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THE ROLE OF DRILLING TECHNIQUE TOWARDS STUDENTS' SPEAKING SKILL OF SECOND GRADE OF ELEMENTARY SCHOOL STUDENTS

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ABSTRACT---*The purpose of this research is to analyze the role of drilling technique towards student's speaking skill. In learning a language, particularly in learning English, speaking skill is one of the four basic competences that the students should gain well because it takes an important role in communication. So, that is why the researcher was interested in conducting research on The Role of Drilling Technique towards Students' Speaking Skill of Second Grade of Elementary Students. The research method of this research was quantitative. So, in order to get a complete and concrete data, the researcher conducted an experiment by teaching speaking on the second grade students of elementary school. The researcher took 24 students for the sample. They are divided in two classes; each class consists of 12 students. The experimental class was taught by using drilling technique while the control class was taught by using conventional technique. The researcher used pre-test and post-test to measure the significant difference of teaching speaking using drilling technique and teaching speaking using conventional technique. In the test, it consists of 10 questions. The researcher gave same questions for both of classes. Then the results of those tests were used to analyze whether teaching speaking using drilling technique is effective or not. The gathered data were analyzed by using statistical analysis. The researcher used t-test formula. Based on the data, the mean score of experimental class was higher than the mean score of control class (8,12 > 6,62). Besides that the result of t-test was higher than t-table (2,14 > 1,717). The results of the analysis showed that drilling technique improves the second grade students' speaking skill of elementary school.*

Keywords---*Drilling Technique, Speaking Skill*

I. INTRODUCTION

Teaching speaking is sometimes considered as simple as teaching another skills of language such as writing, reading, and listening. However, the goal of speaking of course cannot be separated from the self-motivation and the personal confident of the learner. It is very difficult to find someone who is good in writing English skill and in the same time is also good in speaking skill. Their skill in arranging the sentences in a form of writing cannot help them much if they don't have confidence in speaking. According to Douglas Brown (2007:8) "Teaching is showing or helping someone to learn how to do something, giving instruction, guiding the study of something, providing with knowledge, causing to know or understand." In this case, a teacher who

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teaches speaking skill should have extra knowledge on how to motivate learners to be confident in speaking English. It looks simple, but giving motivation to someone needs more time and patience.

Not all teachers have passion in teaching speaking. There are many samples that contain of variety activities to teach other skills of English. Nevertheless, the most activity in speaking class is no more than practicing dialogue which makes the learner easy to get bored. Regarding this condition, the teacher should be creative in arranging the lesson plan, so that the learner will not feel bored in learning speaking and the goal of speaking can be reached as the goal in standard competence of each school. In arranging the lesson plan, the teacher also has to consider the effective method which is suitable in teaching his/her speaking class.

There are a lot of teachers who have applied Audio Lingual Method in teaching for years. Teaching English by using Audio lingual method is one way to achieve the students speaking skill. The Audio lingual method, like the direct method, is also an oral approach. However, it is very different in that rather than emphasizing vocabulary acquisition through exposure to its use in situations. The Audio lingual method uses dialogues, songs and drills. According to Larsen-Freeman (2000) "Audio lingual method drills students in the use of grammatical sentence patterns". In order to make the students master the speaking skill, the teacher has applied a technique in teaching – learning process which is a part of Audio Lingual Method namely is drilling technique. In Indonesia, we are very familiar with drilling technique in teaching and learning process. Many schools in Indonesia have applied drilling technique not only on teaching English subject but also other subjects. It is caused by the amount of the students in one class commonly consists of more than twenty students that make not all techniques can be applied easily. Drilling technique is very possible to be applied in big classes with many students inside.

According to Kelly (2000:16) "Drilling simply involves the teacher saying a word or structure and getting the class to repeat it". Being able to drill properly is a basic and fundamental language teaching skill. Drilling technique has been used in foreign language classrooms for years. According to Brown (2001:23) "The audio lingual method was firmly grounded in linguistic and psychological theory". He added it is advocated conditioning and habit formation models of learning that were perfectly married with the mimicry drills and pattern practices of audio lingual methodology. Julie Tice (2015) stated that drilling means listening to a model, provided by the teacher, or a tape or another student, and repeating what is heard. Moreover, she added that drilling is not a new or a fashionable classroom technique, but used appropriately in the classroom, it can be of great value to our learners.

There are some varieties in drilling to help students to achieve speaking skill, the teacher drills the students three times or more to make the students memorize words or sentences well. Thus, by using drilling technique the teacher will be easier to know the student's difficulties in learning the materials.

II. THEORITICAL REVIEW

Speaking Skill

Definition of speaking

When we learn a language, there are four skills that we need to complete communication. Speaking is one of four components of language ability, beside listening, reading, and writing. According to Brown (2000:263) "Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information". According to Nunan (2003:48) "Speaking consists of producing systematic verbal utterances to convey meaning". For most people, mastering of speaking skill is the most important aspect of learning a second or foreign language, and it is measured in term of skill to carry out a speaking in the language.

Based on the statements about speaking above, we can take conclusion that speaking is an interactive process of constructing meaning that consists of producing systematic verbal utterances to process information.

Definition of skill

Skill is a human ability to do something well. According to Howland (2013) "A skill is the learned ability to carry out a task with pre-determined results often within a given amount of time, energy, or both". Meanwhile according to Richard and David (2010:4) "Skill is a combination of ability, knowledge, and experience that enables a person to do something well".

From the statements above we can conclude that skill is the learned ability to carry out a task or something because of the knowledge and experience that enables a person to do something well.

Definition of speaking skill

According to Richards and Renandya (2002:204) "Effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation". Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. According to Aleksandrzak (2012:39) states "Speaking is generally perceived as the most fundamental skill to acquire". As we know that speaking is the action of conveying information or expressing one's feeling in speech. Speaking as an oral communication is a basic skill, so it is much needed to learn it.

Based on the statements above, the researcher concludes that speakingskill is the ability to use the language appropriately in social interactions as the most fundamental skill.

The Importance of Speaking Skill in Learning English

Human being as social creature always communicates to one another. For example; telling information or some news, asking other helps for their needs, or etc. All of them can be done through speaking to other directly. In studying English, we will not be separated from speaking skill. The most important thing in learning a foreign language is to be able to speak it. So the goal to learn English is we become mastery in speaking skill. Like the other skills, speaking is more complicated. According to Harmer (2007), there are some aspects of speaking skill that can be defined as follows: Pronunciation, grammar, vocabulary, and fluency. To be a good speaker the English learners have to master all of the components.

Pronunciation

According to Derwing and Murno (2007) "Having a good pronunciation of the language can help in normal communication, particularly intelligibility". It means that pronunciation is an important thing of language because it is the way in which a particular person pronounces the words of language.

Grammar

According to Michael Swan (2005) "Grammar is the rules that show how words are combined, arranged or changed to show certain kindsof meaning. It means that grammar is the rules in a language for changing form of words and joining them into sentences.

Vocabulary

Vocabulary has important role in speaking skill. According to Cameron (2001:75) "Vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important because we are able to speak, write and listen to know vocabulary first. A person said to know a word if they can recognize its meaning when they see it". It means that when the students have many vocabularies, it will be easier for them to speak in English.

Fluency

According to Richard (2005), he stated fluency as "The feature which gives speech the qualities of being natural and normal". It means that fluency is the quality of being able to speak a language easily and well. Someone can speak without any hesitation even though he/she makes errors in pronunciation or grammar.

From the statements above the researcher concludes that speaking skill is very important in mastering foreign language. Speaking skill can be measured whether a foreign language learner in successful in learning or not. In this globalization era, speaking skill in English is useful in several situations and places, and that fact requires people to have mastery of English.

III. Drilling Technique

Definition of Drilling

Drilling is one of the techniques in Audio Lingual Method beside **Dialog memorization, Complete the dialog, and etc**. It has been used in foreign language classroom for many years. According to Richard and Schmidt (2002:170) "Drill is a technique commonly used in older methods of language teaching particularly the audio lingual method and used for practicing sounds or sentence pattern in a language based on guided repetition or practice". It means that drilling is one of the main ways in which speaking is practiced in the classroom.

According to Kelly (2000:16) "Drilling simply involves the teacher saying a word or structure, and getting the class to repeat it". When a teacher asks the students to listen to his/her sounds carefully and then ask them to speak the word individually in higher class and collectively in lower class, we call it as drilling. Drilling often follows on from the process, known as eliciting, of encouraging students to bring up a previously studied word, phrase, or structures. The teacher's main role in drilling is that providing a model of word, phrase or structure for students to copy.

According to Patel and Jain (2008:111) "Intensive drill can provide learners to practice of using the pronunciation of the spoken language. From those definitions above, it can be concluded that drilling is a technique that students learn a target language by repetition and continuously in order to enable the students to reproduce sounds accurately like native speaker.

Drilling Activities

The audio lingual method emphasized the vocabulary and trained the grammatical sentence pattern based on the context and without error. It was believed that much practice of the dialogues would develop oral language proficiency or based on the ability or the practice or the qualification of speaking. There are several types of drilling were proposed by Julie Tice (2015), they are:

Repetition drills which consist of whisper drill and shouting drill

Guessing games

Disappearing Text

Dialogue Building

Mingle activities

Information Gaps

Songs, rhymes and chants

IV. RESEARCH METHOD

According to Irni and Rose (2005) "Research Methodology is the systematic, theoretical analysis of the methods applied to a field of study. It comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge. In this research the researcher uses quantitative method. According to Given Lisa M. (2008),

"Quantitative research is the systematic empirical investigation of observable phenomena via statistical, mathematical or computational techniques. The objective of quantitative research is to develop and employ mathematical models, theories and/or hypotheses pertaining to phenomena."

In this quantitative research, the researcher uses experimental method. According to Gerard Keegan (2009) "The experimental method is a controlled procedure that sees the manipulation of an independent variable in order to observe or measure its effect on a dependent variable".

V. The Population and Samples

a. Population

According to Nazir (2005) "Population is the whole of the research object consisting of humans, animals, objects, plants, events, symptoms, or the value of the test as a data source that has the characteristics specified in a study undertaken". The population in this research is the second grade of elementary school students.

b. Sample

According to Peck, Roxy, Chris Olsen, Jay L. Devore (2008), "A data sample is a set of data collected and/or selected from a statistical population by a defined procedure". It means that sample is a part or representative of the population observed. This research uses Cluster sampling technique. According to Ron Fricker (2013), "Cluster sampling is a probability sample in which each sampling unit is a collection or cluster of elements". The researcher takes sample taking from the determined population. The sample is the second grade students, the control group consists of 12 students and the experimental group consists of 12 students.

2. Technique of Collecting Data

In order to collect research data, the researcher uses test to measure the student's skill. Test is question to the students to measure their skill, knowledge, and intelligence. To measure the effect of using Audio Lingual Method (ALM) by Drilling technique on teaching Speaking, in this research, the researcher conducts two kinds of test. They are pre- test and post-test.

a. Pre-Test

According to Vallete (2003:14) “Pre-test is a test that is given to students in the beginning of the class in order to help the teacher ascertain the student’s level at the beginning of the class”. In this research, the pre-test is done when the writer conducted observation, before the treatment period.

b. Post Test

According to Valette (ibid) “Post-test is a test that has the same material as a post- test but it is given to students in the end of the class to determine how much students can perceive the materials”. It is done at the end of the class, after the treatment period.

According to Sugiyono (2012:223), the process used true experimental design as below:

VI. R O1 X O2 R O3 O4

Description:

R : the experimental class and the controlled class O1 and O3 : pre-test of experimental class and controlled class O2 : post-test of experimental class

O4 : post-test of controlled class

X : treatment

3. Steps of the Research

The researcher uses experimental method in this research. There are some steps of experimental research such as determining the problem, determining the population and sample, conducting the treatment (giving pretest before it and post-test after it), arranging the data, measuring and analyzing the result and making conclusion. According to Singh (2006:142) the basic design of parallel group experimentation might be represented as follows:

	Experimental group	Control group
a.	Pre-test	Pre-test
b.	Experimental factor	Control factor
c.	Final test	Final Test
d.	Comparison of gains difference	

VII. Technique of Data Analysis

The research analysis is used to measure whether there is influence of using Audio Lingual approach towards the second grade students in teaching of Speaking or not. The researcher uses the formulation of t-test according to Sugiyono (2012:273),

t =

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Description:

$\bar{X}_1$: Mean score of the experimental group

$\bar{X}_2$: Mean score of the control group

S^2 : The variant of experimental group

S^2 : The variant of control group

n_1 : The object of experimental group

n_2 : The object of control group

VIII. PROBLEM DISCUSSION

Data Description

In this section, the researcher analyzes the data that is found during observation process of experimental class and control class. The data shows the student's speaking achievements who were taught by drilling technique and who were taught by conventional technique.

The researcher desires to know whether the drilling technique gives a significant influence on the students' speaking achievement. The researcher took 24 students for the sample. They were divided into two groups; the experimental class who was taught by drilling technique consisted of 12 students. The control class who was taught by conventional technique consisted of 12 students too.

The teaching - learning process in experimental class are completely different than in control class. The students of experimental class are more enthusiastic in practicing speaking with their friends. They look more confident because all the materials have been drilled before they practice, so they don't find difficulties to pronounce and use the expressions. The data sample would be presented on the table below:

Table 4.1: The Data Sample

Experimental Class	**Control Class**

No	Student's code	No	Student's code
1	EC 01	1	CC 01
2	EC 02	2	CC 02
3	EC 03	3	CC 03
4	EC 04	4	CC 04
5	EC 05	5	CC 05
6	EC 06	6	CC 06
7	EC 07	7	CC 07
8	EC 08	8	CC 08
9	EC 09	9	CC 09
10	EC 10	10	CC 10
11	EC 11	11	CC 11
12	EC 12	12	CC 12

The Analysis of Data

The researcher took the data from pre-test and post-test that have been given to the sample of the research. The pre-test and the post-test of both experimental class and control class have the same materials. The instrument data consists of 10 questions. The students have to make sentences orally according to the picture.

When both of the tests have been done, the researcher analyzed the data of the test result. The correct items are given score 1, while the incorrect items are given score 0. The researcher used the following formula to calculate the score:

Score = Correct answer x 1

1. The result of experimental class

a. Pre-test

Table of the Data of Pre Test Result of Experimental Class

Table 4.2: The Data of Pre Test Result of Experimental Class

No	**Student's code**	**Scores**
1	EC 01	5
2	EC 02	7
3	EC 03	6
4	EC 04	8
5	EC 05	5,5
6	EC 06	5
7	EC 07	6
8	EC 08	5
9	EC 09	7
10	EC 10	5

11	EC 11	6,5
12	EC 12	6
Total		72
Minimum score		5
Maximum score		8
Average		6

According to the table above, it can be seen that the average score was 6. The maximum score that students got was 8, and the minimum score was 5. There were four students got the minimum score and there was one student got the maximum score. The treatment was given after the researcher conducts the pre-test.

b. Post-test

After the treatment period by drilling technique, the researcher gives post-test to the experimental class. The result of the post-test of experimental class can be seen on the table below:

Table of the Data of Post Test Result of Experimental Class

Table 4.3: The Data of Post Test Result of Experimental Class

No	**Student's code**	**Scores**
1	EC 01	7
2	EC 02	9
3	EC 03	8
4	EC 04	10
5	EC 05	7
6	EC 06	6
7	EC 07	9
8	EC 08	8
9	EC 09	9

10	EC 10	8
11	EC 11	8,5
12	EC 12	8
Total		97,5
Minimum score		6
Maximum score		10
Average		8,12

According to the table above, it can be seen that the result of the post-test was higher than the result of the pre-test. The average score was 8,12. The maximum score that students got was 10, and the minimum score was 6. There was one student got the minimum score and there was one student got the maximum score.

2. The result of control class

a. Pre-test

Table of the Data of Pre Test Result of Control Class

Table 4.4: The Data of Pre Test Result of Control Class

No	Student's code	Scores
1	CC 01	5
2	CC 02	5
3	CC 03	5
4	CC 04	7
5	CC 05	6
6	CC 06	6,5
7	CC 07	5,5
8	CC 08	5
9	CC 09	5
10	CC 10	8
11	CC 11	7
12	CC 12	8
Total		73

Minimum score	5
Maximum score	8
Average	6,08

According to the table above, it can be seen that the average score was 6,08. The minimum score that students got was 5, and the maximum score was 8. It showed that there was no significant difference between the experimental class and the control class. Both the classes had almost equal ability.

b. Post-test

After the teaching – learning process by using conventional technique, the researcher gives post-test to the control class. The data of the post test result of control class can be seen on the table below:

Table of the Data of Post Test Result of Control Class

Table 4.5: The Data of Post Test Result of Control Class

No	**Student's code**	**Scores**
1	CC 01	5
2	CC 02	5
3	CC 03	6
4	CC 04	7
5	CC 05	6,5
6	CC 06	6,5
7	CC 07	7
8	CC 08	6
9	CC 09	6
10	CC 10	8,5
11	CC 11	8

1 2	CC 12	8

Total	79,5
Minimum score	5
Maximum score	8,5
Average	6,62

From the data above, it can be seen that the average score was 6,62. The minimum score was 5, and the maximum score was 8,5.

3. The Comparison between the Pre-test and Post-test Scores of the Experimental class and Control Class

When the average of the pre-test scores of the control class was compared with the pre-test of the experimental class, there was a difference. The average of the pre-test score of the experimental class was 6, which was only a little lower than the control class which was 6,08. It means that the students belonging to the control class had almost the same level of speaking skill as that of the experimental class. When the post-test scores of the two classes were compared, the average of the post-test scores of the experimental class, which was 8,12, was higher than the control class, which was 6,62. Therefore, it supported the alternative hypothesis, "there is a significant influence of drilling technique towards students' speaking skill".

5. The Statistical Analysis

A statistical analysis is used to know the role of drilling technique towards students' speaking skill from the result of pre-test and post-test those are given by the researcher to the sample. This research is calculated by using T-Test pattern.

According to Dodge (2006) in Oxford Dictionary of Statistical Terms, "Statistics is the study of the collection, analysis, interpretation, presentation, and organization of data". The statistical analysis in this research is information in form of numerical representation. The researcher will analyze the test score as a part to calculate the mean score of the students.

The calculation of the research is done carefully by using the formulation of T-Test by Sugiyono (2012:273):

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{2}{1} + \frac{2}{2}}}$$

Description:

$\bar{X}_1$: Mean score of the experimental group

$\bar{X}_2$: Mean score of the control group

S^2 : The variant of experimental group

S^2 : The variant of control group

n_1 : The object of experimental group

n_2 : The object of control group

Before calculate the t-test, there are several procedures to get the test scores. They are:

a. Mean score

Mean is average of the total of score data. It is symbolized ($\bar{X}$), to find the mean, the writer uses the formula:

Mean ($\bar{X}$) =

$$\bar{X} = \frac{\sum(x)}{n}$$

Description:

X : The mean

$\sum x$: The sum of test

n : The number of group

b. Standard Deviation

According to Robert Niles (2015), "Standard Deviation is a statistic that tells you how tightly all the various examples are clustered around the mean in a set of data". It means that data will spread out the mean or average. Standard Deviation is important to decide the T-test. The writer used the formula from Sugiyono (2012):

$$S = \sqrt{\frac{\sum(X^2)}{n-1}}$$

Description:

S : Standard Deviation

X : Gain between post-test and pre-test n :

The number of group

c. T-test

According to William Trochim (2006), "The t-test assesses whether the means of two groups are statistically different from each other". T-test can be used to determine if two sets of data are significantly different. It means that the aim of t-test is determine the differences of means between two groups. The researcher uses the formula from Sugiyono (2012:273):

t =

Description:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

$\bar{X}_1$: Mean score of the experimental group

$\bar{X}_2$: Mean score of the control group

S^2 : The variant of experimental group

S^2 : The variant of control group

n_1 : The object of experimental group

n_2 : The object of control group

IX. Calculating Data

The data are calculated by using the t-test formula with one tailed test with the degree of freedom $n_1 + n_2 - 2$ and $\alpha = 0,05$ significant level. The result is drawn as follow:

Table of Calculating Score of Experimental Class

Table 4.13: Calculating Score of Experimental Class

No	Student's Code	Pre-test (x1)	Post-test (x2)	Gain (x)	Gain Square (x)2

1	EC 01	5	7	2	4
2	EC 02	7	9	2	4
3	EC 03	6	8	2	4
4	EC 04	8	10	2	4
5	EC 05	5,5	7	1,5	2,25
6	EC 06	5	6	1	1
7	EC 07	6	9	3	9
8	EC 08	5	8	3	9
9	EC 09	7	9	2	4
10	EC 10	5	8	3	9
11	EC 11	6,5	8,5	2	4
12	EC 12	6	8	2	4
N1=12		∑x1 = 72	∑x2 = 97,5	∑x=25,5	∑(x)2=58,25
		x1 = 6	x1=8,12		

Table of Calculating Score of Control Class

Table 4.14: Calculating Score of Control Class

No	Student's Code	Pre-test (y1)	Post-test (y2)	Gain (y)	Gain Square (y2)
1	CC 01	5	5	0	0
2	CC 02	5	5	0	0
3	CC 03	5	6	1	1
4	CC 04	7	7	0	0
5	CC 05	6	6,5	0,5	0,25
6	CC 06	6,5	6,5	0	0
7	CC 07	5,5	7	1,5	2,25
8	CC 08	5	6	1	1
9	CC 09	5	6	1	1
10	CC 10	8	8,5	0,5	0,25
11	CC 11	7	8	1	1
12	CC 12	8	8	0	0
N2=12		∑y1 = 73	∑y2 = 79,5	∑y=6,5	∑(y)2=6,75
		y1 = 6,08	y2=6,62		

From the table above, it can be drawn that the mean of the post test of class X (experimental class) was 8,12. The lowest score of class X was 6, and the highest score of class X was 10. It shows the better achievement in class X after treatment than the achievement of class Y. The mean of the post test of class Y (control class) was 6,62, the lowest score was 5 and the highest score was 8,5. Based on the data, the researcher calculates the data based on the procedure of the calculation. The formulation as follows:

4. Mean score of the experimental class

$$\bar{x} = \frac{\sum(x)}{}$$

$$\text{X. } \frac{1}{n1}$$

97,5

=

$$\text{XI. } 12$$

= 8,12

5. Mean score of the control class

$$\bar{x} \frac{\sum(x)}{}$$

$$\text{XII. } \frac{1}{n1}$$

79,5

=

$$\text{XIII. } 12$$

= 6,62

6. Standard Deviation of Experimental Class (S_1)

$$S = \sqrt{\sum x^2}$$

$$S = \sqrt{\frac{58,25}{n-1}}$$

$$S = \sqrt{\frac{58,25}{12-1}}$$

$$S = \sqrt{\frac{58,25}{11}}$$

$$S = \sqrt{5,29} = 2,3$$

$$S^2 = 5,29$$

7. Standard Deviation of Controlled Class (S_2)

$$S = \sqrt{\frac{\sum x^2}{n-1}}$$

$$S = \sqrt{\frac{6,75}{12-1}}$$

$$S = \sqrt{\frac{6,75}{11}}$$

S = √0,61 = 0,78

S^2 = 0,61

8. Determining to

$$\text{T-test} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S^2}{n_1} + \frac{S^2}{n_2}}}$$

$$\frac{8{,}12 - 6{,}62}{\sqrt{\frac{5{,}29}{12} + \frac{0{,}61}{12}}}$$

$$\frac{1{,}5}{\sqrt{0{,}44 + 0{,}05}}$$

$$= \frac{1{,}5}{\sqrt{0{,}49}}$$

$$= \frac{1{,}5}{0{,}7}$$

T-test = 2,14

9. Determining to Degrees of Freedom

According to Sheskin (2000:267), the degrees of freedom for the t- test for two independent samples (when $n_1 = n_2$ or $n_1 \neq n_2$) are computed with equation:

$df = n_1 + n_2 - 2$

Therefore, to find the t- table uses that formula:

$df = n_1 + n_2 - 2$ $df = 12 + 12 - 2$

$df = 22$

From the df above, we can find the t-table. The value of t-table with 5% significant level of df 22 is 1,717

C. Conclusion of the T-test

The data of the different result of students who are taught by using drilling technique and the students who are taught by using conventional method is showed by the table below:

Table 4.15: Conclusion of the T-test

Class	Mean	Gain	t-test	t-table	Conclusion
Experimental Class	8,12	1,5	2,14	1,717	significant
Control Class	6,62				

Based on the table above, the researcher concludes that the t-test is higher than t-table (2,14 > 1,717). The mean score of the students who are taught by using drilling technique is higher than the mean score of the students who are not taught by drilling technique (8,12 > 6,62). The calculation data showed that there is a role of teaching using drilling technique to improve the second grade students' speaking skill of elementary school students

XIV. SUGGESTIONS

The using of drilling technique brings better result of the student's speaking achievement, the schools must give training to their teachers about kinds of drilling technique and how to apply drilling technique in the class. The schools should also use drilling technique in students' daily language program.

It is recommended to the English teachers to use drilling as a technique of teaching speaking to their students because it can give better results of speaking achievement. The teachers should be creative, and they can use variation of drilling in teaching and learning process.

The students must focus to repeat what the teacher said when he/she drills some expressions because it will help them much to achieve those expressions and finally will make them fluent in speaking English.

The students should practice with their friends not only in English class but also in their daily activity.

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