

# Muslim Minorities Muhammadiyah West Papua: History, Struggle & Personality Haji Rauf Abu

Ismail S Wekke


*Proceeding of 1st International Student Colloquium in Conjunction with SEAAM 2nd Students  
Mobility Program for Southeast Asia 2019*

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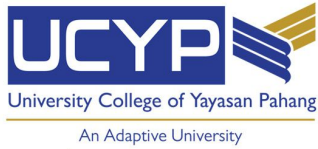


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# ADAPTIVE STRATEGIES FOR SUSTAINABLE EDUCATION

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Pahang, Malaysia



# Adaptive Strategies for Sustainable Education

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Proceeding of 1<sup>st</sup> International Student Colloquium in Conjunction with SEAAM 2<sup>nd</sup> Students Mobility Program for Southeast Asia 2019

Lecturer Theater, UCYP Main Campus Tanjung Lumpur,  
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## **Preface**

This book is the compilation of papers from 1<sup>st</sup> International Student Colloquium in Conjunction upon a theme “**Adaptive Strategies for Sustainable Education**”, which was held on November 30<sup>th</sup>, 2019. This colloquium was jointly organized by *University College of Yayasan Pahang (UCYP) & South-East Asia Academic Mobility (SEAAM) in Collaboration with Sekolah Tinggi Agama Islam Negeri (STAIN) Sorong, Universitas Muhammadiyah Sorong (UMS), Institut Agama Islam Negeri (IAIN) Pare-Pare, Institut Agama Islam Negeri (IAIN) Ternate, Institut Agama Islam Negeri (IAIN) Kendari, Institut Agama Islam Negeri (IAIN) Padangsidempuan and Universitas Negeri Padang (UNP).*

As the chair of 1<sup>st</sup> International Student Colloquium, it gives me great pleasure to extend my warm welcome to all the 1<sup>st</sup> International Student Colloquium delegates. I would like to express my utmost appreciation and sincere thanks for your support. Without the tremendous support, this special event would not have materialized. On behalf of the organizing committee, I would like also to acknowledge our gratefulness and appreciation to all the sponsors and partners who have been supportive in ensuring the success of this event. The main aim of organizing this event is to offer a platform for researcher, academics, and students to present, share and promote their research and development strengths, particularly issues in education. This conference theme has attracted Malaysian students and international participants from 5 (five) countries including Indonesia and Thailand. Following the double-blind peer-reviewing process, a total of 34 abstracts were accepted for presentation and a total of 18 full papers were accepted for publication (in E-Proceeding).

Overall, the articles raise many concepts with aim to meet questions regarding the Adaptive Strategies for Sustainable Education. It considers thousands of alternative ways to explore the opportunities in sustainable education in discussion of conceptual papers, case study and empirical research. This volume is an important addition to the literature on education. It may also be valuable to an audience beyond academia interested in culture and social studies.

Last but not least, I would like to express my gratitude and credit to all members of the organizing committee for their full assistance and hard work throughout the year of 2019. This event would not have been possible without the help of them and their devotion to work in making this colloquium a success is greatly appreciated.

Kuantan, November 2019

**Chairman of 1<sup>st</sup> International Student Colloquium**

# The Effect of Drill Method on Speaking Mastery in Personal Invitation

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## ABSTRACT

The researchers described about low mastery of students speaking in personal invitation sub topic that was solved by Drill Method. The problem were: students liked to use native language, students were shy to speak English, students were afraid of mispronouncing English words and teacher's method of teaching. The purpose of this research is to know whether there is the effect of Drill Method on speaking mastery in personal invitation sub topic at grade VIII students of SMP N 9 Padangsidimpuan. The method that is used in this research was experimental research. Two classes were chosen randomly as the sample. They were VIII 2 as experimental class that consisted of 30 students and VIII 3 as control class that consisted of 30 students. It was conducting normality and homogeneity test. The data was derived from pre-test and post-test. To analyze the data, the researchers used t-test formula. After analyzing the data, the researchers found that mean score of experimental class before using drill method was 53.34 and mean score after using drill method was 70.7. The effect of drill method on speaking mastery in personal invitation sub topic at grade VIII students of SMP N 9 Padangsidimpuan was 12.58 with  $t_{count}$  was higher than  $t_{table}$  ( $12.58 > 1.67155$ ), it meant that  $H_a$  was accepted and  $H_0$  was rejected. There was the effect of Drill Method on speaking mastery in personal invitation sub topic at grade VIII students of SMP N 9 Padangsidimpuan.

**Key Words:** *Speaking, Drill Method,*

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## Introduction

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. David Nunan states speaking is the productive aural/oral skill which consists of producing systematic verbal utterances to convey meaning (Nunan, 2003). Michael says, "speaking is a productive skill that can be directly and empirically observed, those observations are invariably collared by the accuracy and effectiveness of a test-takers' listening skill, which necessarily compromises the rehabilitee and validity of an oral production test (Michael, 1996).

Mastering speaking is not easy. Although English has been taught since the students were in elementary school. As of today, there are still many students who complaint that they have difficulties in speaking. As a result, they also find difficulties in learning English material especially in personal invitation sub topic. Personal invitation is a kind of invitation that people use in daily life. The students in junior high school have to learn personal invitation not only because that topic consist in the syllabus, but also personal invitation is part of daily conversation in society.

The importance of learning personal invitation is to ease students in inviting someone in oral speak with good structures, good language features and suitable context. Even though they have studied about personal invitation, teachers also should pay attention with students' speaking mastery, because speaking is the most important case everywhere and in any situation. The key in learning speaking is to practice English language every day. This at first does not concern on good grammar and form but rather for the students to able to speak English and become fluent speakers by practice, practice and practice.

Based on the interview with Alda Meilani student at grade VIII SMP N 9 Padangsidimpuan, she said that they faced difficulties in speaking because they liked to use their native language (Mandailing language) and hardly ever use English (Alda, 2019). The students also shy to speak English in speaking class because they were afraid of mispronounce the words

or sentences, and the imagination of what will people say after that. The students are lacking vocabulary, so it is hard for them to speak English and they stated that studying English is very difficult to understand, because English is not our language, only some of them like English subject.

The problem did not only come from students themselves, but also comes from teacher, it was teacher's teaching method. English teacher did not use various techniques until the students are lazy and bored to study English, especially when they learn about speaking skills. This situation must be solved by teacher by changing strategies or method in teaching and learning process, so that the students could enjoy studying English more and do not feel bored. According to JosuaBire, there are twelve factors of speaking mastery that make students difficult in learning speaking, such as : psychological factor, poor vocabulary-related factor, peer-related factor, pronunciation- related factor, grammar-related factor, personality factor, L1 inference-related factor, teacher-related factor, teacher's teaching method, environmental factor, motivation factor and cross-cultural factor (Josua, 2014). The researchers did not focus on all factors, but only focus on teacher's method in speaking.

The low speaking ability as described above must be solved by using *drill method*. Drill is a method of teaching technique used for practicing sounds or sentence partners concerned with the fixation of specific accociation for automatic recall. According to Anthony, "method is an overall plan for systematic presentation of language based upon, the selected approach. Umar Mohammed Koni wrote in his journal that Schofield, defines drill, as "the formation of good or bad habits through regular practice of stereotyped exercises". Drill is also define by Akinpelu that drill is a method which is often used in the traditional teaching method to get pupils to learn the first rudiments of a subject and he describes its form and process as he said that "drill is a repetition of a piece of learning until one can recite or perform it without mistake". According to Ryle as quoted by Scheffler, that is imposition of repetitions through which habits are build up. He also stressed that the "practices are not learned until the pupils' responses to his cues are automatic, until he can do them in his sleep as it is revealingly put and that dill dispenses with intelligence as skills and competences are generally developed through practice, repeated trial and performance (Kani, Umar Muhammad, Tata Umar,2015).

The drill method is part of Audio Lingual Method (ALM). Larsen states that there are seven drills in his book. They are; backward build up (expansion) drill, repetition drill, chain drill, single-slot substitution drill, multiple-slot substitution drill, transformation drill, and question-and-answer drill (Larsen, 2000). The teacher also provides some tricks to attract the students, so they do not feel bored in studying English using the drill method. To avoid misunderstanding of the information given, they use some ways as well as: gesture, pictures and charts.

The drill method will make students usually good in practice English word so that they also usually speak English, becauseThe Drill Method also sees that the four skills: speaking, listening, reading and writing reinforce another but oral communication is seen basic. So that the students will follow what the teacher say.

There are some researchers in Kezia and Oci's journal that describes the procedure for Application of Drill Methods such as:

First, Sumiati and Asra, the steps for implementation:

- 1) The teacher gives a brief explanation of the concepts, principles, or rules that are the basis for carrying out the work to be trained.
- 2) The teacher demonstrates how to do the job properly and correctly in accordance with certain concepts and rules. In the form of verbal students that are shown are the pronunciation or writing of words or sentences.
- 3) If learning is done in groups or classics, the teacher can order one student to imitate what the teacher has done, while other students pay attention to.
- 4) Individual training can be done through guidance from the teacher so that learning outcomes are achieved in accordance with the objectives.

Second, the steps according to Roestiyah are:



- 1) Apperception, which is giving an introduction by remembering the concepts regarding the lesson
- 2) Provide opportunities for students to ask if there are difficulties
- 3) Deliver the subject matter to all students, by explaining to students from simple things to more complex things
- 4) Give examples of questions from simple things to more complex things
- 5) Ask students to work in front of the class, then discuss it together so that if there are students who are still experiencing difficulties, they can immediately ask;
- 6) Providing homework as an exercise, the problem is taken from the textbook used;
- 7) The next meeting of the task is examined together, so that students who have had difficulties can understand
- 8) After the material is finished, the teacher tells the students that a test will be held (Astuningtias, Kezia Irene, Oce Datu Appulembang, 2017)

There are two types of procedure by which ALM lessons are performed; top down (from drill to dialogs) and bottom up (from dialogs to drill) model. Richards describes the procedures as follows:

- 1) Students first hear a model dialogue (either read by the teacher or tape) containing key structures that are focused on the lesson. They repeat each line of the dialogue, individually and in chorus. The teacher pays attention to pronunciation, intonation, and fluency. Correction of mistakes of pronunciation or grammar is direct and immediate. The dialogue is memorized gradually, line-by-line. A line may be broken down into several phrases if necessary. The dialogue is read aloud in chorus, one half saying one speaker's part the other half responding. The students consult their book throughout this phase.
- 2) The dialogue is adapted to the students' interest or situation, through changing certain key words or phrases. This is acted out by the students.
- 3) Certain key structures from the dialogue are selected and used as the basis for pattern drills of different kinds. These are first practiced in chorus and then individually. Some grammatical explanation is offered at this point, but this is kept to an absolute minimum.
- 4) The students may refer to their textbook, and follow up reading writing, or vocabulary activities based on the dialogue may be introduced.
- 5) Follow-up activities may take place in the language laboratory, where further dialogue and drill work is carried out. (Richards and Roger, 2001)

Another procedure described by Nunan is as follows:

- 1) Present the new language item to be learned, giving a clear demonstration of its meaning through nonverbal means such as by picture or actions. ( Do not give grammar explanation).
- 2) Model the target pattern, using a number of examples.
- 3) Get the whole class to mimic and memorize the new pattern following the teacher's model.
- 4) Introduce a substitution drill, first to the whole class, then with the class divided into two, and then with individual responses.
- 5) Repeat the first four steps, using negative versions of the target structure.
- 6) Repeat the first four steps, using interrogative (question) versions of the target structure
- 7) Check for transfer, using previously unrehearsed cues. Solicit both whole class and individual responses. (David Nunan, 2003)

From the steps that some researchers contribute above, the researchers conclude will apply the procedure based on ALM lesson on Richards and Nunan's opinion because the drill method applied clearly by repeating, more complete, suitable with the background of students and make students easier in understanding when teaching learning process. The researchers combine both of procedure to make it more complete in teaching process. The

process of teaching speaking in personal invitation sub-topic by using drill method can be seen from table below;

**Table 1:** *Process of Teaching Speaking*

Teacher	Procedures	Students
1. Teacher explains first about personal invitation by giving dialogue about personal invitation by using repetition drill.	1. Students first hear the dialogue (either read by the teacher or tape) containing key structures that are focused of the lesson.	1. Students pay attention to teacher's explanation and they repeat the sentence part by part by using backwards build-up (expansion drill)
2. Teacher gives examples of dialogues about personal invitation	2. Model the target pattern, using a number of examples of dialogue, and the dialogue is adapted to the student's interest or situation.	2. Students repeat the teacher's model accurately and as quickly as possible by using repetition drill.
3. Teacher asks students to memorize the dialogue of personal invitation lesson by using dialog memorization drill.	3. Get the whole class to mimic and memorize the new pattern following the teacher's model.	3. Students memorize a short dialogue about personal invitation through mimicry by using dialogue memorization drill.
4. Teacher asks students to get a conversation about personal invitation that forms around the room and practice one by one in front of class by using chain drill.	4. The students may refer to their textbook, and follow up reading writing, or vocabulary activities based on the dialogue may be introduced.	4. Students have a conversation about personal invitation that forms around the room and practice one by one in front of class and correct each other by using chain drill.
5. To make students understand more about personal invitation, teacher asks students to make a dialogue about that material with students' interest or situation and gives students practice with answering questions by using question and answer drill.	5. Follow-up activities may take place in the language laboratory, where further dialogue and drill work is carried out	5. Students make a dialogue about personal invitation material to make them more understand about personal invitation, and students practice with answering the question by using question and answer drill.

## Research Methods

The place of the research is SMP N 9 Padangsidimpuan. It is located at JL. Sudirman km 4,5Lk. VII Hutaimbaru, Kec. PadangsidimpuanHutaimbaru, Kota Padangsidimpuan North Sumatera. The location is 5,2 km from the city center to the west, it takes time about 13 minutes by public transportation. The time of the research is from August 2019 until finish. The design of this research was quantitative design in experimental research. It means, researchers manipulate at least one independent variable. The researchers used true experimental design with Pre-test-Post-test Control Group Design. It means there are two classes will be chosen, then pre-test is given to find out the basic condition of the two classes. Next, both classes are given post-test. The result of the test was compared to know the different effect of treatment to experimental class. The research design for pre-test-post-test control group design by using one treatment can be seen below :

**Table 2:** *Pretest-Posttest Control Group Design*

E	O <sub>1</sub>	X	O <sub>2</sub>
P	O <sub>1</sub>	-	O <sub>2</sub>

Where :

E = Symbol for experimental class

P = symbol for control class

X = symbol for treatment (Suharsimi Arikunto,2003).

The population of this research is all grade VIII students at SMP N 9Padangsidimpuan academic year 2018/2019 consists of 10 classes with 306 students. By using simple random sampling, the researchers chose VIII-2 as experimental group and VIII-3 as control group. Each class consists of 30 students as a participants. The instrument that was used in this research is speaking test with oral presentation form. The researchers limited the indicators in scoring the test only on students need based on the purpose and definition of speaking itself in junior high school. Based on teacher's book in PERMENDIKBUD k13 version, the indicators of speaking test (Yuli, Siti, Asep, Diyantari,2017) can be seen in the table below :

**Table 3:** *Indicators of Speaking*

Aspects	Criteria	Score
1. Pronunciation	Almost perfect	5
	There are some mistakes but do not interfere the meaning	4
	There are some mistakes and interfere the meaning	3
	Many mistakes and interfere the meaning	2
	Too much mistakes and interfere the meaning	1
2. Intonation	Almost perfect	5
	There are some mistakes but do not interfere the meaning	4
	There are some mistakes and interfere the meaning	3
	Many mistakes and interfere the meaning	2
	Too much mistakes and interfere the meaning	1
3. Fluency	Very good	5
	Good	4
	Enough	3
	Not so bad	2
	Bad	1
4. Accuracy	Very good	5
	Good	4
	Enough	3
	Not too bad	2
	Bad	1

The procedures of the current research are divided into three phases. First, pre-test to find out the homogeneity of the sample. The function of the pre-test is to find the mean scores of drill and teacher method in teaching before the researchers give treatment. Second, treatment which is the experimental group and the control group were given the same material, which consists of communication aspects that will be taught by the teacher in different ways. The experimental group was given treatment, namely the drill method and the control group was taught by the conventional method. Lastly, post-test was used for investigating the difference of speaking achievement between the experimental group and the control group. To analyze the data, the researchers used t-test formula.

### **Research Results And Discussion**

Description of data before using drill method

**Table 4:** *The Pre-test Score for Experimental Class*

Total score	1455
Highest score	75
Lowest score	20
Mean	53.34
Median	48.78
Modus	49.83
Range	55
Interval	9
Standard deviation	13.59
Variation	198.3

**Table 4:** *The Pre-test Score for Control Class*

Total score	1395
Highest score	75
Lowest score	20
Mean	55.14
Median	46.5
Modus	48.48
Range	55
Interval	9
Standard deviation	13.32
Variation	212.32

Description of data after using drill method

**Table 5:** *The Post-test Score for Experimental Class*

Total score	2150
Highest score	85
Lowest score	55
Mean	70.7
Median	74
Modus	73.5
Range	30
Interval	5
Standard deviation	6.95
Variation	48.85

**Table 6:** *The Post-test Score for Control Class*

Total score	1705
Highest score	80
Lowest score	40
Mean	57
Median	55.25
Modus	55.25
Range	40
Interval	7
Standard deviation	11.28
Variant	25.83

After calculating the data of post-test, researchers found that post-test result of experimental class and control class is normal and homogenous. Based on the result, researchers used parametric test by using T-test to analyze the hypothesis, the result of t-test was as follow:

**Table 7:** *Result of T-test from the Both Averages*

Pre-test		Post-test	
$t_{count}$	$t_{table}$	$t_{count}$	$t_{table}$
0.70	1.67155	12.58	1.67155

The researchers discussed the result of this research. Based on the result of the data analysis, the researchers got the mean score of experimental in pre-test was 53.34 and in post-test was 70.7. The proof was 17.36. Then, the mean score of control class in pre-test was 55.14 and in post-test was 57. The proof was 1.86. So, based on its comparing can be concluded that the improvement of experimental class was higher than control class. Automatically, Drill Method had the effect on students' Speaking Mastery.

It also discussed with the theory and compared with the related finding that has been stated by researchers. Based on the related findings of a thesis by UmiLailatul, she concluded that there are effects of using drilling technique in developing students' speaking ability with  $t_{count}$  was higher than  $t_{table}$  ( $8,45 > 2,069$ ). So, it was same with the result of this thesis that the implication of drill method was suitable to teach students' speaking mastery and give a positive effect on students' speaking mastery (UmiLailatul, 2018).

Next, Wa Ode ShyerlinSoni said in his research that the use of chain drill technique shows a significant difference on students' speaking achievement with the result shows that students' speaking ability in the post test is 2.806 higher than 1.647 is the post test (Waode, 2018).

Then, Luthfi 'Alawiyah, concluded that the result of her research shows that there is an improvement of the students speaking skill using "repetition drill" technique. It can be seen from  $t_{test}$  calculation in cycle 1 is 2.5 and cycle 2 is 6.58;  $t_{table}$  with  $N = 34$  is 2.032. Also the increasing students' main score in percentage from cycle 1 to cycle 2 with the standardize score (the minimum of passing criteria) is 72, in the cycle 1 is 55.5% students and 82.85% in the cycle 2. This indicates that by applying repetition drill technique, the students' speaking skill can be improved (Luthfi, 2017).

## Conclusion

Based on the result of the research, the conclusions of this research are:

Before applying drill method, the mean score of pre-test for experimental class was 53.34 and the mean score of pre-test for control class was 55.14. After using drill method, the mean score of experimental class was higher than before using drill method. The mean score of post-test for the experimental class was 70.7 and the mean score of post-test for control class taught by conventional method was 57. The researchers found that the research result of t-test where  $t_0$  was higher than  $t_t$  was 12.58 and  $t_t$  was 1.67155 ( $12.58 > 1.67155$ ). It means that  $H_a$  was accepted, so there was a significant effect of drill method on the students' speaking mastery at grade VIII SMP N 9 Padangsidempuan.

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