000 with a Sig (2-tailed) 0.000. Then the t_{table} is combined into the t_{count} to find out whether the drill method has a significant influence on students' reading comprehension or not. T_{table} shows (n-1) which means (25-1=24) which was 2,064. T_{table} shows 2,064 at the significant level of 0.05. the hypothesis shows that $t_{\text{count}} (5,000) > t_{\text{table}} (2,064)$ and the value of sig. (2-tailed) $0.000 < 0.05$. According to the results obtained, it can be concluded that the nul hypothesis (H_0) were rejected and the alternative hypotheses (H_a) were accepted, which means that there was a significant influence of drill method on students' reading comprehension. The results of the T-test in the table also showed that the t_{count} was 5,000 with Sig (2-tailed) 0.000. Then the t_{table} was combined into the t_{count} to find out whether the drill method has a significant influence on students' reading comprehension or not. T_{table} showed (n-1) which means (25-1=24) which was 2,064. T_{table} showed 2,064 at the significant level of 0.05. The hypothesis showed that $t_{\text{count}} (5,000) > t_{\text{table}} (2,064)$ and the value of sig. (2-tailed) $0.000 < 0.05$. According to the results obtained, it could concluded that the nul hypotheses (H_0) was rejected and the alternative hypotheses (H_a) was accepted, which means that there was a significant influence of drill method on students' reading comprehension.

Discussion

From the data that had been analyzed, the purpose of this research was to find the influence of the drill method on the reading comprehension of class VIII students of SMP Swasta Darusalam Medan in 2022/2023. In the process of learning to read, there were actually many methods that could applied in the classroom. Teachers must be able to choose the right learning method that can make students understand the material presented. One of the reading methods that can be used to increase students' reading comprehension is the drill method. By doing this method in classroom students became more easily to remember the reading text. Statistical data showed that the experimental group data by using the drill method showed an average value of 45.8. And the control data group with the conventional method showed an average of 37.2. It meant that there was a difference in the influence between drill method learning and conventional learning on students' reading comprehension. Based on the description above, it could be seen that there was an influence of using the drill method. It can help students to comprehend the text in easier reading comprehensio

4. CONCLUSION

Based on research finding, it can be see that reading comprehension of two groups of the students taught using the drill method and using conventional. There are many significant differences in the value of used drill method on reading comprehension based on the analysis that has been done. The average score for the control class in the pre-test was 45 where the lowest score in the pre-test was 30 and the highest score was 60. Meanwhile, the average score in the post-test was 73 where the lowest score was 60 and the highest score was 85. The average score the average for the lugging score was 28 with the lowest score was 10 and the highest was 50. Meanwhile in the experimental class the average score in the pre-test was 45.8, the lowest score was 30 and the highest score was 60. While the average score in the post-test 83 with the lowest score was 70 and the highest was 95. In the gained score the average score was 37.2 with the lowest score being 15 and the highest score being 60. It can be seen that there are significant differences between the experimental and control groups. The hypothesis shows that $t_{\text{count}} (5,000) > t_{\text{table}} (2,064)$ and the value of sig. (2-tailed) $0.000 < 0.05$. According to the results obtained, it can be concluded that the nul hypotheses (H_0) were rejected and the alternative hypothesis (H_a) were accepted. Therefore, it can be concluded that the drill method has a significant influence on students' reading comprehension.

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