

**IMPROVEMENT OF STUDENTS' ABILITY IN USING TENSES
THROUGH TEXT AND DRILLS METHOD OF STUDENTS ENGLISH
EDUCATION DEPARTMENT OF LANCANG KUNING UNIVERISTY
PEKANBARU**

INDAH MUZDALIFAH
Lancang Kuning University
E-mail: indahmuzdalifahsukirman@gmail.com

ABSTRACT: *The aim of this research is to describe the influence of Text and Drill Method in improving the students' ability in learning tenses. Based on preliminary observation in previous semester, the students' English department was weak in applying tenses in sentence. Thus, this research was trying to find the whether the method text and drill can improve their ability in learning tenses or not as well as to find out the factors that influence its improvement. The type of this research was using Classroom Action Research method. The technique of collecting and analyzing the data was using test, observation, interview and field note. The result of this research is there was significant improving of the students' ability in learning tenses by using text and drill method. Besides, the factors that influence their improving is the learning strategy that the lecture gave during the process of learning, the material that was used, and the media that support in teaching learning the tense.*

Keywords : *Text and Drill Method, Tenses, English Students Department.*

Introduction

English is a compulsory course that has been taught since grade 3 of elementary school. That is, a student has been studying English for 9 years before entering college. Based on the observation of the researcher, after doing some observation and interview with one of the English teacher in one of the Senior High School (SMA) in Pekanbaru, it is concluded that the preferred subject matter is some text required in the high school curriculum. For example, reading or writing materials about recount text, narrative

text, descriptive text, report, procedure text, expository text, argumentative text and others. The more prioritized competence in this case is the competence to understand and express the text, for example "Students are able to understand the recount text and express it or retell the text reading". In this case the preferred skill is Speaking, Reading, Listening or Writing. From the teacher's acknowledgment, students learn the grammatical structure when finding some material related to English learning text only at a glance in the

discussion of the grammatical structure contained in the text.

In addition, from the initial observation of the researcher, after a short question and answer session with students of English Education Department in second semester, both students who graduated from high school and vocational high school graduate students, their high school / vocational school never studied Grammatical Structure at all. In other words, when in the first semester when researchers taught Grammatical Structure 1 from the bottom and in detail, there were some impressions they expressed. Among them, they are very happy to learn the Grammatical Structure because during the junior high and high school / vocational they never learn the lesson Structure 1 in detail as they get during learning Structure 1 in college in semester 1. In other words, learning Grammatical Structure studied during Junior high and high school / vocational high school is a glance and not discussed in detail. Thus, it can be concluded that the students of FKIP Department of English Education were still weak in learning Grammatical Structure because in the vocational school students require general English learning or lessons related to the majors they take then the lesson that is preferred and in high school lead the students on the competence Which are already included in the syllabus and school curriculum.

Therefore, based on experience and observations made during teaching Structure 1 in 1A & 1B, the researcher concludes that most students are still difficult to understand the grammatical structure in the tenses. This is due to

the time limit of 2 credits (100 minutes) and the amount of material that needs to be explained as well as the need for the exercises and the examples they should practice. So that still lack of understanding of student to its special grammatical structure tenses.

To overcome these problems, researchers tried to use the method of text and drill in learning structure especially learning tenses. Researchers used the text and drill method, assuming that the use of this method would improve the ability of students in understanding the material tenses in the course structure 2. In addition, the use of this method is also expected to stimulate the ability to understand the learning structure II and improve learning motivation, where students feel interested and happy to learn the subject structure 2 especially tenses.

The formulation of the problem in this study elaborated in the form of questions:

1. To what extent can text and drill methods improve students' ability to understand tenses in the second semester of English Education of Lancang Kuning University Pekanbaru?
2. What factors affect the change of students' ability in understanding tenses in second semester of English Education of University of Lancang Kuning Pekanbaru?

2. Review of Literature

A. Drill Method

1. Understanding Drill Method

Drill method is a way of teaching by giving rehearsals repeatedly about what the lecturer has taught so that

students acquire certain knowledge and skills. This method is perfect for teaching motor skills as well as mental skills. Motor skills are skills in using tools, including music skills, dancing, carpentry, crafts and sports. While mental skills include the skills of memorizing, counting, adding, subtracting, multiplying, and dividing (Roestyah: 125)

In order for the implementation of drill or exercise can run smoothly, it should be noted the following points
A. There needs to be an explanation of what is the goal, so that after completion of the training students can do something that is expected by the lecturer.

B. There needs to be an explanation of what to do.

C. The duration of the exercise needs to be adjusted to the student's ability.

D. There is a need for interlude so that students do not feel bored.

E. If there is a mistake, an immediate repair is made.

2. Purpose of Drill Use Method

Drill method is used with the aim of making the students

a. Have motor skills or motion, such as memorizing words, writing, using tools or making things, exercising in sports.

b. Develop intellectual skills, such as multiplying, dividing, summing, subtracting, drawing roots in sight, and knowing objects or forms in mathematics, science, chemistry, punctuation and so on.

c. It has the ability to connect things with other things, such as the causal relation of many rain-floods, between letters and sounds etc., the use of

symbols or symbols in the map, and so on. (Roestyah: 125)

3. Advantages and Weaknesses Drill Method

This method has several advantages and disadvantages, among others (Usman: 57)

a. Advantages:

1. Students will get the dexterity and skill in doing something according to what they learn.

2. Can generate confidence, that students who succeed in learning have special skills that will be useful later in the day.

3. Lecturers more easily control and can distinguish which students are disciplined in learning and which are less attention to action in the actions of students during the course of teaching.

b. Weaknesses:

1. Can hamper student initiative, where different student initiatives and interests with teacher advisers are considered aberrations and violations in the teaching it provides.

2. Make static adjustments to the environment. In this learning condition consideration of student initiative is always highlighted and not given freedom. Students complete the task statically in accordance with what is desired by the teacher.

3. Establish rigid habits, meaning as if students do something mechanically, and in giving stimulus students are accustomed to act automatically.

4. Can lead to Verbalism, especially memorizing teaching in which students are trained to be able to master instructional materials memorized and automatically remember when there are questions related to the memorization without a

logical process of thinking. In this study, students were taught using the guidebook "Understanding of Grammar" author Betty Schramper Azar. The book provides learning sentence structure, grammar rules, and some examples of sentences and an explanation of gap - fill exercises and the use and difference of two tenses. At the start of the lesson, the lecturer explains the two tense structure, then in different situations in which they can use both tenses. They are given two different situations and cases. Then, they are asked to do some exercises such as gap - fill, sentences and others.

B. Through Texts

The students were given a chapter of a book chapter "Meet me in Istanbul". Several sentences were highlighted for the purpose of enabling students to indicate and minimize the rules and use of two different tenses. They are given two different situations that can be understood in a story regularly. Students are asked why the sentences should be in different tenses under different circumstances. Their understanding will be analyzed by asking the question of the extent to which their understanding of what they have read.

C. Factors influencing the change of students' ability in second semester in learning Structure 2 English Education

Kitao (1997: 1) explains that there are 5 important components in the learning process 3 of them materials, media and methods. Based on observations, there are several factors involved in the learning process in the classroom Structure 2 second semester

students of English Education department. These factors include material, media, and learning strategy.

A. Material

The first factor is material; Howard (2002: 105) explains that there are some good material characters, that is contextual, can create interaction in class, latest and logical. One of the criteria of good material is contextual. Contextual can be interpreted as the material contained in the curriculum that must be taught. In other words, the material should involve students in their real-life experiences day-to-day. Meanwhile, the term in the language of the material serves to be able to make students develop their skills when the lecturer explains the learning materials so as to invite students' creativity in learning English especially Structure 2.

In addition, good material is material that has authentic criteria. Authentic is the material used by lecturers can adjust it with the topic of learning. In other words, authentic material is a material used by lecturers to be able to assist students in understanding the topic of learning especially structure 2. Usually, this authentic material can be obtained from various sources, such as internet, magazines, newspapers. In this case, the material obtained is material from the novel "meet me in Istanbul". This is supported by Samuel's (1979: 76) he stated that the effect of pictures on learning to read words is very important, because the teacher can create the words that will be studied. In addition, Mazgon, (2012: 176) explains, there are some good material characters in learning English, among others, the first; The material must

have a purpose or guidance before the students learn the topic in the class. Secondly, the material must have the content / element of education. The third, good material is the material that can reflect the character of students and lecturers. Fourth, good material is the material that suits the needs of students in the learning process. From the above explanation can be concluded that the material prepared by lecturers before undergoing the process of learning by lecturers greatly affect the factors that affect in understanding the course Structure 2 his special tenses. Therefore, it is very important for the lecturer in choosing the material in the learning structure of his special 2 tenses.

A. Instructional Media

The second factor influencing the improvement of the ability of Tenses in the second semester students of English Education department is a learning medium. Smaldino and Deborah (2008: 10) explain that the media as a bridge of communication in the learning process that brings information. In other words, the media serves to assist the lecturer in delivering the material for the purpose of learning his special Structure 2 Tenses.

In addition, Sanaky (2011: 25) explains that the media is a tool of communication in learning that can be used by lecturers to convey information to students for the purpose of learning can be achieved. That is, a medium does not have to be expensive; however, good media can support the process learning in class.

B. Learning Strategy

The next factor is the learning strategy. An English lecturer must

have a strategy in learning the structure especially in tenses. There is no good strategy or bad strategy, but appropriate and inappropriate learning strategies. Jones, (1997: 164) explains, that learning strategy is a structure, system, methods, techniques, procedures, and processes undertaken in a learning process in the classroom. This is supported by Adams (2001: 102). He explains that there are some good strategy characters namely, basic knowledge of the principles of procedure, planning and preparation, learning experiences, and self-reflection.

Basically, there are some learning strategies that can be applied in the learning process of Structure 2 especially tenses. With the condition, the strategy is in accordance with the state of the student, the ability of students and the interest of students in learning materials.

3. The purpose of research

The purpose of this study is to

- a. Explain whether the text and drill method provides significant changes to the students' ability to understand tenses in the second semester students of English Education department
- b. Explain the factors that affect the change in the ability of students in understanding tenses in the second semester of English Education University Lancang Kuning Pekanbaru?

The benefits of this research are:

1. As a contribution to improve the ability to understand the grammar of his special learning tenses in the course Structure II in English.
2. As new information and knowledge for lecturers and teachers of English

that the use of text and drill method can be as an alternative learning strategy of special grammar of learning tenses in the course Structure II

3. As a source of teaching materials (learning modules) for lecturers Structure.

4. As one of the effective solutions for students to improve their understanding in learning tenses in Structure II in English.

5. As a reference for other researchers in improving understanding and understanding ability tenses students

4. RESEARCH METHODS

A. Type of research

The type of this research is a classroom action research. Classroom Action Research aims to find out the improvement in the teaching the second semester students of English Education department assisted by a colleague. In carrying out, this research would not interfere with the process of learning activities because classroom action research is part of the teaching and learning process. This is a form of research for practitioners: to implement change. This is a process by which a number of teachers or teachers collect data and materials to be able to take decisions in accordance with their knowledge, ability of belief so that later expected to increase confidence and expected results achieved

B. Setting

This research will be held at FKIP UNILAK on the second semester students of English Education department 2A academic year 2015/2016. The number of students in this class is 32 people. This research

will be conducted in April as much as 4x meeting in each of its cycles.

Research Instruments.

1. Quantitative data

The quantitative data collection instrument in this study is a written test, in which the number of questions is 10 tests in each test. Brown (2010: 3) states that the test is a method to measure one's ability, knowledge, and appearance. In other words, tests are conducted to determine the extent to which text and drill methods improve the ability to understand tenses in the second term students English Education Department. This quantitative data collection will be done at the end of the cycle. Quantitative data in the form of this test will answer the problem formulation "The extent to which the use of the method of Text and Drill can improve the ability of understanding tenses in the second semester students of English Education department

2. Qualitative data.

The instruments of qualitative data collection in a classroom action research are observation and interview. This data will explain the answer of the research problem formulation "What factors affect the understanding of tenses on second term students English Education Department ". The qualitative data collection instrument is observation and interview.

a. Observation

Observation is an instrument in collecting qualitative data. During the observation, the researcher will use the observation sheet. Observable things such as materials, classroom learning

activities, classroom management, media used, and lecturer approaches to students in classroom interaction during classroom learning. In addition, observation data can be supported by field notes, which field notes are required if there are things that need to be added if not included in the observation checklist.

b. Interview

The next qualitative data collection instrument is the interview. The interviews were conducted to find answers about the problem formulation "What factors influence the understanding of tenses on second semester students of English Education department. For that, the interview will be done at the end of learning.

C. Data Collection Techniques

There are two techniques performed in data collection in Classroom Action Research, namely data collection and quantitative data collection techniques.

a. Quantitative Data

Quantitative data aims to find answers "The extent to which the use of the method of Text and Drill can improve the ability of understanding tenses in second semester students of English Education department as for the question (test) to be given in this data collection is a written test to be given at the end of the cycle.

b. Qualitative Data

Qualitative data aims to find out what factors affect the understanding of tenses on second semester students of English Education department. For example, materials used in learning, media used, class activities, classroom management by lecturers, and lecturer approaches to students. To collect this

data, researchers need a peer to observe researchers in classroom learning. After that, the researcher will continue the data collection by interviewing some students. They will be questioned about the factors involved and that affect the improvement of tenses ability in the second semester students of English Education department.

D. Data Analysis Technique

There are two ways of data analyzer in Classroom Action Research that is quantitative data analysis and qualitative data analysis.

a. Quantitative Data

In analyzing quantitative data, the data was analyzed by using student test scores test essay on tenses. All scores obtained will be analyzed using a graph that will explain whether there is an increase in the ability of understanding tenses in the second semester students of English Education department or not.

b. Qualitative Data

In analyzing qualitative data, the data will be analyzed by collecting information relating factors that influence the understanding of tenses on second semester students of English Education department. These data will be associated with quantitative data.

E. Research Steps

The steps in this study follow the Class Action Study model described by Kemmis and Mc Taggard (1998: 11). Each cycle consists of 4 stages, namely planning, action, observation and reflection.

1. Plan

Researchers first prepare a plan by preparing material about tenses and readings / story books that will be analyzed by students. In this study, researchers will use a novel titled "Meet me in Istanbul". Author Richard Chisholm. Researchers will ask students to read the book before entering the Structure 2 class.

2. Action

At this stage, will carry out the usual learning activities that is explaining his special tenses (simple past tense, past continues tense, present perfect, present perfect continuous tense, past perfect tense, past perfect continuous tense). Lecturers will ask students to read the story "meet me in Istanbul" which amounts to 50 pages. After they read and understand the contents of the story book, they will be asked to tell it forward and explain what tenses are contained in each chapter

3. Observation

Observations will be conducted by researchers and peers. Friends will observe the activities of lecturers who are researching the class.

4. Reflection

At this stage, the researcher and colleagues will analyze what things are deemed necessary or lacking, and analyze the student's score whether it is sufficient or the need to be done to the next cycle.

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