

**EFFECTIVENESS OF USING DRILLING TECHNIQUE IN  
IMPROVING SPEAKING ENGLISH SKILL AT  
SEVENTH GRADE OF SLB A YAPTI  
MAKASSAR  
(A Quantitative Research)**

**THESIS**



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**MOTTO AND DEDICATION**

*Educating The Mind Without Educating The Heart Is No Educating At All.*

**This thesis is dedicated to :**

**My beloved parents who already raised me to the fullest so I can still stand so**

**far as**

**well as my beloved family , sister and brother who always supported me**

**during**

**creating this thesis.**



## **ABSTRACT**

**Ade Saputra. 2023.** Effectiveness of Using Drilling Technique In Improving Speaking English Skill at Seventh Grade of SLB A Yapti Makassar. English Education Department Faculty Of Teacher Training And Education Universitas Muhammadiyah Makassar. Supervised by Ardiana and Firman

The objective of this research was to test whether the use of drill technique improves speaking skill of students at SLB A YAPTI Makassar, this research was focus on the application of drilling technique in improving speaking skill of students at SLB A YAPTI Makassar. This study employed a quantitative research methodology with Experimental Design. This study aims to determine whether using a drilling strategy can increase speaking ability. The result of data analysis shows that there was an improvement in speaking ability using the drilling technique. The table shows a significant improvement in the first student's speaking skills between the pre-test and post-test, with the members' mean score being 35 in both instances. The second student's pre-test score was 10, and their post-test score was 40, suggesting that they were both able.

Keywords: Drilling, Speaking Skill, Quantitative Research

## ABSTRAK

**Ade Saputra. 2023.** Efektivitas Penggunaan Teknik Drilling dalam Meningkatkan Kemampuan Berbicara dalam Bahasa Inggris pada Kelas Ketujuh SLB A Yapti Makassar. Tesis. Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Pembimbing: Ardiana dan Firman.

Tujuan penelitian ini adalah untuk menguji apakah penggunaan teknik bor meningkatkan kemampuan berbicara siswa di SLB A YAPTI Makassar. Penelitian ini difokuskan pada penerapan teknik bor dalam meningkatkan kemampuan berbicara siswa di SLB A YAPTI Makassar. Penelitian ini menggunakan metodologi penelitian kuantitatif dengan Desain Eksperimen. Penelitian ini bertujuan untuk menentukan apakah penggunaan strategi bor dapat meningkatkan kemampuan berbicara. Hasil analisis data menunjukkan bahwa terjadi peningkatan dalam kemampuan berbicara dengan menggunakan teknik bor. Tabel menunjukkan peningkatan yang signifikan dalam kemampuan berbicara siswa pertama antara pre-test dan post-test, dengan nilai rata-rata anggota adalah 35 pada kedua tes tersebut. Nilai pre-test siswa kedua adalah 10, dan nilai post-test mereka adalah 40, menunjukkan bahwa keduanya berhasil meningkat.

Keywords: Drilling, Speaking Skill, Quantitative Research

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**Ade Saputra**

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# **CHAPTER 1**

## **INTRODUCTION**

### **A. Background**

According to Widjaya (2014: 21), a person is classified as blind educationally if for their learning activities they require special aids or certain techniques so that they can learn without sight or with limited vision. Children with visual impairments or so-called blind children are children who experience visual dysfunction and need environmental adjustments, especially blind students in participating in learning at school.

According to Effendi (2006: 40), the limited sense of sight has an effect on the teaching and learning process in schools and necessitates special services that must be catered to the needs of students, such as the use of learning methods, learning strategies, approaches, and learning media. that despite the fact that the events that occur are relatively simple and instantly apparent, children who have experienced blindness since birth have trouble describing things that are genuine or substantial. Blind youngsters need to be exposed to the environment using all of their senses that are still functional during the educational process at school in order to overcome these challenges. The difficulty for blind students in absorbing and remembering abstract material that is vocally delivered is one of the barriers.

English is one among the subjects grade VII students at Junior High School of SLB A YAPTI Makassar study. The goal of teaching English to blind pupils is to provide them the literacy they need to communicate effectively in

written and spoken English at a specified literacy level. According to the Ministry of National Education, there are four levels of literacy: performative, functional, informational, and epistemic. Performative literacy refers to the ability to read, write, listen, and speak with the symbols used. Functional literacy refers to the ability to use language to carry out daily tasks like reading newspapers, manuals, or instructions.

Three blind kids in the low vision category and one blind student in the blind category make up the class of seventh graders at SLB A YAPTI Makassar. The four blind pupils participate in class learning by using their senses of touch and hearing. Students find it challenging to follow English learning since they frequently listen to the teacher's explanations rather than reading written material. Students reportedly stated that the English vocabulary mastery material was confusing and that it was difficult hard to tell the difference between writing and pronunciation. They also claimed that they felt embarrassed to ask and respond to questions.

Given the aforementioned circumstances, an effort to get past the difficulties in learning English is required. These issues are caused by the blind's limited vocabulary knowledge and capacity for abstract thought, necessitating the use of learning techniques in the classroom. Based on the observation and brief discussion with the students' teacher, the speaking skill that is most needed in this study is. Thus, the drilling approach for grade VII students at SLB A YAPTI Makassar is presented in this study with the intention of enhancing students' speaking ability.



## **B. Problem Statement**

Problem statement of this research:

Does the use of drilling technique improve student speaking skill at seven grade of SLB A YAPTI Makassar?

## **C. Objective of The Research**

Based on the formulation of the problem above, the objectives of this research was to test whether the use of drill technique improves speaking skill of students at SLB A YAPTI Makassar

## **D. Significance of The Research**

The advantages or applications of this study were broken down into two groups: theoretical advantages and real-world applications. Theoretically, the researcher will help expand the body of literature on student learning strategies in the classroom, which will be beneficial to other researchers. One of the most immediate advantages is that it will increase readers' and especially students' understanding of science. It also has the potential to be expanded into a sourcebook and reference for students..

## **E. Scope of The Research**

To limit this discussion of this research, this research was focus on the application of drilling technique in improving speaking skill of students at SLB A YAPTI Makassar.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Related Previous Study**

Previous research has shown that using the drilling method in teaching English can increase students' speaking skills, as follows:

Alawiyah 2017 conducted research on the eighth-year students' speaking abilities when given descriptive texts. The purpose of this study is to describe how repetition drill is used to help eighth-year students at MTs N Salatiga in the academic year 2016–17 improve their speaking abilities when speaking about descriptive texts. It also seeks to ascertain how much repetition drill is used to help eighth-year students at MTs N Salatiga in the academic year 2016–17. The results of this study suggest that using the repetition drill method to educate and learn will improve students' speaking abilities. The outcomes of the pre- and post-tests support this. In comparison to the pre-test, the post-test score is higher. The pre-test score was 65,88, and the post-test score was 70,30, as shown in Cycle I. In the meantime, cycle II reveals that the pre-test score was 70,25 and the post-test score was 78,25. In that it used the repetition drill approach and used classroom action research (CAR) as the data collecting strategy, this earlier research shared similarities with the current research in terms of its characteristics. The eighth-year students at MTsN Salatiga were the focus of a prior study that evaluated the learners' speaking ability on descriptive text, the seventh-grade students of MTS Al-Maarif Pandan Indah were the subjects of the current study, which was centered on how to increase kids' speaking ability.

The second came from Bajri (2016), who discussed employing repetition drill approach to enhance pupils' pronunciation. This study aims to enhance students' pronunciation while also observing, describing, and documenting the repetition drill technique's implementation process, modification, and results. This inquiry led to better outcomes due to the behavior of the pupils. The level of student interaction was significantly improved by their participation in class activities, increased interest in asking and answering questions, and improved impulse control.

The current research, which employed the Repetition Drill technique and classroom action research as the methodology, has some parallels with the prior research but also some differences, which are as follows: The current research employed repetition drill to improve students' speaking skill at seventh grade students as opposed to the previous research, which used repetition drill to improve students' pronunciation at ninth grade students of Natural science MAN 1 Yogyakarta.

The third was written in 2019 about the use of drill technique in speaking instruction at SMK 1 Singaraja by Widhi Atmi. The post-test results demonstrate a notable improvement in the pupils' speaking abilities. The results of this study show that drill approach can raise students' proficiency in speaking in all areas, especially pronunciation.

The fourth is from a study by Sari, Arifin, and Salam (2015) that looked at how repetition drills could help students become more fluent speakers. This study's objective is to determine how repetition drill instruction enhances seventh-

grade students' speaking skills at SMP Negeri 6 Ketapang during the academic year 2013–2014. This study discovered that having pupils practice repetition drills repeatedly improved their speaking skills. The mean, score, and observation findings served as proof of this. The first cycle resulted in a score of 0, the second cycle resulted in 68,75, and the last cycle resulted in 80,08. There are some similarities between prior and contemporary study, including the following: Prior and ongoing research are targeted.

The fifth came from a 2011 study by Hermanto on the use of chain drills to improve students' speaking fluency. The goal of this study is to evaluate how well the chain drill method improves students' speaking fluency. the application of the chain drill method to improve eighth-grade MT students' speaking fluency. The t-test result obtained shows that the research's outcome was successful. The t-test showed that the t-score was more than the t-table, which was 2.0830 instead of 1.6666. This showed that while  $H_0$  wasn't feeling well,  $H_a$  was fine..

Studies from the past and the present have certain things in common but also differ greatly. For instance, the current study used repetition drill rather than chain drill to enhance students' speaking proficiency. Second, the current study used classroom action research (CAR), whereas the older study used quantitative experimental methodologies. The prior study concentrated on ways to help students with their pronunciation, but the current study concentrated on ways to help students with their speaking skills.

## **B. Theoretical Discussion**

### **1. The Nature of Speaking**

#### **a. Definition of Speaking**

Speaking has been included into our daily activities as a means of intercommunication. One of the four abilities that are crucial to human existence is speaking. Language may help people express their ideas, beliefs, and attitudes, which is a basic human need (Akhter et al., 2020).

It is the ability that makes human communication the most effective. It is one of the linguistic abilities needed for communication in daily life (Tridinanti, 2018, p. 36). People need communication to survive. Humans interact with language verbally much more often than they do so in writing (Leong & Ahmadi, 2017).

Speaking is the process of exchanging meaning using spoken and non-verbal symbols in a range of circumstances (Chaney, 1998 in Kayi, 2006). Since speech is the primary method of conducting communication, speech must be mastered as the fundamental language.

#### **b. Aspects of Speaking**

##### **1) Fluency**

When communicating with others and sending them clear information, English fluency is crucial. Nunan (1999) defined fluency as the ability of speakers to speak and continue speaking on their own. Interlocutors may find it quite challenging to comprehend the information when the speaker finishes speaking after a frequently lengthy pause.

However, a protracted pause is acceptable as long as it is not repeated frequently. Long pauses are acceptable as a part of fluency, according to Nunan (1999), but they shouldn't happen too frequently. Speaking also involves processing the material so that interlocutors may grasp it, in addition to fluency and knowledge. According to Harmer (2001: 269), speaking with knowledge is not enough; one must also have the capacity to understand language and information.

It is also thought that when people talk fluently, pausing is also required. It provides the listeners or interlocutors some time to process the messages being sent by the speakers. It is according to Thornbury (2005) saying that there are some reasons where pausing is allowed when people speak fluently such as taking a breath and giving the listener time to understand the meaning of the speakers' speech. Despite the speakers' precise speaking results, it appears that their frequent halting shows that they have trouble communicating with others. This case could not be considered fluent speaking. Additionally, the length of the run—that is, the number of syllables between pauses—relates to the fluency factor. Thornbury, 2005 also stated that the speaker sounds more fluid the longer the runs go.

By including other tactics for addressing the issue of pausing, the problem of pausing can be made up for. Speakers may pause and add fillers like "um" and "uh" or additional statements like "I mean" and "sort of," according to Thornbury (2005).

## 2). Accuracy

Accuracy is defined as the state or characteristic of being true, correct, or exact; devoid of flaws or faults; precision or exactness; correctness, according to dictionary.com. Speaking English accurately is crucial for conveying messages to listeners and avoiding confusion with other speakers. Speakers and interlocutors will become misinformed as soon as speakers make errors in their grammar, vocabulary, and pronunciation. According to Spratt's definition from 2005, correctness is "the use of proper forms of grammar, vocabulary, and pronunciation." However, it is thought that speaking correctness is relative and depends on how well speakers and listeners can understand one another. Additionally, it is thought that giving the speakers' words some thought will result in greater accuracy. As Heinemann (1996:50) said, "If learners prepare time on what they are going to say, a more accurate information in a communicative context will be produced." This can help students deal with restlessness and give them greater confidence when they talk.

## 3). Appropriateness

Use the right words or sentences, depending on the situation, to comprehend the speaker's message. For instance, "Could you hold on a moment, please?" or "Hold on a minute, will you?" are occasionally more acceptable. various occasions. Appropriateness, according to Spratt (2005), is "the use of a proper style of formality." Learning a language requires you to adapt your expression to the situation and the culture.

## 2. Concept of Drilling

### a. Definition of Drill

A drill is a teaching method that students can use to practice a new language. The students repeat after the teacher models a word or a sentence. Long employed in foreign language instruction, the drill method emphasized repeating structural patterns orally and was a crucial component of the audio lingual approach. Drill is typically utilized during the controlled practice phase of language learning to provide pupils the chance to apply what they have learnt accurately. Students can practice employing a particular formulaic expression or structure, such as a tag ending, verb form, or transformation, to build quick, automatic responses.

Drilling remains a useful technique in the classroom if it used appropriately. For the learners, drilling can:

- 1) Making accuracy a priority. A learner's language grows by becoming more accurate, fluent, and sophisticated, hence accuracy must be emphasized at specific points in the lesson or during particular task kinds..
- 2) To give students plenty of practice saying and hearing specific word combinations. They can assist students in acquiring difficult sounds or in imitating intonation that may be quite different from that of their native tongue.
- 3) Giving students a secure setting in which to try out language production. This could boost learners' confidence, especially those who don't take



risks.

- 4) To help kids realize how to pronounce or form words correctly. A crucial element in acquiring language proficiency is becoming aware of and becoming cognizant of language..
- 5) Giving students the chance to receive quick feedback on their correctness from an instructor or a peer.
- 6) It might be beneficial for oral communication learners to enable memorization and automation of typical grammatical constructions and patterns.
- 7) To set expectations for students. Drilling may be viewed by the pupils as being fundamental to language instruction.

#### b. Types of Drill

The foundation of audio-lingual classroom practice is dialogue and drill. The audio-lingual method is also distinguished by its use of drill and pattern practice<sup>21</sup>: There are numerous drills used in classrooms, including.

##### 1) Dialogue memorization

To start a new class, dialogue or brief dialogues between two persons are frequently employed. Through imitation, children learn the dialogue by acting out one of the characters in the dialogue, learning their lines, then switching to the other character and learning their lines.

##### 2) Backward build up (expansion) drill

When students are struggling with a lengthy discourse, this exercise is used. The teacher breaks the line up into numerous segments, and the

students repeat the last few words of each sentence.

### 3) Repetition drill

Students are instructed to properly and swiftly imitate the teacher's actions.

### 4) Chain drill

A chain drill derives its name from the succession of discussions that occur as students ask and respond to each other's questions one at a time around the classroom.

### 5) Single-slot substitute on dill

The teacher reads a line, typically from the dialogue, then says a word or phrase that is known as the cue. The pupils then repeat the line the teacher read, inserting the cue in the line's right location.

### 6) Multiple-slot substitution drill

This exercise resembles the single-slot substitution exercise. The distinction is that the cue phrases are delivered by the teacher one at a time and correspond to the cues in the dialogue line.

### 7) Transformation drill

Students are instructed to change an affirmative sentence into a negative sentence after receiving a specific type of sentence pattern from the teacher.

### 8) Question and answer drill

This exercise allows pupils to practice answering questions; they must respond to the teacher's question as rapidly as possible.

#### 9) Use of minimal pairs

The teacher uses word pairings that simply differ by one sound, such as "see/sea". Before they can utter the words, students must first understand how the two words and letters differ from one another.

#### 10) Complete dialogue

A phrase from a discourse that the students have memorized is deleted. By substituting the missing word, students finish the dialogue.

#### 11) Grammar game

The games are made to encourage pupils to apply a grammar concept in a real-world setting. Even though the amount of student expression in this game is fairly constrained, it is still possible. Observe how this game contains numerous repeats as well.

#### c. Repetition drill

Repetition drills are designed to quickly acquaint children with a certain structure or formulaic language. The simplest drill used in language learning is repetition drill<sup>22</sup>. This will be helpful for speaking class and can be used to introduce new terminology.

Drilling can also be as simple as listening to the teacher's example, a tape, or another student in the class, and repeating what is heard. It is a practice exercise. A repetition exercise involves the teacher saying the model (words and phrases), which the students then repeat. Most of the time, people can learn to accomplish anything by looking at a model or pattern on how to do it.

As learners, kids might begin to acquire English by imitating the role model or by doing what they say or do. Because people can pronounce a word after hearing it once, repetition drill is a great way to assist pupils learn English. In order for the students to pay close attention, the teacher can repeat sentences in a clear voice. Repetition of the punishment makes the kids familiar with the sentence's words; this might be used to help them learn new vocabulary and would be helpful in pronunciation lessons.

The students must be closely monitored by the teacher after the introduction of a new structure or vocabulary area because they must concentrate solely on the new language and begin to become familiar with it. A repeat drill is the easiest and most controlled exercise of this kind. The teacher simply says a sentence or a word and the students repeat it. This is possible:

1) Silence

The students independently repeat the phrase or word to help them form an image in their minds.

2) Chorale

The students repeat the sentence or word together

3) Individual

The teacher asks one of the students to repeat the phrase or word at that moment. One method for enhancing students' speaking abilities is repetition drill, in which the pupils attempt to precisely repeat the word that the teacher has just said. Repetition drills are the simplest drills used to

teach language patterns and are designed to quickly familiarize students with a particular formulaic expression. Those learning a language simply repeat what the teacher says or what the tape recorder makes.

The teacher plays the part of an orchestra conductor, guiding and policing the students' language use while also serving as a good role model for them to imitate. The students mimic the teacher's behavior, comply with instructions, and answer as quickly and precisely as they can.

However, the drill is created by the teacher as a tool for teaching language structure and sound. Repetition drill isn't the newest electronic gadget; it may be used by any language teacher regardless of the language they are instructing in or the resources they are employing. It can be modified for use with the conventional textbook, making it simple for the instructor to employ this strategy.

### **C. Hypothesis**

In this study, the hypothesis refers to the first point of the research question. The ideas are as follows:

H1 : The use of drilling technique improve students' speaking skills at SLB

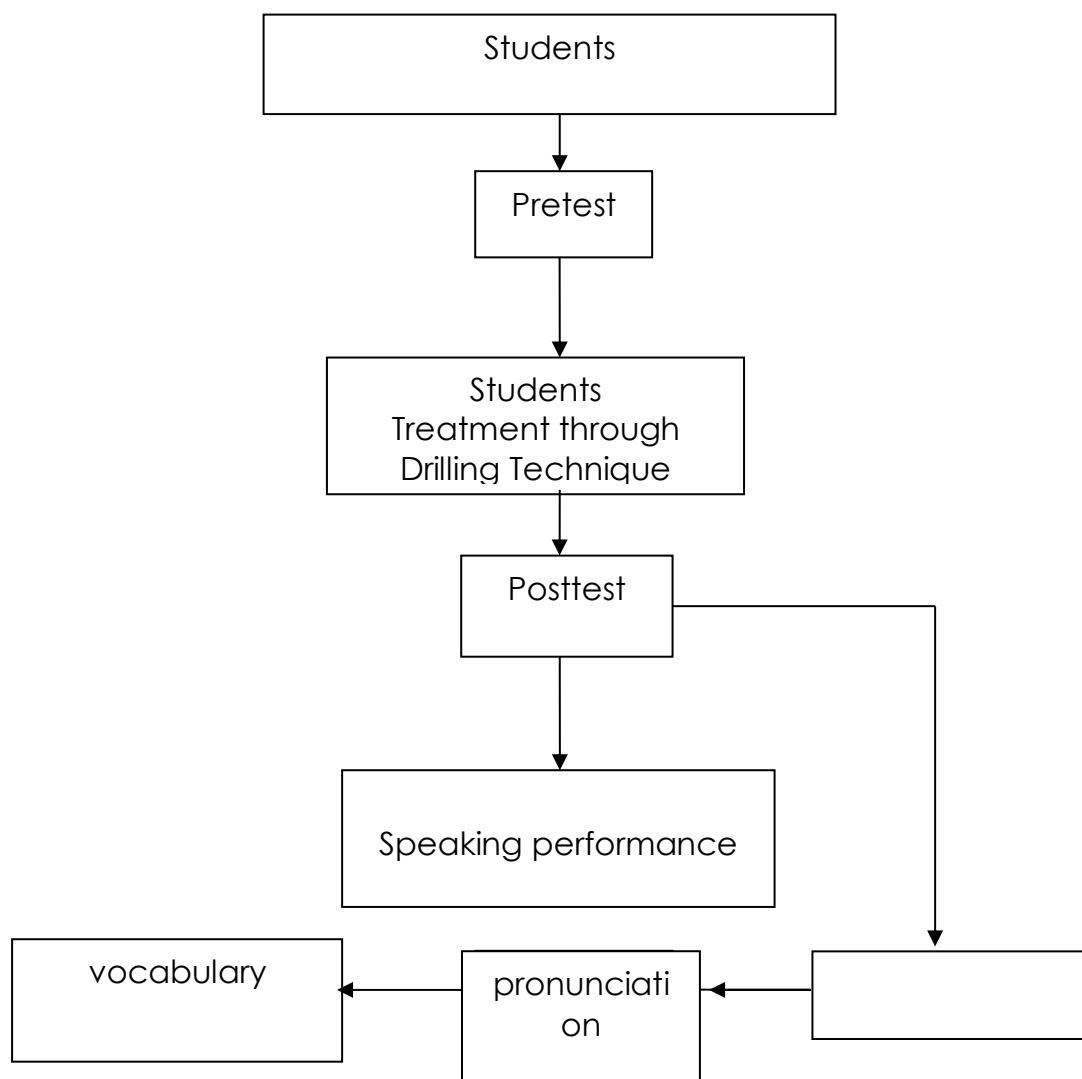
A Yapti,

H0 : The use drilling technique does not imrove students' speaking skills at

SLB A Yapti.

#### D. Conceptual Framework

Six samples of students with visual impairment will be treated using this TPS strategy in a drilling technique implementation that is only done in a single group. As a result, the conceptual framework's creation is founded on the therapy. TPS will be used in the first stage to gauge student improvement, and then students will be surveyed regarding their opinions.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

This study employed a quantitative research methodology. This study aims to determine whether using a drilling strategy can increase speaking ability. Students' proficiency in speaking is the dependent variable in this situation, and questioning technique is the independent variable. Additionally, the ex post facto nature of this research design. Without using treatments, non-experimental methods are used to study causal relationships. As a result, it looks at how one event may modify an effect, a phenomenon, or a person's behavior. It is thought that using the drilling technique is one of the aspects that helps pupils perform better when speaking. Therefore, the purpose of this study is to determine whether the drilling method can enhance students' speaking abilities.

#### **B. Population and sample**

##### **1. Population**

The population first by listing down all members of the population.

The total of students was 6 students consisted of 1 class in 2022-2023 academic year, the class was chosen randomly.

##### **2. Sample**

The sample of this study was 3 students of SLB-A Yapti from 1 class. They were selected randomly. Random sampling was the selection sample based on characteristics of population that the researcher needed for the research.

### C. Research Instruments

Speaking test, speaker, and laptop guidelines observation forms are among the devices the researcher will use to gather data. The skill of an individual or group will be evaluated through a speaking test. The assistive technology used by visually challenged students for instruction and questionnaires includes a speaker and a laptop. Due to the researcher's visual impairment, observation was carried out by requesting the English teacher for assistance in order to understand the context and the behavior of student activities that took place in the classroom.

### D. Procedure of Collecting Data

The following procedures were carried out by the researcher to gather data utilizing the aforementioned tools: Each contact was initially started by the researcher turning on the recorder. The researcher then used the WA group program to deploy the drilling strategy before and after administering a speaking test. The researcher then observed the activity while it was being learned, noting the student's strengths, preferences, and skills as well as whether or not this strategy was supported by the course material.

### E. Data Analysis

the quantitative information used to evaluate the effectiveness of the teaching and learning process. The following formulas were used to compare the pupils' speaking abilities before and after the drilling strategy was applied:

$$x = \frac{\sum X}{N} \qquad v = \frac{\sum y}{N}$$

Explanation

X= the mean pre-test score



$y$  = Mean post-test score of pupils

$\Sigma$  = The sum of each student's grade

$N$  = Number of sample observations

The information gathered during the teaching and learning process was evaluated using the qualitative data. When using Repetition Drill, the researcher's indications showed that pupils' speaking skills improved.

## CHATER IV

### FINDING AND DISSUSSION

The data that has been analyzed will be reviewed in this chapter, which will primarily contain the conclusions and debates. The research's findings consist of a description of the outcome based on the data obtained from the (pre-test and post-test) tests. The dialogue was then detailed, along with further details, analyses of the findings, and connections to related studies.

#### A. Findings

The study's findings centered on the students in SLB A's seventh grade, Yapti Makassar. They are the results of the t-test, the results of the hypothesis test, and the variation in mean scores between the pre- and post-test. These results suggest the following:

**Table 4.1 The Students Speaking Ability**

Variables	The members' score		Improvement(%)
	Pre-test	Post-test	
Speaking Ability	30	40	16.6
	10	30	23.3
	20	20	40

The table above displays the participants' improvement in speaking ability using the drilling technique. The table shows a significant improvement in the first student's speaking skills between the pre-test and post-test, with the members' mean score being 35 in both instances. The second student's pre-test score was 10, and their post-test score was 40, suggesting that they were both able. The third

student's score was 20 on the pre-test and 20 on the post-test, indicating both ability and performance. The average speaking improvement for the first student was 16.6, whereas the average speaking improvement for the second student was 23.3. The average speaking skill improvement for the third student was 40. It shown that drilling techniques it proved.

## **B. Discussions**

According to the research's findings, speaking abilities among students who use drilling and discussion techniques have improved. The pre-test and post-test demonstrate the improvement's progression.

As seen in the post-test, students speaking abilities have increased due to using the drilling technique. The researcher left out the pre-test explanation from the student's drilling technique. The students could not understand speaking ability when the researcher only supplied an exercise (pre-test) before conducting drilling technique.

The researcher discovered that when drilling technique was used in the speaking process, the mean score of the members' post-test was more significant than their pre-test. a significant improvement in the first student's speaking skills between the pre-test and post-test, with the members' mean score being 30 in both instances. The second student's pre-test score was 10, and their post-test score was 30, suggesting that they were both able. The third student's score was 20 on the pre-test and 20 on the post-test, indicating both ability and performance. The average speaking improvement for the first student was 16.6, whereas the average speaking improvement for the second student was 23.3. The average speaking

skill improvement for the third student was 40. It shown that drilling techniques it proved

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

The researcher can draw the following conclusions from the research findings and discussions in the previous chapter: Using the drilling method, both kids' speaking abilities increased. It was put to the test. The drilling method may enhance verbal communication. In comparison to the mean pre-test (16,6), the mean post-test score (23,3) was higher. As a result, students' speaking abilities increased..

#### **B. Suggestion**

The researcher would like to advise the following things in light of the data analysis findings:

- The English language competency test's speaking component was the first to offer concrete information. In order to increase student engagement and openness, the researcher should provide straightforward and pleasurable speaking activities.

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## APPENDIX 1

## ABSENT STUDENTS

No	Name	Code
1	Johansyah	A-01
2	Salmawati	A-02
3	Dinda Aisyah Tiara	A-03

## APPENDIX 2 ANALYSIS OF PRE-TEST AND POST-TEST

No	Code	Score			
		Speaking Skill			
1	B-01	30	40	70	35
2	B-02	10	20	30	15
3	B-03	10	20	30	15
	Total	50	70	120	60
	<b>Average</b>	<b>16.6</b>	<b>23,3</b>	<b>40</b>	<b>20</b>

## A. Mean Score and the Rate Percentage of Speaking Skill

## 1. Mean Score of Students Pre-Test

$$x = \frac{\sum X}{N}$$

$$x = \frac{50}{3}$$

$$X = 16.6$$

## 2. Mean Score of Students Post-Test

$$x = \frac{\sum X}{N}$$

$$x = \frac{70}{3}$$

$$X = 23,3$$

## 3. Mean Score of Students Pre-Test and Post-Test

$$x = \frac{\sum X}{N}$$

$$x = \frac{120}{3}$$

$$X = 40$$





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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

**LETTER OF ACCEPTANCE**

0837/BG-FKIP/LOA/B/VIII/1445/2023

Dear ADE SAPUTRA

It is our pleasure to inform you that, after reviewing your paper:  
**EFFECTIVENESS OF USING DRILLING TECHNIQUES IN IMPROVING  
SPEAKING ENGLISH SKILL AT SEVENTH GRADE OF SLB A YAPTI  
MAKASSAR**

The manuscript ID: 1088

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

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Makassar, 27 August 2023 M  
10 Shafar 1445 H



Head of English Education Department  
Faculty of Teacher Training and Education

**Dr. Ummi Khaerati Svam, S.Pd., M.Pd.**  
NBM. 977 807


**PEMERINTAH PROPINSI SULAWESI SELATAN DINAS PENDIDIKAN**  
**SEKOLAH LUAR BIASA BAGIAN TUNANETRA**  
**(SLB-A) YAPTI MAKASSAR**  
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**SURAT KETERANGAN PENELITIAN**  
 Nomor : 070/S.KET/SLB-A YAPTI/VIII/2023

Yang bertanda tangan dibawah ini Kepala SLB-A YAPTI Makassar, menerangkan bahwa :

Nama	:	Ade Saputra
NIM	:	105351116116
Jurusan	:	Pendidikan Bahasa Inggris
Fakultas	:	Keguruan dan Ilmu Pendidikan

Yang bersangkutan telah mengadakan penelitian di SLB-A YAPTI Makassar, terhitung tanggal 17 Juli s/d 9 Agustus 2023 guna penulisan skripsi dengan judul **"THE EFFECTIVENESS OF USING DRILLING TECHNIQUE IN IMPROVING SPEAKING ENGLISH SKILL AT SEVENTH GRADE OF SLB A YAPTI MAKASSAR"**.

Demikian Surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Makassar, 10 Agustus 2023  
 Kepala SLB-A YAPTI Makassar  
  
 Subu B. S. Pd  
 NIP. 19660731 200012 1 001

### **CURRICULUM VITAE**



The author, Ade Saputra was born on Mei 19, 1993 in Toraja, South Sulawesi. He is the second child from the marriage of Alm. Dr. Binus Tolong and Rusnani. He started his studies at SDLB A YAPTI and graduated in 2009. Then, he continued his study at SMPLB A YAPTI and graduated in 2012. After that, he continued his studies at SMA Daturi Bandang and graduated in 2016.

In 2016 he registered as a student of the Department of English Education, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. At the end of his study, he was able to complete a thesis entitled Effectiveness of Using Drilling Techniques in Improving Speaking English Skill at Seventh Grade of SLB A YAPTI Makassar.