The Use of Drill Method to Improve Elementary School Students' Learning Outcomes in Vocabulary

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ARTICEL INFO	ABSTRACT
	This study employs a "quasi-experimental" design to determine whether there is an effect of using drill subjects English in elementary schools in Bajeng, Gowa Regency. The sample consisted of 14 students who were treated with the drill method in the experimental class. Purposive sampling was used in the sampling process. The observation results of the drill method implementation were classified as effective category at the first meeting and very effective category at the second meeting. As a result, the drill method's practical application has cultivated in this study. Therefore, it is possible to conclude that using the drill method has an effect on student learning outcomes in the English subjects at elementary schools.

INTRODUCTION

The utilization of various instructional strategies is required for academic progress in schools. The approach to education that is utilized in each of the classes must be distinct from one another (Birch et al., 2007). For the instructor to have the opportunity to implement a variety of learning methods, meanwhile the students have an easier time understanding what they have learnt through the drill approach because it requires them to use skills and talents that are more advanced than they had previously (Kani & Sa'ad, 2015). The content that needs to be carried out in this manner is all about the vocabulary of English. Learning methods such as lectures, question and answer sessions, and group discussions are utilized often in education today (Volpe et al., 2011). There are still some students who, although participating in English learning activities, particularly vocabulary, have a limited ability to say words in accordance with what they say (Nychkalo et al., 2020). Because of these issues, the researchers have an interest in employing or making use of the drill practice to provide students with the opportunity to exercise what they have learned on multiple occasions to improve their skills and dexterity.

This research might be useful to people in various contexts, particularly those involving English language instruction. When it comes to the students, they can be accustomed to drilling themselves to improve their pronunciation by paying attention to their English vocabulary, and they no longer ignore pronunciation in order to have better oral communication (Ghalebi et al., 2021). Especially in situations where students are very dependent on teachers, it is beneficial for educators to expand their understanding of the use of a variety of approaches, methods, and techniques in the context of teaching pronunciation (Alghamdi, 2018). In addition, because they might be familiar with the requirements of correct pronunciation, they might always stress the importance of correct pronunciation while instructing students in

other aspects of English and abilities (Aprilani & Suryaman, 2021). The findings of this research can be used by future researchers and readers as one of their references for any kind of research or learning they might be doing in the future. Aprilani & Suryaman (2021) said the drill method has been the subject of discussion in some pertinent studies, including The Drill Method on the Ability to Extract Information from the Stories Told by Elementary School Students. According to the findings of this research, specifically the use of the drill method has an effect on the capability of students in grade two of an elementary school to extract information from fairy tales. Solichin et al., (2021) argued that the learning outcomes test is where the author's research and this related research diverge significantly from one another.

The Drill Method

Birch et al., (2007) that learning methods are something that must be a part of learning processes or activities in order to get the most out of them. Surakhmad says in (Nasution, 2017) that teachers can use different learning methods in each class. Because of this, it is important to be able to understand and use different learning methods, because the better the method, the better the results. Juwitawati & Pratiwi, (2018) added that the drill or training method is a way to get precision, dexterity, chance, and skills. This method is also a good way to teach people to get into good habits and to keep those habits going. The drill method is a way to improve motor skills and learn skills that have already been learned. Based on some of the opinions above, we can say that the drill or practice method is a way to teach a teacher to students by giving them repeated exercises or practices so that they have better accuracy, dexterity, opportunities, and skills than what they have learned.

Steps of the Drill Method

Dewi et al., (2020) described the drill approach as using exercises that pupils do naturally without thinking. However, reflexively. Memorizing, calculating, etc. The teacher must identify exercises that can explain the meaning and purpose before doing them. Exercise can show students its benefits. Because students cannot expect faultless skills in the preparatory exercise, the teacher must emphasize diagnosis. In the next exercise, the teacher analyses student difficulties to determine which exercises require improvement. Students must prioritize accuracy to complete exercises appropriately. Pay attention to speed so pupils can perform abilities and speed on time. The teacher must balance practice time. Because too long will be boring and tiresome. To build confidence and excitement, practice should be pleasant. Teachers and students must prioritize vital procedures and avoid less important ones. To improve pupils' strengths and needs, teachers must notice their particular characteristics. The teacher and pupils concluded.

Al Mulhim (2020) added that learning is basically a "change" that happens to a person after doing learning activities. Learning is something that each person does on their own to change their attitudes, thoughts, and actions. Changes in how students act at school show up in the learning outcomes, which are based on the learning outcomes (Karatas & Arpaci, 2021). learning is the process of a person's behavior changing because of how they interact with their environment. The environment in question is something where a person has either new or old experience or knowledge, but that person's attention is brought back to them so that they can interact (Brod, 2021). Based on what has been said, we can say that learning is a process of changing behavior and changing views because of interacting with the environment to change cognitive, emotional, and motor skills.

In the learning process, learning outcomes are the relationships between students and teachers as well as between students. Learning is the process of going from not being able to being able to know something.

One thing that is true about learning outcomes is that they change. If a person's behavior changes, that means he has learned. The changes are from not knowing to knowing, from not being able to do something to being able to do it, and from not being skilled to being skilled (Malin & Rind, 2022) . There are three types of learning outcomes: cognitive, affective, and Psychomotor. Cognitive learning outcomes are about intellectual learning and have six parts: knowing, understanding, using, analyzing, putting together, and judging (Makransky & Petersen, 2021). The affective domain is about how students feel and has five parts: acceptance, reaction, evaluation, organization, and internalization. Psychomotor Domain: Skills and abilities to act, such as reflex movements, basic movement skills, conceptual skills, harmony or accuracy, complex movement skills, and expressive and interpretive movements.

The outcomes of students' learning about their ability to glean information from fables are employed in this relevant research, while the author of the research explains the learning outcomes related students' singing abilities. The advantages of research as an input for students, with the goal of enhancing active learning and learning exercises during the learning process. as source material for instructors to use in their efforts to put the drill technique into practice, with the goal of fostering more creativity among educators. as a centralized location to serve as a source of information for review and reference during the process of putting elementary school education into practice.

METHODS

This study falls under the category of experimental studies. According to Avolio et al., (2009), the purpose of the experimental research approach is to determine the impact of a treatment on a group of people in a laboratory setting. A quantitative strategy will be employed. A quasi-experimental approach was taken for this investigation. The Nonequivalent Control Group Design will be utilized for this study. The drill will be used to treat the experimental group, while the control group receives no therapy and uses standard procedures. In this study's methodology, participants take a test before and after the research is done.

Table 1. A Quasi Experimental Design

Group	Pretest	Treatment	Posttest
Experiment	O_1	X	O_2
Control	O_3	--	O_4

Description:
X = Giving Treatment (treatment) using the drill
O_1 = Pretest in the experimental group
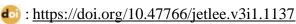O_2 = Posttest in the experimental group
O_3 = Pretest in the control group
O_4 = Posttest in the control group

Sample

The sample is a part that represents the population where the results represent the overall symptoms observed (Creswell, 2014). Sampling was done by purposive sampling technique. This type of sample is used because the selected sample has certain characteristics. The characteristics of high-class students,

especially the fifth class, are that one of them has the ability/ knowledge in English subject. Therefore, to further improve their abilities, a drill/practice method was conducted. The research sample that will be examined is all 14 students in the fifth class at Gowa Regency Elementary School.

Research Procedure

In this study, the first step was to inform the principal or teachers about the research activities, and then consult with the teacher. The selected sample, class V, was divided into two groups to determine the control group and the experimental group. A pretest is given before learning or material is given. The subject matter was distributed to the two groups in different ways. The drill method was used by the experimental group, while the conventional method was used by the control group. After the material was completed, both groups were given a posttest.

Data Collection

Data collection used in this study were observation and learning achievement tests. Observation is an observation of the symptoms that appear on the object of research. This observation was made to obtain real information about human behavior (Troscianko et al., 2022)**.** Observations in this study were to observe students' learning activities in learning and were used to observe the teaching methods used. The test is a technique to find out the value of students after participating in learning. The test used in this study is a practical test. This study used practice tests to determine students' singing skills (Flores et al., 2021). The test instrument for measuring students' music learning outcomes in the English subject is a practical test to determine students' singing skills. This test is used to measure student learning outcomes (psychomotor aspects) in the form of pre-test and post-test both in the experimental group (by using the drill method) and in the control group (by using the lecture/conventional method).

Data Analysis

Both descriptive analysis and inferential analysis were utilized in the process of analyzing the data for this research. Both the control group and the experimental group are subjected to statistical analysis to describe the learning outcomes of their student participants in the English subject (Leavy, 2022). This is done in order to get a clear view of the outcomes of the students' vocabulary acquisition, which is carried out in 5 categories: very high, high, medium, low, and very low. The purpose of this grouping is to acquire a clear picture of the results. The data from the category table were presented in order to carry out the descriptive analysis.
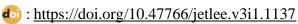
RESULTS AND DISCUSSION

Table 2. Description of the Implementation Score of the Learning Process

Meeting	Percentage	Category
Meeting I	63.8%	Effective
Meeting II	86.1%	Very effective

The experimental group's drill method had a positive effect on this learning process. As evidenced by the outcomes of observations made during the learning process. Concerning the evidence of the observations

made during the drill's learning process. Based on the information presented above, the outcomes of the first meeting's learning process are classified as effective, while the outcomes of the second meeting's learning process are classified as highly effective. As a result, the following conclusion can be drawn: there has been an increase in the application of the learning process. Before putting the hypothesis to the test, we obtained the test results to ensure that the data had been normalized using inferential statistics. In preparation for the main test, the data normality test was performed. The normality test determines whether or not the data follows a normal distribution. Before being interpreted, the Kolmogorov-Smirnov test for normality was run through IBM SPSS Statistics Version 25.0. If the probability value on the Kolmogrov-Smirnov test exceeds the a, the test is considered successful (0.05). The table below shows the results of data normality checks for both the pre-test and post-test given to the experimental and control groups.

Table 3. Normality Test Results for Pretest and Posttest

Statistical (Probability Value)		df	Sig.	Explanation
Pretest Experiment	0.226	14	0.051	0.051 > 0.05 = normal
Posttest Experiment	0.226	14	0.051	0.051 > 0.05 = normal
Pretest Control	0.233	13	0 053	0 053 > 0.05 = normal
Posttest Control	0.229	13	SP01	= normal

According to the table above, the results of the normality test for both the pretest and posttest on the experimental group, as well as the practice test on the control group, were normally distributed. The results of the test to see if the data is normally distributed provide evidence for this claim, specifically that the probability value is greater than 0.05. As a result, it is possible to conclude that both the pre-test and post-test results obtained follow a normal distribution. The goal of this study is to see if there are any significant differences in the learning outcomes of students who took a practice test after receiving a treatment in the form of using the drill in the experimental group or not using the drill in the control group. In the current study, hypotheses were tested using the Statistical Package for the Social Sciences (SPSS) version 25.0. The results of the independent sample t-test, as well as the posttests conducted on both the experimental and control groups, are as follows:

Table 4. Hypothesis Test Results Data Post-test d

	t	Df	Sig (Probability Value)	Description
6.541	Posttest	25	0.000	0.000 <0.05 = have differences in Experiment and Control Group

Based on table 4.21, posttest experimental group and control group on the practice test obtained a sig. (2-tailed) of 0.000. So based on the posttest of the experimental group and the control group, it was obtained 0.000 <0.05. Hence, it can be concluded that there are differences in learning outcomes for practice tests in English subjects after using the drill method.

Drill Method for fifth grade elementary school students for learning outcomes in English subjects, obtains an overview as evidenced through observation activities of the implementation of the learning process. The observation results found at the first meeting obtained the percentage of the implementation of the learning process using the drill, namely 63.8%, which was included in the effective category. Because there are several assessment indicators that have not been achieved properly, such as: 1). Students practice determining or distinguishing English vocabulary, 2). Students do the pronunciation of the words exercise repeatedly. 3). Students display the results of their exercise. Thus, the indicators to be achieved from learning activities have not been fulfilled properly. The category results obtained have been effective, but have not achieved the expected results, which are very effective. Learning at the first meeting of students is still not very active. This is because there are still students who have not paid attention to the teacher's explanation, there are still students who are not confident in pronouncing the word and there are still many students who have difficulty memorizing vocabulary. This happens due to not being used to doing the exercise. This is in accordance with (Ghalebi et al., 2021) suggested that in the preliminary training the teacher should place more emphasis on diagnosis, because in the initial training students cannot be expected to get perfect skills. In the next exercise the teacher examines the obstacles experienced by students, so the teacher can determine which exercises need to be improved.

Learning process drill (practice), with 86.1% classified as very effective. This is because students practice identifying and distinguishing the words, practice pronouncing the words several times, and present their exercise results. Because the students had previously used the drill, the learning of the second meeting of the students appeared active and enthusiastic (practice). Drill method in English learning, particularly in pronouncing, is an appropriate learning method for practicing memorizing words and numerical notes to achieve dexterity and pronouncing skills. According to (Kani & Sa'ad, 2015), the drill method (practice) is a teaching method in which students carry out training activities in the learning process, with the goal of acquiring dexterity and skills, and so that students understand the subject matter that has been given more quickly.

Learning Outcomes in Vocabulary

Students in the fifth grade at the Elementary School in the Gowa Regency have improved their English learning outcomes. The testing of descriptive statistics demonstrates this; the experimental group received an average score of 39.29 on the pretest, whereas the pretest scores had an average value of 33.08. Furthermore, the posttest vocabulary test scores for the experimental group after receiving the drill averaged 77.14, whereas the scores for the control group, which did not receive the drill, averaged 36.92. If you look at the indicators of the level of mastery of the content, you will notice that the experimental group has high learning outcomes, whereas the control group has low learning outcomes. The experimental group received an average pretest practice test score of 36,607, while the control group received an average pretest practice test score of 38,462.

Unlike the experimental group, the control group receives a pretest prior to the experiment. Furthermore, the posttest practice test scores for the experimental group after they were given the drill were 74,107, while the posttest practice test scores for the control group after they were not given the drill were

46,154. If you look at the indicators of mastery of the subject being learned, you will notice that the experimental group learned more than the control group, indicating that the experimental group is in the high learning achievement category. This is consistent with the viewpoint expressed by (Dewi et al., 2020), who stated that learning outcomes had a quality, specifically the presence of change. We can say that an individual has acquired new knowledge when there is a discernible shift in their behavior. The change in question is the transition from not knowing something to knowing it, from not being able to do something to being able to do it, and from being unskilled to competent. The drill method is a mechanism for students to learn by performing exercises in order to acquire greater learning outcomes (skills) than what they have already learned, according to (Ali Haniffa et al., 2018). As a result, it is possible to conclude that the implementation of the drill in the experimental group had an effect on the learning outcomes of fifth-grade students enrolled in the English subject.

The Effect of Using the Drill Method on Learning Outcomes

The effect of using the drill method on the learning outcomes of fifth-grade students in the English subject was examined using statistical analysis on data from the pretest and posttest, which were found to be normally distributed because the obtained significance value or probability value was greater than 0.05 (sig > 0.05). The next test is the data homogeneity test, which yielded a value larger than > > 0.05 when based on the trimmed mean. So that the data is consistent overall. Then, in order to draw conclusions, an independent sample t-test was conducted to test the null hypothesis using a probability value of less than 0.05 or 0.000. One of these is the requirement to stress accuracy to ensure that students perform the activities correctly.

Therefore, it is possible to draw the conclusion that the use of the drill can have an effect on the learning outcomes of students enrolled in English subjects, and it is also possible to draw the conclusion that there are differences between the experimental group's and the control group's pre-test and post-test averages. This indicates that the employment of the drill approach has a considerable effect on the learning results of fifth-grade pupils studying the English topic. According to the findings of the research that has already been done, the following are some recommendations for those conducting additional research or for educators: It is beneficial for students' overall learning, as well as the learning outcomes of teachers who specialize in teaching English vocabulary, for teachers to employ learning methods that are appropriate for the content that is being taught, so that students are more motivated and interested in learning vocabulary. Utilizing the drill is one such approach. It is required of pupils to be able to enhance their level of bravery and activity when participating in physical activities. Students can also support each other's understanding of the content that is being taught by practicing each other's assignments (activities) in order to facilitate information exchange and enhance their mutual grasp of the subject matter. It can serve as a reference for other researchers when they are conducting study, and it can be utilized to build drills that help students improve their understanding and their skills.

CONCLUSION

Since there were still several indicators of the implementation of the learning process that had not been achieved properly, this study can draw several conclusions, one of which is that the learning process using the drill in the experimental group at the first meeting ran effectively. This is one of the things that can be concluded from this study. On the other hand, during the second meeting, the learning process was operating very efficiently due to the fact that all of the indicators of the learning process's implementation were reached to their full potential. The learning outcomes of students in the experimental group on practice

assessments improved much more than the learning outcomes of students in the control group. This is demonstrated by the results of the posttest in the experimental group, which fell into the high category. On the other hand, the results of the posttest for the control group fell into the low category. The use of the exercise does have an impact on the overall learning outcomes for the students. This is due to the fact that there is a substantial difference between the experimental group that used the drill and the control group that saw an improvement in their results.

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