



ENHANCING STUDENTS' MASTERY OF THE FOUR ENGLISH SKILLS THROUGH THE DRILL METHOD AT LKP YHSUA TRAINING INSTITUTE FOR SELF-DEVELOPMENT

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Abstract

The international language nowadays is English. To make learning more enjoyable and fun for students, the right approach is required. The researcher aims to explain the drilling method to enhance the students' English skills. In this research, the researchers used a qualitative descriptive study as the research methodology. The study takes place at the LKP YHSUA Training Institute for Self-Development, involving 20 students. The data was collected through observation, interview, and documentation. The data analysis was done through data collection, reduction, display, and drawing conclusions. The results showed that the drilling method used became the suitable method that has a significant effect on the young learners' mastery of the four English skills. In addition, the young learners can pronounce, read, write, and listen to the whole lessons and games given through the use of the drilling method combined with printed stories through learning process. Besides that, teaching and learning process becomes more fun. Overall, the drilling method has proven to be an effective approach for teaching the four English skills to students.

Keywords : English skills, drill method

Abstrak

Bahasa Inggris merupakan bahasa internasional pada masa kini. Untuk membuat proses pembelajaran menjadi lebih menyenangkan dan menarik bagi peserta didik muda, diperlukan pendekatan yang tepat. Peneliti bertujuan untuk menjelaskan penggunaan metode *drill* dalam meningkatkan keterampilan berbahasa Inggris siswa. Dalam penelitian ini, peneliti menggunakan metode penelitian deskriptif kualitatif. Penelitian dilaksanakan di LKP YHSUA Training Institute for Self-Development dengan melibatkan 20 peserta didik. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Analisis data dilakukan melalui tahapan pengumpulan data, reduksi data, penyajian data, serta penarikan kesimpulan. Hasil penelitian menunjukkan bahwa metode *drill* yang digunakan merupakan metode yang sesuai dan memberikan pengaruh signifikan terhadap penguasaan empat keterampilan berbahasa Inggris pada peserta didik muda. Selain itu, peserta didik muda mampu melafalkan, membaca, menulis, dan mendengarkan seluruh materi pelajaran serta permainan yang diberikan melalui penerapan metode *drill* yang dikombinasikan dengan cerita cetak selama proses pembelajaran. Di samping itu, proses belajar mengajar menjadi lebih menyenangkan. Secara keseluruhan,



metode *drill* terbukti menjadi pendekatan yang efektif dalam pengajaran empat keterampilan berbahasa Inggris kepada peserta didik.

Kata Kunci : keterampilan berbahasa Inggris, metode *drill*

1. INTRODUCTION

English is widely acknowledged as a worldwide lingua franca, functioning as an essential medium for international communication in diverse fields, including education, commerce, and technology (Agustina et al., 2024; Louhiala-Salminen & Kankaanranta, 2011). This widespread recognition underscores the importance of mastering English, particularly in an increasingly interconnected world. To communicate effectively in English, learners must develop proficiency in four essential language abilities: listening, talking, reading, and writing (LSRW) (Lasagabaster, 2001; Vandergrift, 2006). These skills are not isolated; rather, they are intricately interwoven, with each supporting and enhancing the others. This interdependence highlights the necessity of a holistic approach to language learning that concurrently addresses all four dimensions.

Despite the critical importance of English proficiency, many students, particularly those enrolled in training institutes or nonformal education centers, face considerable challenges in honing these essential skills (Kulaylat et al., 2017). A significant barrier for these learners is their limited exposure to English in their everyday environments (Dube et al., 2024). Not feeling fully engaged can cause problems with learning new words and understanding how words fit into real-life situations, which are important for talking and communicating well. Additionally, (Alrasheedi, 2020; Amoah & Yeboah, 2021) argue that many students struggle to feel confident in their English abilities., often due to past negative experiences or a fear of making errors. Such anxiety can deter students from participating in speaking or writing tasks, thereby exacerbating their challenges. Additionally, a lack of meaningful practice opportunities, both in and out of the classroom, can hinder their development. For instance, a student may excel in reading comprehension but struggle to articulate their thoughts verbally because of a lack of practice in conversation settings.

In response to these challenges, (Behera et al., 2024; Katchapakirin et al., 2022) states that the drill method has emerged as a widely adopted pedagogical strategy aimed at enhancing language acquisition in the classroom. This method emphasizes repetitive practice through structured exercises designed to reinforce language structures and promote retention. By engaging in drills, learners can internalize grammatical rules and vocabulary more effectively, thereby strengthening their language proficiency (Kurt & Bensen, 2017; Rahimi et al., 2025). For instance, a student might participate in a series of speaking drills that focus on common conversational phrases, gradually building their fluency and confidence. (Tran et al., 2024; Yenkimaleki & van Heuven, 2023) mentions that Engaging in this repetitive practice not only reinforces accurate language patterns but also enables learners to utilize their skills in real-world communication. The drill method works well because it gives students a safe space to practice without worrying about being judged. This helps them feel successful and encourages them to keep using the language.

Thus, mastery of English as a global language is indispensable for effective communication in our interconnected world (Rahman et al., 2023; Ulfa, 2023). While many learners face significant obstacles in developing their language skills, implementing targeted strategies such as the drill method can provide a structured pathway for improvement. By



addressing issues of limited exposure, lack of confidence, and insufficient practice opportunities, educators can facilitate a more effective language learning experience (Rusmiyanto et al., 2023; Tran et al., 2024). Ultimately, the integration of all four language skills through methods that promote active engagement and practice will not only enhance learners' proficiency but also prepare them for successful communication in diverse contexts (Huseinović, 2023). Therefore, It's important to take a thorough approach to teaching English so that students gain the skills they need to succeed in today's connected world.

Based on the explanation above, the researchers wanted to explain the drill method to enhance the students' four English skills.

2. RESEARCH METHOD

This study used a qualitative approach to describe and examine how the drill method affects students' ability in the four areas of English: listening, speaking, reading, and writing. (Schwartz, 2015) quotes that qualitative research allows researchers to explore participants' experiences and perspectives in-depth. The drill method, which involves repeating practice and reinforcing lessons, is an important way to teach a language. The research was done at the LKP YHSUA Training Institute for Self-Development, a reputable language training centre dedicated to enhancing English proficiency among young learners in Papua Pegunungan. To ensure a robust and focused analysis, the selection of participants adhered to purposive sampling, as articulated by (Miles et al., 2014). The primary tools utilized were observation checklists, interview guides, and rubrics for assessing student performance. Data was collected through a combination of classroom observations, open-ended questions during interviews and document review. The data was then analysed following the process. (Miles M & Huberman A, 1994), interactive model, which encompasses data collection, reduction, display, and drawing conclusions. To ensure the study's credibility, triangulation was employed by comparing data from various sources, including observations, interviews, and documents.

3. RESULTS AND DISCUSSION

The research findings reveal that the four English skills constitute a vital competency imparted at the LKP YSHUA Training Centre. As the global lingua franca, mastery of these skills is prioritized within the learning environment at the centre. One pedagogical approach employed is the drill method, which emphasizes repetition to cultivate habits and skills. Observations conducted by the researchers, utilizing the five senses and grounded in factual evidence from the field, alongside documented interviews, indicate that students face challenges in acquiring the four skills. Some students can speak yet struggle with reading and writing, while others remain at the nascent stages of English comprehension. Consequently, the researchers developed a learning strategy employing the drill method, utilizing the fairy tale "Jack and the Beanstalk" to enhance students' listening, speaking, reading, and writing competencies. At the LKP YSHUA Training Centre, the drill method is tailored for young learners. Initially, the researchers elucidated the concepts, significance, advantages, and disadvantages of the four English skills. During instruction, students were encouraged to repeat after the instructor when encountering comprehensible or challenging words. After the lesson, printed stories were displayed on the whiteboard and various walls in the classroom. Subsequently, the researchers organized students into groups of 4-5, assigning each member specific responsibilities such as reading, whispering, repeating, rewriting, and re-reading the



story before their peers upon completion. Ultimately, rewards were presented to the groups that completed the task first.

Discussion

The research conducted by (Fithriyani & Fauzi, 2024) with the title “Enhancing Students’ Speaking Skill Through Drill and Practice Method” states The drill-and-practice method proved effective in improving students' speaking performance within the studied vocational context. It is essential to integrate structured drilling activities into the vocational English course while providing additional remedial support for students in need.

According to (Mulyono et al., 2023), The drilling technique, particularly when integrated with songs and videos, serves as an effective method for enhancing young learners' mastery of English vocabulary. This combination is presented as a practical and enjoyable approach to facilitate vocabulary retention.

The drill method serves as an effective pedagogical instrument for enhancing vocabulary, particularly where repetition facilitates memorization. Furthermore, educators should complement drills with diverse and engaging activities to mitigate monotony and cater to mixed-ability classes, adapting drill exercises to be shorter, contextualized, and varied instead of relying on lengthy, monotonous repetitions.

In light of the aforementioned discussion, the researcher concludes that the drill method is instrumental in enhancing students' skills and competencies in learning English, as it emphasizes repetition to achieve desired learning outcomes while providing students with ample opportunities for practice.

According to Bahri in (Amarisa et al., 2024), the drill method has several advantages, such as motor skills: Includes skills such as writing, reciting letters, words, and sentences, making and using tools, both in games and sports; mental abilities: Includes mastery of skills such as multiplication, addition, subtraction, division, as well as understanding certain symbols; association skills: Includes letter relationships in spelling, use of symbols, map reading, and other similar activities; habit formation: Improves speed and accuracy in carrying out various activities, and Utilization of routines: Helps the execution of complex movements automatically and efficiently.

In general, the different theories about the drill method indicate that it is very effective for teaching specific skills through organized repetition. This technique focuses on improving motor, cognitive, and associative skills, allowing learners to master skills more quickly, accurately, and automatically. Additionally, the method helps in forming habits that improve speed, precision, and efficiency in carrying out certain tasks or activities.

Conversely, Bahri in (Amarisa et al., 2024) points out that this approach has disadvantages, such as stifling learners' creativity and initiative, as it tends to steer them towards conformity rather than comprehension. It results in a static adaptation to the environment, and the repetitive nature of exercises can become tedious and dull. Additionally, it may lead to the formation of inflexible habits, as actions become automatic with minimal thought, and it might encourage verbalism, where there is an emphasis on rote verbal repetition without deeper understanding. Therefore, to achieve effective learning outcomes, the drill method should be integrated with interactive methods.



4. CONCLUSION

From the result of the interviews that have been conducted, it produces that drill method in enhancing students English four skills are helpful in pronouncing, reading, speaking, listening, and writing. This method provides structured repetition which help students master vocabulary, grammar, and pronunciation. This method creates interactive atmosphere so the students are motivated to participated in language activities such as reading, speaking, writing, and listening. To make the effectiveness of drill method, the researchers advised to combine this method with other approach such as project based learning to make learning more interesting.

Research demonstrates that the drill method significantly contributes to the improvement of students' English proficiency in four domains at LPK YSHUA Training Centre.. This method can be tailored to various learning preferences, such as incorporating short stories, songs, and games, to make the educational experience more enjoyable and engaging. The effectiveness of the drill method at LPK YSHUA Training Centre depends on teachers consistently offering guidance, feedback, and encouragement.

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