

TEACHING IRREGULAR VERBS THROUGH DRILL TECHNIQUE

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Abstract

This study aimed at finding out whether or not drill technique influence the students' irregular verbs of SMA Negeri 1 Buay Madang OKU Timur. The population of this study was 195 students of SMA Negeri 1 Buay Madang OKU Timur. From the population, there were 40 students taken as sample of experimental group and 40 students were as control group. The sample was taken using cluster random sampling. In carrying out the research, the writer used match t-test for analyzing the data. The result of this research show that drill technique is effective to teach irregular verbs at the tenth year students of SMA Negeri 1 Buay Madang.

Keyword: Teaching, Drill Technique, and Irregular Verbs.

INTRODUCTION

Students often find many difficulties in learning English. Since the educational system in Indonesia requires English as a foreign language not as a second language, students only learn English at school or at a courses and they seldom apply English in their daily conversation or in a natural situation. So, students do not have adequate exposure to comprehend English better.

One of the difficulties they find is the use of the tenses. The mastery of the tenses is one of the qualifications to comprehend English, beside students have to understand the vocabularies used and the semantic meaning also the English syntax. Talking about tenses mean talking about verbs. Verb is one of the elements in a sentence that determines type of the tenses. Verb in English is not such an easy subject matter for the students to learn. This changes in accordance with the time, speakers and also messages that the speakers want to share.

As a matter of fact, students know the first type of the verb (infinitive verb), but they often find it difficult to use the second (past) and third type (past participle) of verbs either regular or irregular verbs. The regular verbs are not very confusing, because they are only simple verbs followed by suffix-ed on the past and past participle types. The irregular verbs are considered the most confusing since they consist of the principal part of the irregular verbs that are stated at Frank (1972). The first principal part of a verb is the *simple* form of the verb (or the *stem*), the second principal part is the *past tense*, and the third principal part is the *past participle*. Furthermore, the principal of the irregular verbs that have unpredictable changes at the past and the past participle types. Therefore, the last two types of the irregular verbs need to be used or practice simultaneously.

It suggests that teacher have to find a technique that provides with many types of exercises dealing with the use of the types of the verbs. And the technique should meet the needs of the students to reach their maximum exposure through the application of repeated exercises. The teaching learning process itself is conducted in as natural situation as possible.

Drill is one of the techniques that have many advantages, both to the teacher and also students. The advantages for the teacher as a facilitator are, firstly Drills provide many opportunities for the teacher to explore many types of exercises which make students learn in a maximum exposure in a natural situation. Secondly, the exercises give stimulus to the students to use English naturally. Nevertheless, the advantages for the students are besides drills enhances the opportunity for the students to comprehend English through their repeated exercises, Drills also trigger students to give appropriate response to the stimulus given by the teacher. According to Richard, et al (1992: 117) states that drill is a technique commonly used in language teaching for practicing sounds or sentence patterns in a language, based on guided repetition or practice.

In relation with the irregular verbs, Drills with its procedures and exercises may enable the students to increase their irregular verbs mastery, since students are exposed to the language continuously. This means that students are provided with many kinds of exercises that may enhance the possibility to overcome the difficulties in remembering irregular verbs. Drills also help the students provide correct pronunciation.

The backgrounds above have motivated the writer to explore the effectiveness of drills technique to improve students' mastery, particularly on irregular verbs. The writer would like conduct a research entitle "Teaching Irregular Verbs through Drill Technique to the Tenth Year of SMA Negeri 1 Buay Madang OKUT".

Based on the background above, the research of the question were formulated as follow: " Is response drill effective teaching irregular verbs to the tenth year students of SMA Negeri 1 Buay Madang OKUT"?

CONCEPTUAL FRAMEWORK

The Concept of Drill Technique

Drills is a technique in Audio Lingual Method, which was introduced in the United State of America in 1950's Drill brought one basic thought from Audio Lingual Method that language is a speech and sets of habits. According to Richard, et al (1992: 117) drill is a technique commonly used in language teaching for practicing sounds or sentence patterns in a language, based on guided repetition or practice. A drill which practices some aspect of grammar on sentence formation is often known as pattern practice.

According to <http://www.teachingenglish.org.uk> Drilling is a technique that has been used in foreign language classrooms for many years. It was a key feature of audio lingual approaches to language teaching which placed emphasis on repeating structural patterns through oral practice.

Richard and Rogers (1986 in Aldaria: 2004) includes types of pattern drills as follow:

1) Repetition Drill.

This drill is the simplest drill used in learning language pattern. It is used at beginning of language class. Language learners merely repeat what the teacher says. This may be used for the presentation of new vocabulary and will be useful for pronunciation class.

2) Substitution Drill.

Language learners are required to replace one with another. They may replace a word of the model sentence with a pronoun, number, or gender and make some necessary changes.

3) Transformation Drill.

Language learners are required to change sentences from negative to positive, from positive to interrogative, or from simple present tense to simple past tense, depend on the instruction from the teacher.

4) Replacement Drill.

Language learners replace one word in an utterance with another word.

5) Response Drill.

Language learners respond to somebody's sentence. In this drill the answers are pattern after the questions. This drill may involve **WH** questions or yes **no** questions.

6) Cued Response Drill.

In this drill, language learners are provided with a cue before or after the questions.

7) Rejoinder Drill.

It is similar to the cued response drill. In this drill, language learners are given instruction on how to response.

8) Restatement.

Language learners rephrase an utterance and address it to somebody else, according to the content of the utterance.

9) Completion Drill.

Language learners are told to supply missing words in a sentence or statement.

10) Expansion Drill.

Language learners build up a statement by adding a word or phrase.

11) Contraction Drill.

Language learners replace a phrase or clause with a single word or shorter expressions.

12) Integration Drill.

Language learners combine two separate statements.

13) Translation Drill.

Language learners translate a sentence from their mother tongue (first language) to the target language.

These whole types of drill patterns will help both the teachers if they are all used in appropriate subject matters. The subject itself can be verb form for various tenses English. The tenses require infinitive verbs for simple and continuous tenses. In addition, they require past and perfect verbs for past and perfect tenses. Furthermore, past and perfect verbs are divided into regular and irregular verbs. The mastery of these two types of verbs, regular and irregular will help them to comprehend English tenses better. Thus, the application of drill patterns in teaching irregular verbs will enhance the possibilities for the learner to comprehend their mastery of both regular and irregular verbs as well.

The writer choose Response Drills as her technique in teaching irregular verbs because this Drills pattern contained many modifications in instruction and it really helped her to teach irregular verbs to the students.

Based on the theories above, it can be concluded that drill technique is a technique that enable the students interest and activate background knowledge in order to predict what they will learn.

Concept of Irregular Verb

Verb is one of elements in a sentence. Verb itself considered to be the most important element that determines the type of the sentence. In example, when we use the simple form of the verb ended by **-ing**, it will be illustrated that the type of the sentence is *progressive*. And when we use the simple type of the verb ended by **-s** (Azar, 1989). The regular ending for the simple past tense, for all persons, is **-ed**. Irregular forms of the past tense have been listed in the principal of the irregular verbs. Only the verb *be* has two separate forms the past **-was** for the singular, **were** for the plural (Frank 1972: 72).

However, students are not developed from the same thinking ability. It will cause the difficulties to memorize irregular verbs one by one. Hence, we have to find a technique that helps them deal with the memorizing problems. We need one technique that makes them consciously absorb the irregular verbs into their memory. Then, it helps them capable to use it in appropriate sentences. Nevertheless, irregular verbs also have some pattern classifications. Here are the principal parts of the irregular verbs stated at Frank (1972: 61) as follow:

The Principal Parts of the Irregular Verbs

All Three Principle Parts are different

<i>Simple Form of the verb</i>	<i>Past Tense</i>	<i>Past Participle</i>
1. Verbs that pattern like: SING, SANG, SUNG		
Begin	began	begun
Drink	drank	drunk
Ring	rang	rung
Sing	sang	sung
2. Verbs that pattern like: BREAK, BROKE, BROKEN		
Break	broke	broken
Choose	chose	chosen
Freeze	froze	frozen
3. That pattern like: BLOW, BLEW, BLOWN		
Blow	blew	blown
Fly	flew	flown
Know	knew	known
4. Verbs that pattern like: DRIVE, DROVE, DRIVEN		
Drive	drove	driven
Ride	rode	ridden
5. Verbs that pattern like: WEAR, WORE, WORN		
Tear	tore	torn
Wear	wore	worn
6. Verbs that pattern like: BITE, BIT, BITTEN		
Bite	bit	bitten
Hide	hid	hidden
7. Verbs that pattern like: SHAKE, SHOOK, SHAKEN		
Mistake	mistook	mistaken
Take	took	taken
8. Verbs that pattern like: GIVE, GAVE, GIVEN		
Forgive	forgave	forgiven
Give	gave	given
9. Verbs that pattern like: MOW, MOWED, MOWN		
Hew	hewed	hewn
Mow	mowed	mown
10. Miscellaneous		
Fall	fell	fallen
Go	went	gone

RESEARCH METHODOLOGY

Method of Research

The design of the experimental method in this research used pre-experimental method. The writer used one design of the pre-experimental method that is the pre-test and post-test one group design.

It means that in this research didn't compare the application of response drill and that of other teaching technique. It just tried to investigate the effectiveness of the application of response drill. It was researched by comparing the students' achievement before treatment and after treatment (Sugiono, 2000). In carrying out the research, the writer used match t-test for analyzing the data.

Population and Sample

The population of this study was all of the tenth grade students of SMA Negeri 1 Buay Madang OKU Timur the total number was 195 students. From the population, there were 40 students taken as sample of experimental group and 40 students were as control group. The sample was taken using cluster random sampling.

Technique for Collecting Data

In this study, the writer used the test to collect the data. In carrying out the research, the writer used Match t-test for analyzing the data.

RESULT AND DISCUSSION

The students' average score in the pre-test was 6.5775, it means that the students' average ability was in sufficient level. The students' average score in the post-test was 7.4375, it means that the students' average ability was in the nearly good level.

Based on the students' score obtained both in the pre-test and those in the post-test, the writer calculated the matched t-test to find out whether or not the response drill is significantly effective in teaching irregular verbs to the tenth year students of SMA Negeri 1 Buay Madang OKUT.

By using the students' score that they got in the pre-test and those in the post-test, the writer found that the result of matched t-test for the whole class was 7.070994287 (7.070). Meanwhile, the t-critical value of 95% (0.05) significance level for two-tailed test was 2.021. It means that the obtained "t" (7.070) exceeds the t-critical value (2.021). The table below shows the comparison scores of the pre-test and those of the post-test.

Based on the result of the matched t-test, it was found that the t-obtained was 7.070994287 (7.070). It means that the obtained "t" was higher than the critical value, it means the alternative hypothesis (Ha) was accepted, consequently the null hypothesis (Ho) was rejected, it was response drill was significantly effective in teaching irregular verbs to the tenth year students of SMA Negeri 1 Buay Madang OKUT.

CONCLUSION

Based on the findings presented, the writer could conclude the response drill is one of the effective techniques in teaching irregular verbs. It can be proved by the result of the test and the difference between the two means of scores in the pre-test and in the post-test. The students' average score in the pre-test was 6.5775, it means that the students' average ability was in sufficient level. The students' average score in the post-test was 7.4375, it means that the students' average ability was in the nearly good level. The differences of scores in the pre-test and in the post-test were tested through the matched t-test. According to this analysis, as described earlier, the writer found that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected since the result of the calculation of the matched t-test was higher than the critical value. The result of the average score was 7.070, it was in fact higher than 2.021. Furthermore, the writer can conclude that it was significantly effective to teach irregular verbs by using response drill to the tenth year students of SMA Negeri 1 Buay Madang OKUT.

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