

THESIS

ANALYSIS OF THE IMPLEMENTATION OF DRILL METHODS IN LISTENING EXERCISE



By:

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**ENGLISH EDUCATION DEPARTEMENT
FACULTY OF TARBIYAH AND TEACHERS TRAINING
UNIVERSITY OF KH. MUKHTAR SYAFAAT (UIMSYA)
BLOKAGUNG BANYUWANGI**

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2025**



DEGREE PREREQUISITES

ANALYSIS OF THE IMPLEMENTATION OF DRILL METHODS IN LISTENING EXERCISE

THESIS

Presented to Faculty of Tarbiyah and Teachers Training
Universitas KH. Mukhtar Syafaat
In a Partial Fulfilment of the Requirement for the Degree of Strata 1
In English Education Department (S.Pd)

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UNIVERSITAS KH MUKHTAR SYAFAAT
(UIMSYA)
BLOKAGUNG BANYUWANGI
2025**

SUPERVISOR APPROVAL

Thesis Title:

**" ANALYSIS OF THE USE OF EXERCISE DRILL MEDIA IN
TOIEC BASED LISTENING EXERCISES"**

Has been approved and submitted in the thesis examination

Session on:.....

Acknowledged,

Head of English Education

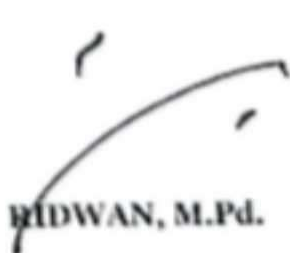
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MOTTO AND DEDICATION

MOTTO:

نَأْتِيكَ يَا نَوَافُ يَا أَدْلَنِيَّةُ الْبَلَدِ لِمَا نَ يَأْتِي أَهْلُ نَجْدٍ يَا خُشْنُ يَا نَلِوَةَ لِمَا

“Keutamaan muncul dari kesungguhan pelajar, bukan dari klaim kosong atau menghindar.”

DEDICATION:

With boundless gratitude, I dedicate this work to the two most important people in my life, my father and mother, who have given me love and unwavering support, as well as their sincere prayers. To my three younger siblings who have enriched my life. To my teachers and mentors who have sincerely taught me many things I did not know in every step toward success. To my TBIG 2021 friends who have accompanied me through every story and left a lasting impact during our four years together. To the residents of Al Mubarakah Dormitory who have taught me so much about the future, I extend my heartfelt thanks. To the seven Dormitory Heads who have fought alongside me until now, thank you for doing your best.

And thank you also to myself for persevering this far and continuing to strive to give my best—you're amazing 😊. And of course, thank you to the *main* narrators, Bangtan Senyeondan Jooni, Seokjin, Yoongi-a, Jimin, Taehyung, and Jungkook, for introducing the Magic Shop to the lovers of twilight.

AGREEMENT

This is to certify that the thesis of Ifatun Nafiah has been approved by the board of Education and Teacher Training Faculty of Islamic University Of KH. Mukhtar Syafaat Blokagung Banyuwangi examiners on:

(June 26, 2025)

and has been accepted and validated as one of the requirements for obtaining a Bachelor of Education degree (S.Pd.)

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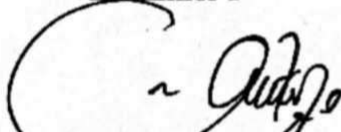
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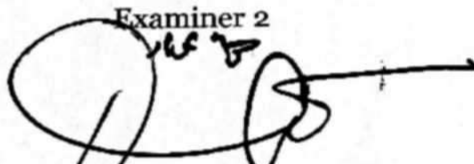
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I hereby solemnly declare that this thesis is entirely the result of my own research/work, except for the sections where sources are cited.

Banyuwangi, 26 June 2025

Which states



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ABSTRACT OF INDONESIAN

Nafiah, Ifatun. 2025. Analysis Of The Implementation Of drill Methods In Listening Exercise. Skripsi/Tesis. Program Studi Tadris Bahasa Inggris. Fakultas Tarbiyah dan Keguruan Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung banyuwangi.

Kata kunci: Metode drill, keterampilan menyimak

Penelitian ini bertujuan untuk menganalisis penerapan metode drill dalam latihan keterampilan menyimak (listening) serta dampaknya terhadap pemahaman siswa dalam menyimak bahasa Inggris. Subjek penelitian adalah siswa sekolah menengah atas, dengan fokus pada bagaimana latihan berulang (drill) dapat meningkatkan kemampuan siswa dalam memahami ide pokok, informasi spesifik, dan makna tersirat dalam teks lisan. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan teknik pengumpulan data melalui observasi kelas, wawancara dengan guru, dan angket siswa. Hasil penelitian menunjukkan bahwa metode drill secara signifikan membantu meningkatkan ketepatan, konsentrasi, dan pengenalan pola bahasa siswa saat menyimak. Selain itu, siswa merasa lebih percaya diri dan mengalami penurunan kecemasan dalam menghadapi tugas listening. Namun, tantangan seperti rasa bosan akibat pengulangan dan kebutuhan akan materi audio yang lebih bervariasi juga ditemukan. Secara keseluruhan, metode drill terbukti efektif apabila dikombinasikan dengan aktivitas menyimak yang interaktif dan kontekstual. Penelitian ini merekomendasikan agar guru bahasa Inggris menggabungkan teknik drill dengan pendekatan komunikatif untuk meningkatkan keterampilan menyimak siswa secara menyeluruh.

ABSTRACT OF ENGLISH

Nafiah, Ifatun. 2025. Analysis Of The Implementation Of drill Methods In Listening Exercise. Skripsi/Thesis. English Education Department. Faculty of Tarbiyah and Teachers training, Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung banyuwangi.

Keywords: Drill method, listening comprehension

This research investigates the implementation of drill methods in listening exercises and their impact on students' listening comprehension skills. The study was conducted with senior high school students and aimed to explore how repetitive practice through drills influences learners' ability to understand spoken English, including identifying main ideas, specific details, and implied meanings. Employing a qualitative descriptive approach, data were collected through classroom observations, teacher interviews, and student questionnaires. The results indicate that the drill method enhances students' listening accuracy, attention, and familiarity with common language patterns. Furthermore, students reported increased confidence and reduced anxiety when engaging in listening tasks. However, some challenges were noted, such as student boredom due to monotony and the necessity for varied and engaging audio materials. Overall, the drill method proves to be an effective strategy when balanced with interactive and meaningful listening activities. This study suggests that English teachers should integrate drill practices with communicative techniques to foster better listening comprehension.

FOREWORD

Alhamdulillah, all praise be to Allah SWT for the abundance of His grace, guidance, and blessings so that the researcher can complete this research. Writing a thesis proposal with the title "Exploration of Student Experiences in Utilizing Instagram as a Media for English Introduction Video Assignments" which can be completed well and according to procedures.

Blessings and greetings always poured out to the lord us, namely the Prophet Muhammad SAW, who has brought us from the era of ignorance to the era of true light, namely the Islamic era.

The researcher is fully aware that without the help of various parties, this thesis proposal will not be completed properly. Therefore, on this occasion, the researcher would like to express his sincere and sincere gratitude and appreciation to:

1. KH. Ahmad Hisyam Syafa'at, S.Sos.I., MH, as the Caretaker of the Darussalam Islamic Boarding School, Blokagung, Tegalsari, Banyuwangi.
2. Dr. KH. Ahmad Munib Syafa'at, Lc., MEI as the Chancellor of the KH. Mukhtar Syafaat University (UIMSYA) Blokagung Banyuwangi
3. Dr. Siti Aimah, S.Pd.I., M.Si., as Dean of the Faculty of Tarbiyah and Teaching
4. Mr. Ahmad Faruk, M.Pd as the Head of the English Education Department
5. Mr. Ridwan, M.Pd.I., as the advisor lecturer in writing the thesis
6. All Lecturers of KH. Mukhtar Syafaat University (UIMSYA) The Great Wall of Banyuwangi
7. To Mrs. Tri Sukesi, S.Pd as the English assistant teacher in grades X PPLG 1 during the implementation of the Field Experience Program (PPL)
8. To my beloved parents, namely Mr. Muhammad Khoirul Huda and Mrs. Ruli Anita, who have cared for and raised me with great love and given me their support and prayers in completing this report.
9. And all parties, both directly and indirectly, have contributed their energy and thoughts to the completion of this thesis proposal.

The only way the author can provide a suitable compensation is to offer a prayer to Allah, the Most Gracious and Merciful, asking Him to thank everyone for their kindness.

No ivory is cracked, and no human being is perfect. This thesis is also not free from shortcomings. Therefore, with great humility, the author greatly expects constructive suggestions and criticisms. The

author also apologizes for any errors that may be contained in the writing of this thesis, as a weak human being.

Finally, the author submits everything to Allah ‘Azza Wajalla, with the hope that this thesis is compiled with His consent and can provide benefits. Amin Ya Robbal 'Alamin.

Banyuwangi, 20 February 2025

Ifatun Nafiah

TABLE OF CONTENT

INNER COVER PAGE.....	ii
DEGREE PREREQUISITES.....	iii
MOTTO AND DEDICATION.....	v
AGREEMENT.....	vi
DECLARATION OF AUTHENTICITY OF THESIS.....	vii
ABSTRACT OF INDONESIAN.....	viii
ABSTRACT OF ENGLISH.....	ix
FOREWORD.....	x
TABLE OF CONTENT.....	xii
LIST OF TABLES.....	xiv
LIST OF PICTURES.....	xv
LIST OF APPENDICES.....	xvi
CHAPTER I.....	1
INTRODUCTION.....	1
1.1 Research Background.....	1
1.2 Research Problem.....	2
1.3 Research Objective.....	2
1.4 Benefits of Research.....	3
1.4.1 Theoretical Benefits.....	3
1.4.2 Practical Benefits.....	3
1.5 Definition Terms.....	3
1.5.1 Listening Exercise.....	3
1.5.2 Drill Method.....	4
CHAPTER II.....	5
THEORITICAL REVIEW.....	5
2.1 Theoretical Review.....	5
2.1.1 Understanding the Drill Method.....	5
2.1.2 Understanding Listening Exercise.....	8
2.2 Previous Study.....	10
2.3 Research Flow.....	11

CHAPTER III.....	13
RESEARCH METHODS.....	13
3.1 Type of Research.....	13
3.2 Location and Time Research.....	13
3.3 Presence of Researcher.....	14
3.4 Informants Study.....	14
3.5 Data And Source Data.....	15
3.6 Data Collection Prosedure.....	16
3.7 Validity Data.....	18
3.8 Analysis Data.....	18
CHAPTER IV.....	20
FINDING AND DISCUSSION.....	20
4.1 Research Finding.....	20
4.1.1 Field data Overview.....	20
4.1.2 Field data Verification.....	21
4.1.3 Student performance in Listening Skills.....	32
4.1.4 Student Attiudes Towards the Drill Method.....	32
4.1.5 Teacher Evaluation of Drill Method Implementation.....	33
4.2 Disscussion.....	37
CHAPTER V.....	42
CLOSING.....	42
5.1 Conclution.....	42
5.1.1 Theoretical Implications.....	43
5.1.2 Practical implications.....	44
5.2 Research Limitations.....	44
5.3 Suggestions.....	45
BIBLIOGRAPHY.....	47
HISTORY OF LIFE.....	49
APPENDIX.....	50

LIST OF TABLES

Table 2.1 Previous Study.....	10
Table 4.1 The Student's Score in Listening Exercise.....	29
Table 4.2 Several Attitudes Towards students.....	32
Table 4.3 Teacher Evaluation in Teaching.....	34

LIST OF PICTURES

Picture 2.1 Research Thought Flow.....	12
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LIST OF APPENDICES

1. Guidance card.....	50
2. Certificate of Conducting Research.....	51
3. Certificate of Plagiarism Free of Maximum 25% from the faculty.....	53
4. Interview Guildelines.....	54
5. Interview Transcript.....	55
6. Research Documentation.....	57
7. Other attachments supporting the research.....	58

CHAPTER I

INTRODUCTION

1.1 Research Background

Students' English language skills are very important to participate in the educational process. By acting as a facilitator, teachers will facilitate an optimal teaching and learning process for their students. English is a field that aims to improve skills. Understand and express information, communicate orally and writing. This subject is no longer limited to grammar. It can also help students become better at speaking and writing English. Innovative methods are needed that can make English learning more interesting and active for students.

The drill and practice method in learning English is one way to improve students' abilities. This method allows students to practice vocabulary pronunciation repeatedly and then practice well. The drill and practice method, which involves students doing vocabulary pronunciation exercises repeatedly, is one approach that can be used to improve students' abilities in learning English. Repeat and do it again with written and oral exercises (Resti Isnaeni, 2023).

The drill method is a learning technique that emphasizes systematic and consistent repetitive practice to master a skill or subject matter. This technique aims to enable students to remember and apply information automatically through intensive repetition. In the implementation of the drill method, students are usually given the same exercises repeatedly with direct feedback from the teacher, so that mistakes can be corrected immediately and learning becomes more effective.

This method is especially effective in language learning and technical skills, where mastery of basic patterns and quick responses are needed. By practicing repeatedly, students can develop accuracy and speed in performing tasks, as well as build confidence. However, to keep the drill method interesting and not monotonous, exercises should be organized with variety and creative approaches (Harahap, 2021).

Many educators today use monotonous methods such as lectures. Less effective in activating students during teaching and learning activities and less able to understand the teacher's explanation. Therefore, researchers try to overcome this problem by using the Drill Method in the teaching and learning process. It is hoped that this method will help students understand thematic lessons and make it easier to understand them (Ubaidillah, 2021).

SMKN 1 Banyuwangi as one of the vocational high schools that implements intensive English learning, faces obstacles in improving students' listening skills. Various methods have been tried, but have not provided optimal results in improving the accuracy and fluency of students' understanding of listening material.

Therefore, this study chose to analyze the application of the drill method as one of the learning techniques that focuses on repeated practice and immediate feedback. The drill method is believed to be able to help students master language patterns and correct errors effectively, so it is expected to improve listening skills significantly.

Against this background, this study aims to evaluate the extent to which the application of the drill method can contribute to improving listening practice at SMKN 1 Banyuwangi, as well as provide recommendations for teachers and school authorities in developing more effective English learning strategies.

1.2 Research Problem

1. What are the advantages of using *drill method* to improve high school students' listening skills?
2. What are the disadvantages of using *drill method* to improve high school students' listening skills?

1.3 Research Objective

This study aims to explore the perceived benefits and limitations of implementing drill method in listening activities for high school students.

1.4 Benefits of Research

1.4.1 Theoretical Benefits

- a. Contributing to the development of English language learning theory, especially in the listening aspect, by adding insight into the effectiveness of drill media.
- b. To be a reference for subsequent researchers who wish to explore listening learning methods or media.
- c. As a basis for developing broader research on the use of drill media listening exercises.

1.4.2 Practical Benefits

- a. This research is expected to provide guidance and inspiration for English teachers in selecting and using effective drill media to improve listening skills.
- b. Helping students improve their listening skills in a more interactive and relevant way through the use of drill media in practice.
- c. The research is expected to support improving the quality of English language learning in Senior High Schools and provide real contributions to students, teachers, and educational institutions in preparing students' global competencies.

1.5 Definition of Key Terms

1.5.1 Listening Exercise

Listening exercise is a learning activity designed to train learners' listening skills. In this context, students will listen to an audio excerpt-in the form of a narration, dialog, or academic explanation-that explains the definition of an important term. The main goal is for students to recognize and understand the meaning of the term, including its definitional structure, key characteristics, and examples of its use in specific contexts. This listening exercise involves active listening, where students use both bottom-up (understanding from words and sentence structure) and top-down (connecting meaning to context and prior knowledge) strategies. Typical activities include noting important points from the audio, answering detailed questions about the definition, matching the term with its

meaning, and summarizing the meaning of the term in their own words (Srilakshmi, 2022).

1.5.2 Drill Method

According to Ovan (2022), the Drill Method is a learning method that emphasizes practice activities that are carried out repeatedly and continuously to master certain abilities or skills.

According to Hamdani blm ada referencenya, the drill method is a method that teaches students to carry out training activities so that students have higher assertiveness or abilities than the things that have been learned. In addition, the drill method is intended to train students to have skills in an ability or strengthen mastery of a concept or technique.

The drill method is a method that teaches students to carry out training activities so that students have higher assertiveness or abilities than the things that have been learned. In addition, the drill method is intended to train students to have proficiency in an ability or strengthen mastery of a concept or technique (Hartati, 2021).

Developing children's physical and mental skills is very good with the drill method. Skills can be learned gradually through repeated practice until they can be mastered throughly. This method is Drill is expected to improve children's listening skills by emphasizing the habits obtained from practice so that these skills continue to develop and canfinnaly be mastered well (Sufianti, 2022).

Physical skills, motor skills, writing, reading, listening, mental skills or quick thinking, and other physical skills are usually used with this method. Children will be able to master certain skills in a short time, become disciplined in achieving goals, and have ready knowledge. There is a possibility of a lack of initiative in children, rigid habits, and verbal and mechanical knowledge when using this technique.

The purpose of this study was to determine the use of the drill method in improving children's reading skills.

CHAPTER II

THEORITICAL REVIEW

2.1 Theoretical Review

2.1.1 Understanding the Drill Method

a. The Drill Method

Drill Method is a learning technique that focuses on systematic repetition to internalize certain patterns or skills from pronunciation, sentence construction, to comprehension of spoken or written language. Practice is controlled and consistent, usually under the guidance of a teacher who gives immediate feedback. This allows learners to identify mistakes quickly and correct them before they become automatic habits (Fahrurrozi, Y. S. dkk, 2020).

In the learning process, the method has a vital position in the effort to achieve the goal, because the method is a way or path taken that is appropriate, and harmonious to present something, so that an effective and efficient learning goal will be achieved. The training method is usually used with the aim that students have motor or movement skills: such as memorizing words, writing, using tools/objects. Meanwhile, the *drill method* is a technique that is interpreted as an educational method where students carry out training activities so that students have higher skills than those learned (Ovan, 2022).

Based on the opinions above, it can be concluded that the *drill method* is an activity of doing the same thing, repeatedly, seriously with the aim of strengthening an association or perfecting a skill so that it becomes permanent.

b. Drill Method Objectives

There are several objectives in using the drill method, namely:

- 1) Students' knowledge will increase from various aspects and students will gain a better and deeper understanding.
- 2) To gain dexterity, skills about something that students learn by doing it practically, the knowledge that has been learned. And ready to be used when needed at any time.

c. Drill Method Terms of Use

According to recent literature, for the drill method to provide optimal results in learning, there are five main conditions that must be met. First, before the drill begins, it is important for the teacher to provide a basic understanding of the concept to be practiced, as revealed in their literature study that emphasizes the importance of scaffolding before the drill begins.

Second, this method should only be applied to routine and automatic material, such as pronunciation, sentence structure, or language patterns, so that repeated practice forms effective habits.

Third, the duration of practice should be short so that students do not feel bored-the harmony between the intensity of practice and the right duration significantly improved student focus in research on speaking skills using drills.

Fourth, each re-training session should have a broader purpose not just repetition, but also to deepen understanding, speed up responses, or increase learning motivation who showed increased motivation and automation of learning responses through drills. Finally, drills should be designed to be interesting and varied so as to increase students' motivation to learn - academic literacy proves that creative twists in drills can maintain students' interest and engagement during the learning process (Fahrurrizi, 2022).

d. Advantages and Disadvantages of *Drill Method*

The drill method offers various significant advantages in learning. First, through intensive repetitive practice, this method can develop motor skills-such as writing, speed reading with aids, and letter pronunciation-as well as improve intellectual intelligence, as students actively develop the relationship between stimulus and repeated response. In addition, the drill method can also strengthen students' psychosocial aspects, such as the courage to perform in public, the courage to express opinions, and emotional intelligence-the ability to control oneself and understand the emotions of others.

However, this method also has some disadvantages that need to be considered. One of them is that drills can significantly take up students' learning time, reducing time for other learning methods or creative activities. In addition, if drills are carried out for too long, students can experience physical and mental fatigue, as the use of drill techniques for listening, showing an increase in scores but also the need for duration adjustments. Finally, high repetition intensity can also cause the learning process to become monotonous, which can decrease motivation and even lead to student boredom (Hana, 2024).

e. Procedure for Using the Drill Method

In applying the drill method, teachers need to follow a series of procedures to make the training effective. First, drills are only used for materials that are automatic and reflexive, such as memorization, fast counting, or pronunciation-which do not require deep thinking and can be done spontaneously. This procedure is in line with the stages of drill and practice applied in the direct learning model, where exercises are directed to build speed and accuracy automatically in statistical activities (Sudirman, 2023).

Second, in the initial exercise, the teacher should conduct a diagnosis to find out the students' mistakes and

constraints. Then, based on these findings, the teacher shows the correct response and guides the correction of the wrong response. This approach is similar to the stages of “guiding the training” and “checking understanding and providing feedback” in the drill and practice model used in mathematics classes at SMP Negeri 1 Sindue (Ainal Mardia, 2025).

Third, teachers should prioritize accuracy first and then speed. In other words, students are encouraged to be correct before being asked to be fast, following the basic principles of drill training as recommended in the direct learning literature.

Fourth, the duration of practice sessions needs to be short and repeated frequently, so as not to cause fatigue or boredom. Finally, the practice environment should be engaging and varied, for example by changing the conditions or practice media to maintain motivation and create student confidence. This approach is in line with the recommendations of the audio-visual-based drill and practice model that has significantly increased student engagement (Hana, 2024).

2.1.2 Understanding Listening Exercise

a. Understanding Listening Exercise

Listening exercise is a series of learning activities that are systematically designed to train, develop, and evaluate learners' listening comprehension skills on authentic or semi-authentic oral input. This activity does not only involve passive listening, but demands students' cognitive and affective involvement in filtering, interpreting and reflecting on information received through the auditive medium.

Rost (2002) also emphasizes that listening is not just a passive activity, but a continuous process of meaning construction based on spoken input. This means that in every listening exercise session, learners are not only asked

to capture information, but also understand the context, recognize intonation and tone, and connect meaning with prior knowledge (schema theory) (Yuliarini, 2022).

In the context of learning English as a Foreign Language (EFL), listening exercises are usually structured based on students' proficiency levels and cover various types of spoken texts such as conversations, monologues, interviews, news, or speeches. The goal is not only to improve comprehension, but also to build listening fluency, increase sensitivity to natural language patterns, and prepare students for real communication situations (Selvi, 2024).

b. Types of Listening in Learning

In the context of learning, commonly discussed types of listening include several specific categories such as selective listening, intensive listening, comprehension listening, critical listening, interactive listening, and discriminative listening. Selective listening involves focusing on a particular part of a recording or lecture - such as looking for answers to specific questions. Intensive listening demands attention to small details in a dialog or monologue to understand language structure and vocabulary. Comprehension listening is broader, emphasizing understanding the overall content of the text. Critical listening is used when students are asked to assess information distinguishing between fact and opinion with a critical attitude. While interactive listening involves mutual engagement, such as in group discussions, and discriminative listening is the ability to distinguish phonetic elements, intonation, or accents of speakers (Choeurn Chanratana, 2024).

c. Listening Objectives

Listening is one of the fundamental skills in language acquisition, and its development plays a critical role in overall communicative competence. In the context

of English as a Foreign Language (EFL), listening objectives are essential in guiding both instruction and assessment. These objectives refer to the specific learning outcomes that students are expected to achieve as a result of engaging in listening activities. Listening objectives are categorized into three main domains: factual, inferential, and critical comprehension.

Factual listening objectives focus on the ability to understand explicitly stated information in spoken texts. These include details such as names, dates, times, places, or specific events. For instance, after listening to a conversation or a short news report, students may be asked to identify who is speaking, what happened, or where an event took place.

Inferential listening objectives, on the other hand, involve the ability to deduce meaning that is not directly stated. This includes recognizing the speaker's tone, intention, or emotional state, as well as making logical assumptions based on the provided information.

Lastly, critical listening objectives require learners to analyze, evaluate, and judge the content of what they hear. This may involve distinguishing between fact and opinion, identifying bias, or assessing the reliability of the speaker. Critical listening enhances students' higher-order thinking skills and prepares them for more advanced academic and real-world listening tasks (Qasserras, 2025).

2.2 Previous Study

Table 2.21

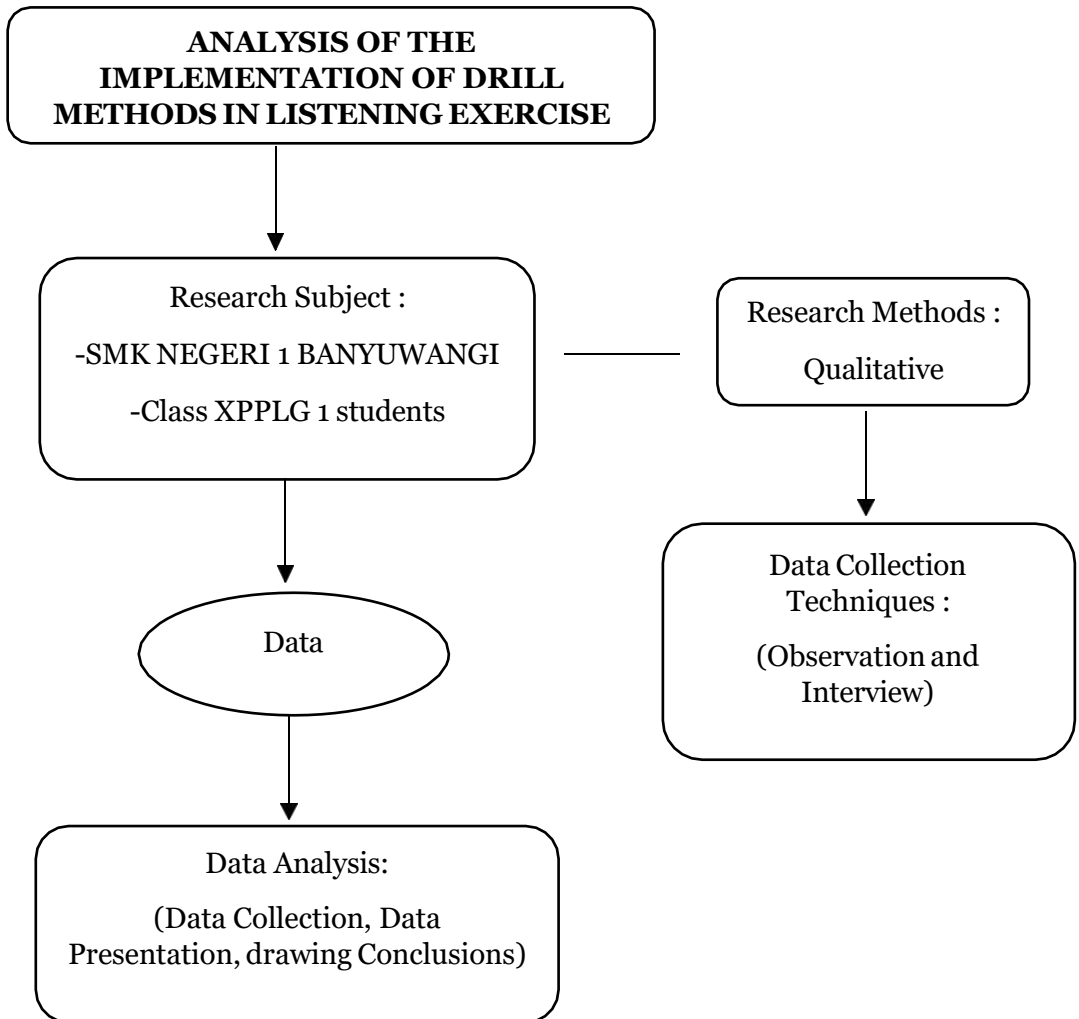
No	Name, Year	Research Title	Equality	Difference
1	Yunda Rizki Dewi Aprilia (2024)	The Effect Of Drill Learning Method Assisted By Audio Media On Students Sbdp Learning Outcomes In Grade V	The object of the study was the same, namely the influence of the Drill learning	On different case study objects

		Sdn Sukarame	method with audio media.	
2	Fikri Haikal (2024)	Application Of Drill Method Using Picture Media To Improve Learning Outcomes Of Lampung Language Grade Iv Sdn 1 Sukamulya Sukau West Lampung	Application of the Drill method in improving language learning outcomes	Using image media as a tool to improve learning outcomes
3	Sabrina Fithia (2024)	Application Of Drill Method Using Audio-Visual Media To Improve Students Understanding Of Tajwid Learning At Tpa Darul Falah Banda Aceh	Both affect listening	Using audio-visual media
4	Hery (2024)	Improving Technology Based Toeic Test Skills For Students At Smkn 1 Labuhan Maringgai, East Lampung	Together we improve the English language comprehension of vocational school students	Do not use Drill Media
5	Suprayogi (2022)	Toeic Training In The Listening Section For Studens Of Lampung Aviation Vocational School	Providing English language understanding and skills to students	Do not use Drill media

2.3 Research Flow

The research flow of thought was built with the aim of conducting research actions and explaining how the use of certain learning media by students has an impact on TOEIC-based listening practice. This study will analyze the use of drill media in

TOEIC-based listening practice at SMK NEGERI 1
BANYUWANGI.



Source: Resourcher

CHAPTER III

RESEARCH METHODS

This research used a qualitative descriptive approach. In this research method, two words are used: method and research. Method comes from the Greek word “methodos”, which means “a way or path to achieve a goal or target in a problem,” and “research”, which means “a way that is used rigorously, systematically, perfectly, and using certain methods to achieve a goal.

3.1 Types of research

Researcher use qualitative descriptive research because they want to describe the problems and situations that exist in the field. Qualitative research is a research method that aims to understand a particular phenomenon or context through a descriptive and interpretive approach. The main focus is on an in-depth understanding of the meanings, perceptions, and contexts that involve participants in the situation being studied (Bahiyah & Gumiandari, 2024).

The focus of this study is to collect data and information about the Analysis Of The Implementation Of Drill Methods In Listening Exercisat SMK NEGERI 1 Banyuwangi. The description is written in accordance with the research procedure.

3.2 Location and Time of Research

Selection of SMKN 1 Banyuwangi specifically in the learning context is because students in this school are accustomed to practice and technology-based learning models, so the application of drill media in listening exercises is easier to integrate. In addition, in English learning, listening is often a challenge for students due to limited intensive practice. With supporting facilities and the need for students to master oral communication skills in the world of work, drill media is the right method to help improve students' understanding and absorption of listening material.

This research was conducted offline at SMK NEGERI 1 BANYUWANGI Jalan Wijaya Kusuma No. 46 Mojopanggung

Banyuwangi. The research was conducted offline because it is more effective and efficient.

3.3 Presence of Researcher

In this study, the researcher acts as the main instrument in data collection and analysis. The researcher is directly involved in the process of observation, interviews, and documentation to obtain in-depth data on the use of strategies in working on the Drill Method in Listening questions by high school students.

As a student of the English Language Education study program, the researcher has a basic understanding of English language teaching and TOEIC listening skills. This allows the researcher to interact effectively with participants, understand the research context, and analyze data using qualitative methods.

In addition, the researcher attempted to maintain objectivity in this study by implementing data triangulation and recording personal reflections in a research journal to avoid bias. The presence of the researcher at the research location was carried out periodically according to a schedule agreed upon with the participants, to ensure maximum involvement in data collection.

3.4 Informants Study

An informant is someone who provides information in research through interviews. An informant is a person or person who provides information that becomes a source of data in the research of the informant.

Researchers choose informants who are believed to be able to provide the information they need. Researchers use primary informants and key informants in this study. Primary informants are people who are directly involved in the social interactions being studied, while key informants are people who researchers believe can provide information relevant to the study. The following primary and key informants :

1. Key informants:

a. Students of class X PPLG 1 STATE VOCATIONAL SCHOOL 1 BANYUWANGI

Students in class X PPLG 1 were chosen because they are new learners who are in the early stages of mastering basic English competencies, including listening skills. This class also has representative characteristics in terms of variation in language ability and adaptation to technology-based learning media, which is relevant to drill media. In addition, PPLG (Software and Game Development) majors are very familiar with the use of technology, so they are more responsive and trained to use digital media in the learning process. This provides relevant data to assess the effectiveness of the application of drill media in the context of listening learning.

b. Mrs. Tri Sukes, S.Pd

Mrs. Tri Sukes, S.Pd was chosen as an informant because she is an English teacher who teaches directly in class X PPLG 1 and has experience and a deep understanding of student learning conditions, including the approaches used in teaching listening. As an educational practitioner who interacts directly with students in the context of teaching English, her views are very important to gain insight into the effectiveness, challenges, and student responses to the application of drill media in listening learning.

3.5 Data and Data Sources

Data is a collection of facts, figures, texts, images, or recordings that are collected and used as the basis of analysis to answer research questions-both quantitative (e.g., test scores) and qualitative (e.g., interview transcripts) data. The data source is the origin or place where the data is obtained. Based on the research methodology, data sources can be classified into two: primary (original data collected directly from respondents through tests, interviews, observations) and

secondary (pre-existing data, such as documents, journal articles, or archives).

In this study, the data includes listening test results, observation notes of drill sessions, and transcripts of teacher and student interviews. Data sources consisted of PPLG 1 grade X students and English teachers as primary sources-because their direct interaction provided actual data-as well as supporting documents such as curriculum or related literature to complement those from secondary sources (Nadia Shiddiqui, 2020).

3.6 Data Collection Procedure

To make it easier to collect field data, researchers use the following data collection methods:

a. Interview

Interviews are a data collection technique that involves direct interaction between researchers and respondents, where researchers ask questions to dig up in-depth information about the topic being studied. This technique allows researcher to understand respondents' perspectives, experiences, feelings, or opinions in more detail. Interviews are often used in qualitative research, especially when researchers need more subjective and detailed data. There are several types of interviews that can be used according to research needs, namely (Rosyid, 2022). Everything the subjects (respondents) tell the researchers is true and can be trusted because they are the people who know themselves best.

The process of the interview stage in the research began with the preparation of a list of open-ended questions that focused on the experiences and opinions of students and teachers regarding the use of drill media. The researcher then scheduled a suitable interview time with the school and conducted face-to-face interviews with the students of class X PPLG 1 and the English teacher, Mrs. Tri Sukes, S.Pd. Each interview session lasted for 30-45 minutes.

During the interviews, the researcher dug deeper with follow-up questions to obtain more detailed information about the effectiveness of the drill media, the obstacles faced,

and the teaching strategies applied. Data from the study, such as whether the disadvantages and advantages of the drill method in training will affect students. After the interviews were completed, the researcher transcribed the recordings and categorized the data according to the research themes.

b. Observation

Observation is a data collection technique that not only measures the attitudes of respondents (interviews and questionnaires) but can also be used to record various phenomena that occur (situations, conditions) (Romdona, 2025).

Observation is a method of collecting data through direct observation, phenomena, or behavior in the field. This technique allows researchers to observe and record what they see in real situations, without intervention or change from the researcher (Wani et al., 2024). In qualitative research, observation is often used, especially when researchers want to understand the social context or behavior naturally. Researcher observations are also balanced with the informant interview process.

The process of the observation stage in the research begins with determining the focus of observation, namely listening learning activities that use drill media in class X PPLG 1 SMKN 1 Banyuwangi. Researchers make direct observations during the learning process to observe how the drill media is applied by the teacher and how students respond and engage during practice.

Observations were conducted systematically using a pre-prepared observation sheet, covering aspects such as teaching methods, media use, teacher and student interactions, and students' concentration levels. During the observation, the researcher recorded all important things in detail without interrupting the teaching and learning process. After the observation is complete, the data collected is then analyzed to see the effectiveness of using drill media in improving students' listening skills and identifying obstacles that arise during the learning process.

3.7 Validity of Data

Data validity in this study refers to the extent to which the data collected truly reflects the conditions and phenomena being studied, namely the application of drill media in listening exercises. In order for the data obtained to be valid and reliable, researchers use several validation techniques (Mohammad Hossein Jarrahi, 2024).

First, member checking is done by confirming the results of interviews and observations with informants (students and teachers) to ensure that the researcher's interpretation is in accordance with their actual intentions and experiences. For example, after the interview transcript was completed, the researcher asked the informants to check again whether the contents of the transcript were accurate and there were no misunderstandings.

Second, triangulation of data sources is applied by collecting data from various sources, such as interviews, direct observation of the learning process, and documentation (e.g. teacher notes or curriculum). This aims to test the consistency of the data so that the findings become stronger and do not only depend on one type of data.

Third, the researcher provides a detailed contextual description of the research location, student characteristics, and learning conditions. This helps improve transferability, which is the reader's ability to understand whether the results of this study are relevant and applicable in other contexts.

Fourth, researcher systematically record the entire research process, from data collection to analysis. By applying these techniques, this research can produce valid and reliable data.

1.8 Analysis Data

The stages in this research are divided into three stages, including:

1. Pre-Field Stages

The preparation process before going into the field consists of preparing an initial design and managing a research location permit. In addition, the researcher will investigate the analysis and observation process of various learning techniques in class X PPLG 1 at SMK NEGERI 1

BANYUWANGI. Through websites, online media, and previous research, this information is obtained from various current research literature. Field Implementation Stage: At this stage, the researcher studies the research context, goes to the location, and actively participates in data collection through observation, interviews, and documentation.

2. Field Implementation Stages

At the implementation stage in the field, researchers explore the research context, start entering the location, and actively participate while collecting data through observation, interviews, and documentation.

a. Data Analysis Stages

Data analysis was conducted simultaneously with data collection at the research location. Based on data analysis, researchers made conclusions about the research and compiled a report.

CHAPTER IV

FINDING AND DISCUSSION

4.1 Research Finding

The purpose of this study is to determine the weaknesses and advantages of applying the drill method to listening exercises at SMKN 1 Banyuwangi. The researcher observed students' behavior during the listening exercises. Based on the results of research conducted at SMKN 1 Banyuwangi, several advantages and disadvantages were found in the application of the drill method in listening exercises.

In terms of advantages, the drill method helps students improve their absorption and accuracy in understanding listening material because repetitive exercises can strengthen memories and familiarize students with frequently used language patterns. Students also feel more focused because drill activities are structured and accompanied by clear audio playback. In addition, teachers stated that this method is effective for establishing a learning rhythm and improving students' response to spoken instructions in English.

However, this study also revealed some shortcomings, including the boredom experienced by students due to the continuous repetition of the same material. Some students also felt less challenged because the drill method tends to be passive and lacks the creative aspect of learning. Teachers realize that if this method is used singularly without variation, then students' learning motivation can decrease. Therefore, although the drill method provides positive results in forming good listening habits, it is necessary to combine it with other methods so that listening learning becomes more interesting and effective.

4.1.1 Field Data Overview

State Vocational High School 1 Banyuwangi is located at Jalan Wijaya Kusuma No. 46, Mojopangung Village, Giri Subdistrict, Banyuwangi Regency, East Java Province. SMKN 1 Banyuwangi is under the auspices of the Banyuwangi Regency Government. The school has also experienced rapid development in terms of school buildings, workforce, and school

staff, as well as complete and adequate facilities and infrastructure.

SMKN 1 Banyuwangi offers majors in several fields of expertise, namely Business and Management, Tourism, Information and Communication Technology, Fine Arts and Crafts, and Performing Arts. There are also several competency programs, such as MPLB, Institutional Accounting and Finance, Marketing, Hospitality, PPLG, BDP, TJKT, DKV, Dance, and Culinary Arts.

This school also has several facilities that support student learning activities, such as theory rooms, practice rooms, multipurpose rooms, a library, extracurricular rooms, a mosque, and an auditorium to create a comfortable and effective learning environment. In terms of teaching staff, SMKN 1 Banyuwangi has competent, expert, and experienced teachers and staff in their respective fields. The administrative staff at this school also provide crucial support for the smooth operation of daily activities.

4.1.2 Field Data Verification

a. Advantages of the Drill Method in Listening Exercise

Based on observations in the classroom and interviews with several English teachers, a number of advantages of applying the drill method in listening exercises were found. During the observation, the researcher noted that students showed improvement in understanding the audio played after several drill sessions. When the audio was first played, some students appeared confused and unfocused. However, after repetition, students began to show improvement in listening accuracy and understanding the content of the audio.

This is in line with the statement of Mrs Kesi said, *“With repeated practice, students become more sensitive to sounds and intonation in English. They begin to recognize patterns that were previously difficult to understand.”* The teacher believes that the drill method is very effective in familiarizing students with the structure and rhythm of English, which is often a barrier to listening comprehension.

Additionally, observation results indicate that some students are able to imitate pronunciation from audio recordings more accurately after several repetitions. In practice, students not only listen but also repeat sentences together.

This supports the statement made by Mrs. Citra, who said, *“When students continuously imitate recordings of native speakers, their pronunciation gradually becomes clearer and closer to that of a native speaker. This is particularly helpful for beginners.”*

In terms of vocabulary mastery, researchers noted that many students began to recognize and reuse vocabulary that frequently appeared in previous exercises. This was reinforced by teachers' opinions, who said, *“When they hear the same word repeatedly in different contexts, it automatically sticks in their memory. Even unconsciously, they can use that word in speaking.”*

Overall, the drill method is deemed compatible with the Merdeka Curriculum, which emphasizes active and reflective learning. *One teacher concluded, “If designed creatively, drills aren’t monotonous. They can actually serve as a medium to sharpen students’ critical thinking skills while improving their listening abilities.”*

Thus, both the observation results and teachers’ perceptions indicate that the drill method contributes positively to the development of students’ listening skills.

b. Disadvantages of the Drill Method in Listening Exercise

In addition to its various advantages, the application of the drill method in listening exercises also reveals several weaknesses, as observed in classroom settings and as expressed by the teachers interviewed.

During the observation process, the researcher found that although students showed improvement in their mastery of sentence forms and patterns, some of them began to show signs of boredom when the exercises were repeated with similar formats and materials. Some students appeared unenthusiastic,

especially when asked to repeat the same audio segment for the third or fourth time.

Mrs Kesi statement reinforced this: *“If it's repeated too often, students get bored. They feel like they're just memorizing without truly understanding the context.”* According to the teacher, drill is indeed effective for developing habits, but if not varied, students may lose interest in learning.

In addition, the drill method is considered ineffective for students with learning styles that require visual or interactive contexts. Teachers stated, *“Some of my students are visual or kinesthetic learners. If they only listen and repeat, they quickly become tired and have difficulty absorbing the material.”* Observations also support this: students who are accustomed to learning with pictures, movements, or group discussions seem to have difficulty maintaining focus in monotonous drill sessions.

Another weakness identified is students' dependence on the same patterns or formats. Mrs Citra mentioned, *“They can answer drill questions well, but when given questions with different formats or new contexts, they get confused.”* This indicates that in some cases, the drill method does not encourage the transfer of understanding to new situations.

Thus, the results of the researchers' observations and teachers' perceptions show that although the drill method has its benefits, its use needs to be balanced with other methods so that students do not become bored, remain active, and are able to understand the material more deeply and contextually.

The results of the research are presented and analyzed to answer the research questions regarding the advantages and disadvantages of drill-based learning in listening practice through drill-based learning. To convey the results, the researcher used observation results, interviews, and document analysis to provide an overview of the data. Furthermore, the researcher described, elaborated, and interpreted the data comprehensively. Description of listening practice using the drill method at SMKN 1 Banyuwangi.

Preparation of learning materials: Teachers must prepare teaching tools and materials so that students are well prepared before learning activities begin.

The following tools are used for learning:

- 1) Learning objectives: after receiving listening materials, students are expected to be able to write down what they have heard using the drill method.
- 2) Learning Materials.
- 3) Teachers should pick the right teaching methods and models for their classes so students can easily understand the material.
- 4) Media and Learning Resources: Use appropriate media and resources that are truly necessary for learning so that students are interested and motivated to participate in learning, such as laptops, books, and projectors.
- 5) Assessment includes Cognitive Assessment: Tests students' comprehension in listening exercises, followed by Project Assessment: skills, language, and presentation Attitude Assessment: Teamwork, responsibility.
- 6) Implementing while-listening teaching

Implementation of the advantages and disadvantages of applying the drill method in listening exercises based on observation results.

The application of the drill method in listening exercises shows various significant advantages in improving students' listening skills. Through repeated practice, students become more familiar with the pronunciation of English words and intonation patterns used in real communication contexts. This helps improve memory of vocabulary and sentence structure. In addition, the drill method also trains students' concentration and speed of capture in understanding information conveyed orally, because they are required to listen in focus for a fairly intensive time. Structured and repetitive exercises also encourage students to be active in imitating and responding to listening materials, thus creating a more dynamic learning process.

However, the application of the drill method also has some drawbacks. Its repetitive nature can cause boredom in students, especially if the material or approach is not varied enough. Some students with more creative or reflective learning styles find it difficult to engage optimally, as this method emphasizes memorization and mechanical repetition. In addition, an effective application of the drill method requires the support of adequate audio equipment and sufficient time in each learning session. If not supported by good facilities and time management, then the results of listening practice with this method can be less than optimal. Therefore, in its implementation, teachers need to balance the use of the drill method with other approaches that are more communicative and contextual so that listening learning becomes more varied and interesting.

In this study there are also stages in the learning process such as pre activity, main activity and post activity.

Meeting 1: First Material Delivery

1. Pre-Activity:

The learning activity begins with the teacher warmly greeting the students, inviting them to pray together, and checking attendance. After that, the teacher gives a short ice breaker by asking students' experiences in listening to songs or watching movies in English, in order to build a fun and familiar classroom atmosphere. Next, the teacher conveys the basic competencies and learning objectives to be achieved today. To increase the spirit of learning, the teacher also motivates students by explaining the importance of listening skills in everyday life and in facing English exams.

2. Main Activity:

The teacher continues the lesson by explaining the basic strategies in understanding listening comprehension material. These strategies include recognizing keywords, understanding context through intonation and expression, and capturing specific information and main ideas in conversations. After that, the teacher played a short audio containing daily conversations. Along with playing the audio, the teacher displayed a part of the transcript and appointed some students to match the audio

content with the corresponding part of the transcript. This activity is followed by a discussion between the students and the teacher on the meaning of the expressions in the audio, as well as strategies that can be used to effectively understand the content of the conversation. To conclude this session, the teacher gave examples of the types of questions that often appear in listening comprehension questions.

3. Post-Activity:

To review students' understanding of the material that has been learned, the teacher asks several questions and invites students to answer them in turn. After that, students are asked to summarize the key points of today's learning as a form of reflection. As homework, the teacher asks the students to find five new vocabulary words from English songs or movies, then record the meaning of each word. At the end of the lesson, the teacher closes the class by motivating students to continue practicing their listening skills by actively listening to English content outside the classroom environment.

Meeting 2: Listening Exercise (Overlapping Sentences)

1. Pre-Activity:

The lesson begins with the teacher greeting the students warmly and asking about the assignment given in the previous meeting. The teacher then conducts a brief review of the basic strategies in listening. Next, the teacher explains the purpose of today's activity, which is to practice listening skills in detail through practicing overlapping sentences. The teacher also shows the format of the questions that will be used and provides examples and explanations on how to answer them.

2. Main Activity:

Students are given a question sheet containing sentences with missing parts. The teacher plays the audio twice. On the first playback, students are asked to just listen and note down the keywords they catch. On the second playback, students fill in the blanks based on what they hear. After the audio is finished, students discuss in small groups to compare answers. The

teacher then discusses the questions with the whole class, points out the parts of the audio that correspond to the answers, and gives feedback on common mistakes, such as errors in capturing numbers, vocabulary, or pronunciation.

3. Post-Activity:

Students reflect on the difficulties they experience during the listening process. The teacher then gives tips to overcome these difficulties, such as taking notes while listening and focusing on keywords. The teacher closes the activity by summarizing today's learning and giving appreciation to active students. As an assignment, students are asked to find examples of fill-in-the-blank listening questions from the internet, such as from YouTube or other learning platforms.

Meeting 3: Second Lesson

1. Pre-Activity:

The lesson began with the teacher greeting the students warmly to establish a comfortable and engaging classroom atmosphere. The teacher then invited students to reflect on their experiences during the previous exercise by asking how they felt and what challenges they encountered. Following this, the teacher reviewed some important points regarding the *overlapping sentences* question type, highlighting common mistakes made by students in the previous session. This review aimed to correct misunderstandings and strengthen foundational comprehension. The teacher then introduced the focus of the day's lesson: enhancing students' ability to identify the main idea, implied information, and make inferences from spoken texts.

2. Main Activity:

In the core activity, the teacher began by explaining how to identify the main idea, supporting details, and draw inferences from spoken language. The teacher then played an audio recording of a more complex narrative conversation or a short monologue to provide a higher level of listening challenge. Students were instructed to take note of key points rather than attempting to write down every word. After listening, the teacher

posed several critical thinking questions, such as: *What is the main topic of the conversation? What conclusions can be drawn? Who is likely to disagree in this conversation?* These questions were designed to stimulate analytical thinking. A guided discussion followed, where the teacher and students shared and discussed their answers openly to develop deeper analytical and reflective listening skills.

3. Post-Activity:

During the closing segment, students were asked to share which listening strategies had been most helpful to them. The teacher then distributed a worksheet designed to help students summarize the audio they had just heard, reinforcing their understanding. Before ending the session, the teacher provided a brief preview of the type of questions that would be introduced in the next meeting. The class concluded with motivational feedback and a reinforcement of the importance of critical thinking in developing effective listening skills.

Meeting 4: Listening Exercise (Multiple Choice)

1. Pre-Activity:

The session started with the teacher greeting the students and briefly reviewing the listening strategies taught during the previous three meetings. The teacher then introduced the format of multiple-choice questions that would be used for that day's practice. By providing examples, the teacher explained how to approach such questions, particularly focusing on the technique of eliminating incorrect answers. It was emphasized that the purpose of this exercise was to assess the students' overall understanding of the listening material covered so far.

2. Main Activity:

Students were given a set of multiple-choice listening questions. The audio was played once to train their initial focus and comprehension. It was then played a second time while students attempted to answer the questions. Afterward, students were invited to discuss each question, either individually or in

pairs. The teacher facilitated an open discussion, clarifying the correct answers by referring to specific parts of the audio. Students were also encouraged to justify their chosen answers, promoting the development of their reasoning and argumentation skills.

3. Post-Activity:

In the final part of the session, students were prompted to reflect on their progress throughout the four meetings. The teacher provided overall feedback on the class's achievements and encouraged students to make personal commitments to continue improving their listening skills, such as by watching 15 minutes of English-language videos daily. The session ended with words of appreciation for the students' active participation and consistent effort throughout the lessons.

A. Summary of Findings on the Application of the Drill Method in Listening Exercise

TABEL 4.1
Student scores in listening to analytical expository texts

NO	NAMA	I	II	SCORE
1	ARJUNA HANJAYA M.S	56	54	55
2	ANGGUN PRASETYA AZZAHRA	68	59	63,5
3	ELLENA TERRISAN PURNOMO	76	68	72
4	DAFFA AL BARRA GHANI	56	81	68,5
5	AURA JULIA P.	52	59	55,5
6	AMELIYA PUTRI	64	55	59,5
7	ALVY ANDINI NAYLA	70	59	64,5
8	ABIANCA VALZA MARZA	70	56	63
9	AIRA ANDINA DIEKA	78	56	67
10	ASTI AULIA KASIH	76	56	66
11	DAFA ANDERIYA	68	59	63,5
12	DINA YULIA N.	52	29	40,5
13	ANDIKA HAMZAH	60	50	55
14	ALFINA RAFAEL	56	50	53
15	DAFFA RIZKI	60	59	59,5
16	DIMAS JAYA	56	63	59,5
17	DESWITA AZZAHRA YAHYA	62	66	64

18	ARHAN RIFKI FAUZAN	74	66	70
19	DESHILVA BINTANG S	60	62,5	61,2
20	ALVIN ADITYA N	76	62,5	69,2
21	DYLAN ADI D.	84	86	85
22	AMEYLDA EKA TSURAYA	72	59	65,5
23	DINDA PRABUSTI	60	62,5	61,2
24	FACHRY EL SYAHRI Z.	92	80	86
25	FAIRUZ EMIR ALFIANSYAH	80	68	74
26	AMANDA EKA PUSPITASARI	68	86	77
27	DAFINA MAIZA WILLY PUTRI	60	59	59,5
28	DINDA YUSRIAH	68	51	59,5
29	ARINA MAYANG FAUNA	48	34	41
30	DINDA DWI LESTARI	60	56	58
31	CHANTIKA KUMALASARI	60	63	61,5
32	DEWI BERLIAN APRILIA	58	51	54,5
33	ANA RIKA UMMATUS	58	52	55
34	CIKA ZAHROTUS SYIFA	78	77	77,5
35	DIKA HARIYANTO	52	59	55,5
36	AKSHAY ALIZAR MIRZA	80	70	75
37	ALVINO	50	87,5	68,7

The percentage formula used to analyse test results, as in (Heaton, 1989):

Maximum score = 2 components: 2

Based on the students' scores in listening to analytical exposition texts, the implementation of the drill method shows several strengths and weaknesses. The data indicates that the drill method had a positive impact on some students, as reflected in the improvement of their scores from the first to the second exercise. For example, students like Daffa Al Barra Ghani, Amanda Eka Puspitasari, and Alvino demonstrated significant progress. This suggests that repeated listening practice through drills can help students better understand the content and become more familiar with the structure of listening tests. Moreover, this method supports learning consistency and is particularly effective for students with an audio-lingual learning style, who benefit from repetitive and structured exposure to language.

On the other hand, the drill method also presents several limitations. Not all students experienced noticeable improvement; some, such as Dina Yulia N. and Arina Mayang Fauna, showed declining or consistently low scores. This implies that the drill method may not be equally effective for all learners, especially those who require more varied or personalized instructional approaches. Additionally, the drill method tends to be monotonous and heavily focused on memorization, which can reduce students' motivation and engagement over time. Its lack of flexibility in addressing diverse student abilities further highlights its limitations. Therefore, while the drill method can contribute to developing listening skills, it should be complemented with more interactive and adaptive strategies to maximize learning outcomes for all students.

Based on interviews with several students, various responses were obtained regarding the application of the drill method in listening exercises:

A student named Amanda Eka Puspitasari stated, "The drill method helps me get used to listening questions. Because it is repeated often, I can understand the words in the audio more quickly."

"I felt more confident during the second practice because I was already familiar with the same types of questions. This method is good for strengthening memory and initial understanding." According Daffa Al Barra Ghani.

This is in line with the exercise score data, which shows an increase in scores. However, not all students find this method effective. Arina Mayang Fauna, for example, said, "Drill exercises are too boring because they are always the same, so I am not motivated to study."

"The drill method doesn't really help me because I prefer explanations or discussions. If I just hear the same thing over and over again, I get bored quickly," said Dina Yulia N.

This shows that the application of the drill method still has weaknesses that teachers need to consider.

4.1.3 Student Performance in Listening Skills

Student performance was assessed based on two listening sessions. The scores from these sessions are presented in Table 4.1.2. The average improvement suggests that the drill method helped many students increase their comprehension and familiarity with listening tasks.

Interpretation of Students' Scores Improvement:

Based on the test results from two listening sessions, it can be seen that the majority of students experienced an increase in their listening scores. For example, students such as Daffa Al Barra Ghani (from 56 to 81), Dylan Adi D. (from 84 to 86), and Amanda Eka Puspitasari (from 68 to 86) showed significant improvement. Although a few students experienced fluctuations or decreased performance, overall, the results indicate that repetitive practice through the drill method had a positive impact on students' ability to understand and respond to listening tasks. This improvement supports the idea that structured and repeated listening exercises can enhance listening comprehension over time.

4.1.4 Student Attitudes Towards the Drill Method

Most students showed positive attitudes, such as increased motivation, improved confidence, and reduced anxiety. However, some admitted to feeling bored and less challenged.

The following is a summary of student responses to the method.

Table 4.2
Several Attitudes Towards Students

No	Student Attitudes	Explanation
1	Interested in learning	Most students showed a high level of interest
2	Learning motivation	Motivation increased due to repetitive practice
3	Self-confidence	Students felt more familiar with the question and audio

		formats
4	Boredom	Some students admitted to feeling bored by the repetition
5	Listening anxiety	Drill practice helped reduce listening anxiety
6	Perception of method effectiveness	Most students rated the method as quite effective
7	Participation during learning	Participation increased when varied materials were used
8	Awareness of strategies	Students started recognizing patterns and solving technique

4.1.5 Teacher Evaluation of Drill Method Implementation

Teacher evaluation in the application of the drill method in listening exercises in the teaching and learning process:

The evaluation of teachers' performance in applying the drill method in listening skills training was conducted through a series of data collection techniques, namely direct observation during the learning process, in-depth interviews with teachers and students, and analysis of documentation related to the implementation of learning activities. This evaluation aims to provide a comprehensive overview of how effectively teachers are able to design, implement, and evaluate the drill method in the context of listening instruction. Additionally, through this evaluation, it is hoped that teachers' success in enhancing students' ability to understand spoken information can be identified, as well as any challenges that may arise during the implementation of the method. Thus, the results of this evaluation can serve as a basis for improving and developing more appropriate learning strategies in the future.

Teacher Evaluation in teaching listening exercise use drill method, namely:

Table 4.3
Teacher Evaluation in Teaching

Aspect	Indicator	Findings	Notes/Comments
Lesson Planning	Clear objectives and drill-based material	Structured and aligned with goals	Could add more varied content
Instruction Delivery	Clear explanation and modeling	Instructions were well-understood	More visuals/examples would help
Use of Drill Method	Consistent drill practice	Effectively applied with repetition	Risk of student boredom if not varied
Student Engagement	Active participation	Good initial response	Decreased when material became repetitive
Feedback	Timely and relevant correction	Oral feedback after each task	Needs more personalized feedback
Media/Technology Use	Effective use of audio tools	Clear and consistent audio	Consider using digital tools/apps
Assessment	Aligned with practiced skills	Matches listening tasks	Could include reflective elements
Student Progress Observable improvement	Observable improvement	Notable progress over sessions	Suggest peer/self-assessment too
Teacher Reflection	Adjustment based on classroom experience	Teacher noted strengths and	Open to combining with other methods

		limitations	
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Teachers actively help each student and provide constructive feedback on their work. This has a positive impact on students' desire to learn and their engagement in the learning process.

However, the evaluation results show that there are still some areas that need improvement. One of them is time management when starting listening exercises and limitations in the use of digital learning media. Limited facilities and poor use of technology in the learning process are the causes of this problem.

a. Purpose

The evaluation of learning outcomes from drill-based listening exercises aims to assess the extent of improvement in students' listening skills after repeated practice. It also helps identify students' strengths and weaknesses in understanding spoken information, enabling teachers to provide appropriate feedback. The evaluation results also play an important role in measuring the effectiveness of the drill method in listening learning. Thus, teachers can design follow-up learning strategies that are more suited to students' needs.

b. Result

Based on the results of observations made during the process of applying the drill method in listening exercises, several important findings were found that indicated the effectiveness of this method in improving students' listening skills:

The drill method is one of the learning techniques that emphasizes repetition of material in a systematic and structured manner. In the context of listening learning, this method is considered quite effective because it can train students' memory of vocabulary and sentence structure in English. By listening and repeating the same phrases or sentences repeatedly, students become more familiar with spoken language patterns that are often used. This kind of exercise is also very helpful in

improving the accuracy of pronunciation and intonation because students are trained to imitate the voice of native speakers consistently.

In addition, the drill method can also improve concentration and accuracy in understanding oral information. Repetition encourages students to listen more carefully, thus enhancing their ability to capture details from a conversation or audio text. In practice, this method also helps accelerate students' response to audio stimulus, as drill practice can form automatic response habits in listening and understanding English. Therefore, this method is considered suitable to be applied especially for beginner students who are still in the stage of building basic listening skills.

However, the drill method is not without its drawbacks. One of the main drawbacks is the tendency of this method to be monotonous and boring. Repeating the same exercises over and over again without material variation can reduce students' interest in learning, especially for those with kinesthetic or interpersonal learning styles who prefer interactive and collaborative activities. On the other hand, this method also does not encourage contextual understanding of meaning. Students may be able to imitate sentences precisely, but not necessarily understand their meaning or use in real situations.

Another weakness is that the drill method does not support the development of students' communicative skills. Because the activities tend to be one-way and focused on memorization, students do not have many opportunities to discuss, ask questions, or develop critical thinking skills. In addition, the success of this method is highly dependent on the learning media used. If the audio material available is of poor quality or not suitable for the students' ability level, then the drill exercise can be ineffective. Therefore, teachers need to make modifications and combine methods so that listening learning remains varied, interesting, and meaningful.

Based on the results of the analysis of students' listening skills in several aspects, such as answering multiple-choice questions, then moving on to the stage of filling in the blanks in

the text (expository text), and matching information from the audio with the images.

Students become more actively involved in the learning process, especially in listening practice activities, through learning based on the Drill Method, which is designed to be repeated, showing that using the drill method can improve students' listening skills. The repetitive exercises provided by this method can help students become more familiar with vocabulary, intonation, and sentence structure in the language they are learning. The drill method also encourages students to become more focused and responsive to the audio material presented, which improves their understanding of spoken information.

But also found some weaknesses in the application of the drill method in listening exercises. one of the weaknesses of the drill method in listening practice is that it focuses too much on mechanical repetition without providing space for students to understand the meaning in depth. This causes some students to only be able to imitate the sounds or phrases heard without really understanding the context or message of the audio material. As a result, when facing listening questions that test contextual understanding or inference of meaning, students have difficulty and tend to answer randomly. The lack of variety and communicative approach in the drill method also makes students feel bored and unmotivated to actively participate in learning. This has an impact on low participation and concentration during practice, which in turn has a direct effect on their listening evaluation scores or results, which tend to stagnate or even decrease.

This shows that the application of the drill method in listening exercises is effective in improving students' ability to understand and listen, but it is still necessary to provide some variations in learning to prevent other weaknesses that exist in the drill method.

4.2 Discussion

The discussion covers the interpretation and explanation of what is known about the research problem being investigated, as well as an explanation of new insights gained from the

research results. The discussion also includes the researcher's analysis of the research results.

Students are able to present their writing with a logically structured format, starting with an introduction of the main idea (thesis), followed by strong and relevant arguments, and concluding with a restatement of their position (reiteration). This structure is used variably and appropriately according to the context, thereby enhancing the content of the writing.

This achievement reflects that the drill method has advantages), one of which is that it can improve students' motor skills, such as writing, memorizing letters, making, and using tools. In this case, the drill method can improve students' dexterity and skills, especially in listening. Although the drill method has several advantages, there are also a number of disadvantages that can affect the effectiveness of listening learning. One of the main disadvantages is its monotonous and boring nature because it emphasizes mechanical repetition. This can make students lose interest and motivation to learn, especially if the material is not varied or adapted to the needs of students. Therefore, some variations in the application of the drill method are also very necessary.

The following are some of the advantages and disadvantages in the application of the drill method:

The drill method has a number of advantages in learning listening, especially in forming students' habits to listen and imitate language sounds appropriately. With repeated practice, students become more trained in remembering vocabulary, pronouncing words correctly, and recognizing sentence patterns in English. This approach also helps improve students' concentration and speed in capturing spoken information because they are used to active listening. For beginner students, this method is very useful because it provides a simple but effective practice structure in building basic listening skills.

On the other hand, the drill method also has limitations that need to be considered. Repetitive exercises without variation can lead to boredom, so students' motivation to learn decreases. In addition, this method lacks emphasis on understanding the context and meaning as a whole, because

students are only focused on the form or sound aspect, not the content. As a result, in more complex communication situations, students may have difficulty understanding the message as a whole. The drill method also does not fully support students who have a more active, reflective or collaborative learning style, as the process tends to be one-way and lacks interaction. The effectiveness of this method is highly dependent on the quality of the media used and how the teacher manages time and material variations. Therefore, the application of the drill method should be combined with other more communicative approaches so that listening learning becomes more balanced and meaningful.

In this study, the drill method was used for listening practice. The aim was to train students in listening skills and improve their focus on the material being read. The stages of implementing the drill method are mentioned above (Pawestri, 2021).

In the process of applying the drill method in listening practice, students showed various positive attitudes that reflected active engagement and deep understanding of the material. This method is also an effective way to teach people to develop good habits and maintain them (Faidah Yusuf, 2023).

During the implementation process, students showed varying levels of enthusiasm. Most students responded positively to repetitive exercises because they felt it helped them understand pronunciation and word meanings more deeply. Students who initially struggled to fully comprehend English conversations gradually began to grasp the core information after several repetitions. This indicates that the drill method helps improve understanding gradually.

The discussion also focused on the implementation of the drill method, student responses, its effectiveness in improving listening skills, as well as the obstacles and solutions encountered:

1. Implementation

Observations revealed that teachers implemented the drill method by providing repeated listening activities. Lessons began with an explanation of the topic and key vocabulary, followed by

multiple playbacks of the audio. Students then completed worksheets to extract specific information, and teachers provided direct feedback to correct misunderstandings. This structured repetition helped students become more familiar with listening tasks.

2. Student Responses:
Most students responded positively to the drill-based listening exercises. While some initially felt bored due to repetition, they eventually recognized its value in improving their comprehension. The repeated exposure helped them feel more confident and better prepared to answer listening questions.
3. Effectiveness:
Students reported that the drill method enhanced their memory, concentration, and familiarity with key vocabulary and expressions. Over time, they developed stronger listening habits, such as focusing on keywords and identifying meaning from context. This indicated a noticeable improvement in their listening skills.
4. Weaknesses and Challenges:
Despite its benefits, the drill method also presented several drawbacks. Its repetitive nature sometimes led to student boredom and reduced engagement, particularly for learners who preferred interactive or collaborative activities. Some students struggled to understand the deeper meaning of the audio because the method focused more on form than on content. Additionally, limited access to high-quality audio tools and lack of varied material further reduced the effectiveness of the approach.
5. Solutions:
To address these issues, teachers incorporated short videos, varied audio materials, and interactive exercises to complement the drills. They also encouraged students to practice listening outside the classroom, such as by watching English videos or listening to songs. These strategies aimed to maintain student motivation and create a more engaging learning experience.

This is in line with behaviorist theory, which emphasizes that repetition and habit formation are crucial when learning a language. Drill is considered a reinforcement method that can gradually enhance one's language skills. Although the drill method shows good results, there are several problems when

using it. Among them are students becoming bored due to repetitive exercises and a lack of audio equipment, which can sometimes disrupt the learning process. Additionally, due to differences in students' abilities, teachers must adjust the pace and difficulty level of the material.

Changing how the material is presented, encouraging students to speak after exercises, and using additional media such as short videos are ways teachers address these issues. The goal is to maintain students' enthusiasm and create a more engaging learning environment.

From the teacher's perspective, the implementation of the drill method requires careful planning to match the listening material with students' ability levels and learning goals. Teachers must also be creative to prevent the exercises from becoming monotonous and ensure students remain engaged. Regular evaluation is necessary to measure students' listening development and make appropriate adjustments.

Overall, the drill method has proven effective in improving vocational high school students' listening skills, especially in recognizing sounds, expanding vocabulary, and identifying key information from audio. Repetition helps students become more focused, responsive, and confident. It also fosters learner independence and discipline, as students are encouraged to continue practicing outside the classroom using additional English audio resources.

However, the drill method also has notable weaknesses. Its repetitive nature can lead to boredom and reduced motivation, especially if not varied with more interactive or contextual activities. It may also neglect deeper comprehension, as students tend to focus on memorization rather than understanding meaning.

Therefore, while the drill method supports both skill development and character building, it should be integrated with other approaches to create a more engaging and comprehensive listening learning experience.

CHAPTER V

CLOSING

5.1 Conclusion

Based on the results of research conducted at SMKN 1 Banyuwangi, it can be concluded that the application of the drill method in listening practice has advantages and disadvantages that complement each other. In terms of advantages, this method has proven effective in improving students' listening skills through repeated exercises that strengthen memory and understanding of language structures. Students become more trained in recognizing sentence patterns and increasing speed and accuracy in understanding audio. However, on the other hand, the drill method also has its weaknesses, especially with regard to the level of student boredom due to the lack of variety in learning. Some students find drill to be monotonous and less challenging, resulting in decreased motivation to learn if it is not accompanied by innovation in the presentation of the material. Therefore, although the drill method has good potential in listening practice, it needs to be combined with other more interactive learning strategies so that the learning process becomes more interesting and effective.

In addition to improving technical skills, the drill method also encourages positive changes in students' learning attitudes. Students become more engaged and active during the learning process, show increased focus while listening, and begin to demonstrate independence in learning, such as seeking additional audio sources outside of class as a form of self-directed practice. This indicates that drill is not only effective in cognitive terms but also helps students grow in affective aspects, such as motivation and responsibility for learning.

From the teacher's perspective, the implementation of the drill method went well. The teacher was able to organize drill activities in stages, starting from simple exercises to complex exercises, and provide constructive feedback to students. The

teacher is also very important in creating a supportive learning atmosphere, choosing audio materials that are appropriate to the students' ability level, and adjusting the drill technique so that students do not get bored. Therefore, the teacher's active role in creating varied and interesting learning strategies is greatly influenced by the success of using the drill method.

However, this study also shows that utilizing the drill method requires time and careful planning, as well as student readiness to be consistently involved in repetitive exercises. Therefore, although the drill method has proven effective, there needs to be development in terms of various media, integration of technology, and increased support from the school to achieve more sustainable and optimal results.

Overall, the drill technique may be one of the effective listening learning approaches if implemented in the right way and tailored to the needs of students at the vocational high school level. This study shows that a structured and consistent approach can significantly improve students' listening skills and build a strong language learning foundation for more advanced learning stages.

5.1.1 Theoretical Implications

The findings of this study contribute to the theoretical understanding of how repetitif practice, as emphasized in the drill method, can effectively enhance students listening comprehension skills. The appication of the drill method in listening exercises aligns with behaviorist learning theory, which highlights the role of repetition and reinforcement in language acquisition. Through repeated exposure to spoken language inputs, learners are trained to recognize patterns in pronunciation, intonation, and sentence structure, which leads to improved listening proficiency over time.

This study supports the idea that listening is not only a passive skill but can be actively developed through structured and consistent practice. Furthermore, the findings reinforce the

theoretical perspective that learner engagement, active participation, and immediate feedback-key components of the drill method-are essential for developing listening skills in a foreign language context. Therefore, this research provides theoretical support for the integration of drill-based activities in language learning models that prioritize listening skill development, particularly in secondary-level education.

5.1.2 Practical Implications

This study provides useful insights for English language teachers, particularly those teaching listening skills at the secondary education level. They suggest that teachers can incorporate the drill method into structured, repetitive listening exercises to help students become more familiar with spoken English patterns. By adding drill-based activities, teachers can encourage students to actively participate in audio.

In addition, research shows that drill methods help create a disciplined and focused learning environment that helps students develop good listening habits. Furthermore, to prevent monotony and increase student motivation, educators should consider combining drill methods with a variety of listening materials. Curriculum developers and school administrators should recognize the importance of incorporating practical, skill-based methods such as drills into English language instruction.

5.2 Research Limitations

One of the several limitations that should be noted in this study is that it only involved a small group of students in one school, which cannot be considered as representative of the larger population. Furthermore, because the study only involved a small group of students, the results may not be generalizable to other types of education or levels of students. As a result, the results may not be generalizable to other contexts. Although efforts were made to ensure validity and credibility, bias cannot be completely eliminated. Third, because this study was conducted in a relatively short period of time, it may not be sufficient to observe the long-term effects of the drill method on

listening ability. Therefore, to gain more information about the drill method's effectiveness in listening practice, we should conduct more studies using mixed-method approaches, and using larger sampling and longer periods.

5.3 Suggestions

Based on the research results and conclusions that have been obtained, the author provides several suggestions as follows:

1. For English Teachers

As one of the alternative strategies for teaching students to listen, the drill method is expected to be used by teachers, especially for vocational high school students who need a practical and repetitive approach to understand spoken English material. Teachers must combine the drill method with various learning media, such as dialogue recordings, audio visuals, or technology-based applications, so that learning is not monotonous and interesting for students. In addition, teachers must provide fast and accurate feedback so that students can identify and correct their mistakes instantly.

2. For Students

As learning subjects, students are expected to demonstrate an active and responsible attitude during drill-based listening exercises. This repetitive practice can help students build good listening habits and strengthen their understanding of pronunciation, intonation, and meaning in spoken English. Therefore, students should not only rely on what is taught in class, but also take the initiative to try it themselves. By actively involving themselves in exercises both inside and outside the classroom, students can accelerate the improvement of their listening skills. In addition, students are also expected not to hesitate to ask for help or clarification from the teacher if they experience difficulties during the practice process, so that learning can run interactively and effectively.

3. For Other Researchers

This study has limitations in terms of scope, duration, and methods used. As a result, to obtain a more representative

picture, further researchers are expected to continue this study by including more schools, classes, or student backgrounds. In order for the research results to be more in-depth and comprehensive in terms of qualitative and quantitative data, further research can also use a mixed approach or a mixed approach. Other researchers can also see how effective the drill method is in other language skills, such as speaking or pronunciation, or see how the drill method works with other learning approaches, such as group work, task-based learning, or the use of interactive digital media. Therefore, the contribution of research to the world of education will be even broader because research can offer learning methods that are more diverse, contextual, and in accordance with the needs of students in the contemporary era.

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Riwayat Pendidikan Formal

Jenjang Pendidikan	Tahun Masuk	Tahun Lulus	Nama Sekolah/Perguruan Tinggi	Bidang Studi
TK	2008	2010	TK AL AMIN	
SD	2010	2016	SD NEGERI 5 TEGALDLIMO	
MTS	2016	2018	MTS BALI BINA INSANI	
SMK	2018	2020	SMK DARUSSALAM	TEKNIK KOMPUTER DAN JARINGAN
S1	2021	2025	UNIVERSITAS KH MUKHTAR SYAFAAT	TADRIS BAHASA INGGRIS

Banyuwangi, 26 June 2025

Ifatun Nafi'ah

NIM:2111221015

APPENDIX

1. Guidance Card

NIM	2111221015	
NAMA	IFATUN NAFTAH	
FAKULTAS	TARBIYAH DAN KEGURUAN	
PROGRAM STUDI	SI TADRIS BAHASA INGGRIS	
PERIODE	20242	
JUDUL	ANALYSIS OF THE USE OF EXERCISE DRILL MEDIA IN TOEFL	

No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20242	31 Mei 2025	31 Mei 2025	BAB 5	conclusions
2	20242	30 Mei 2025	31 Mei 2025	Bab 5	research implication, research limitation suggestions
3	20242	29 Mei 2025	30 Mei 2025	Bab 4	revise discussion
4	20242	28 Mei 2025	29 Mei 2025	Bab 4	Discussion
5	20242	26 Mei 2025	27 Mei 2025	Bab 4	revise field data verification
6	20242	25 Mei 2025	26 Mei 2025	Bab 4	revise field data verification
7	20242	24 Mei 2025	25 Mei 2025	Bab 4	revise field data verification
8	20242	21 Mei 2025	22 Mei 2025	Bab 4	Finding Discussion, research finding
9	20242	16 Mei 2025	17 Mei 2025	Bab 3	data validity, data analysis
10	20242	15 Mei 2025	16 Mei 2025	Bab 3	revise data validity,data analysis
11	20242	14 Mei 2025	15 Mei 2025	Bab 3	data and source of data, data collection
12	20242	16 Januari 2025	25 Januari 2025	BAB III	research design, research subject, data and sources of data, data collection, data validity, data analysis
13	20242	14 Januari 2025	15 Januari 2025	Bab 3	data collection, data validity, data analysis
14	20242	08 Januari 2025	13 Februari 2025	BAB II	theoretical review and previous study
15	20242	25 Desember 2024	01 Januari 2025	BAB I	introduction, background research problem, objective, significances
16	20242	19 Desember 2024	24 Desember 2024	pengajuan judul	membuat judul

2. Certificate of Conducting Research



UNIVERSITAS KH. MUKHTAR SYAFAAT
FAKULTAS TARBIYAH DAN KEGURUAN
Blokagung - Banyuwangi

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Nomor : 51.2.12/035.176/FTK.UIMSya/C.3/V/2025

Lamp. : -

Hal : Pengantar Penelitian

Kepada Yang Terhormat:

Kepala SMKN 1 Banyuwangi

Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Universitas KH. Mukhtar Syafaat (UIMSya) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama : Ifatun Nafiah
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Program Studi : Tadris Bahasa Inggris
Alamat : Desa Panjer, Kec. Denpasar, Kab. Denpasar Selatan, Prov., Bali
Dosen Pembimbing : Ridwan, M.Pd.

Untuk dapat diterima melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.

Adapun judul penelitiannya adalah: *"Analysis Of The Implementation Of Drill Methods in Listening Exercise"*

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.



Blokagung, 13 Mei 2025

Dekan

Dr. Siti Aimah, S.Pd.I., M.Si.

NIPY. 3150801058001



PEMERINTAH PROVINSI JAWA TIMUR
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SEKOLAH MENENGAH KEJURUAN NEGERI 1
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BANYUWANGI



SURAT KETERANGAN PENYELESAIAN PENELITIAN

Nomor: 400.3/1337/101.6.7.18/2024

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Jabatan : Kepala SMK Negeri 1 Banyuwangi
Unit Kerja : SMK Negeri 1 Banyuwangi

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Fakultas : Fakultas Tarbiyah dan keguruan
Universitas : Universitas KH. Mukhtar Syafaat Blokagung Banyuwangi
Waktu Penelitian : 19 Agustus 2024- 26 September 2024

Benar-benar yang namanya tersebut diatas adalah mahasiswa yang telah melaksanakan Penelitian di SMK Negeri 1 Banyuwangi-Kabupaten banyuwangi dengan sebaik-baiknya dalam rangka menyelesaikan tugas dan memenuhi syarat mata kuliah laporan PENELITIAN SKRIPSI.

Demikianlah surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Banyuwangi, 27 Mei 2025
Kepala SMK Negeri 1 Banyuwangi
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3. Certificate of free Plagiarism Maximum 25% from the faculty



UNIVERSITAS KH. MUKHTAR SYAFAAT
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SURAT KETERANGAN BEBAS PLAGIASI

Nomor:

Yang bertanda tangan dibawah ini Kaprodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas KH. Mukhtar Syafaat Blokagung Banyuwangi, dengan ini menerangkan bahwa telah dilakukan cek similaritas* terhadap naskah artikel:

Nama : Ifatun Nafi'ah
NIM : 2111221015
Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Jenjang : Sarjana (S.1)

Dengan Hasil : 8%

Demikian surat keterangan ini dibuat untuk dipergunakan sebagai salah satu syarat menempuh ujian sidang artikel.



Banyuwangi, 19 Juni 2025
Kaprodi Tadris Bahasa Inggris
Ahmad Faruk, M.Pd.
NIPY. 3151611058801

Keterangan:

*menggunakan aplikasi Turnitin.

4. Interview Guildines

Guidelines for teacher

- 1) Apakah saya sudah menetapkan tujuan pembelajaran listening yang jelas sebelum memulai latihan drill?
- 2) Apakah materi audio yang saya pilih sesuai dengan tingkat kemampuan dan minat siswa?
- 3) Bagaimana saya menerapkan pengulangan audio secara strategis agar tidak membosankan tetapi tetap efektif?
- 4) Apakah saya sudah memvariasikan jenis drill (misalnya, isian rumpang, pengulangan kalimat, pilihan ganda) dalam latihan listening?
- 5) Apakah saya memberikan instruksi yang jelas dan mudah dipahami sebelum memulai aktivitas drill?
- 6) Apakah saya memberikan umpan balik langsung selama atau setelah latihan drill untuk memperbaiki kesalahan siswa?
- 7) Bagaimana saya mendorong siswa untuk benar-benar aktif dan fokus saat menyimak audio?

Guidelines for student's

- 1) Apakah saya mampu memahami materi audio yang digunakan selama latihan listening?
- 2) Apakah mendengarkan audio secara berulang membantu saya memahami isi audio dengan lebih baik?
- 3) Jenis drill mana yang paling membantu saya meningkatkan kemampuan listening (misalnya: pengulangan, isian rumpang, pilihan ganda)?
- 4) Apakah saya fokus dan memperhatikan secara penuh saat mengikuti latihan listening?
- 5) Apakah saya bisa mengenali kata kunci, ide pokok, atau informasi tertentu saat mendengarkan audio?
- 6) Apakah saya merasa lebih percaya diri dengan kemampuan listening saya setelah rutin mengikuti latihan drill?
- 7) Bagaimana saya merespons umpan balik dari guru setelah melakukan latihan listening?

5. Interview Transcript

Pewawancara:

Selamat pagi, Miss Kesi. Terima kasih sudah meluangkan waktu untuk wawancara hari ini.

Miss Kesi:

Selamat pagi juga! Sama-sama, saya senang bisa berbagi pengalaman.

Pewawancara:

Saya ingin berbicara tentang penggunaan metode drill dalam latihan listening. Bisa diceritakan sedikit pengalaman Ibu menggunakan metode ini saat mengajar?

Miss

Kesi:

Tentu. Saya cukup sering menggunakan metode drill, terutama untuk siswa pemula dan menengah. Metode ini sangat membantu melatih kepekaan mereka terhadap pola-pola dalam bahasa Inggris lisan, seperti intonasi, tekanan kata, dan pelafalan.

Pewawancara:

Menurut Ibu, apa saja kelebihan utama dari metode drill dalam latihan listening?

Miss Kesi:

Salah satu kelebihan utamanya adalah membantu membentuk kebiasaan mendengar secara otomatis. Siswa menjadi terbiasa dengan pola kalimat dan kosakata tertentu, sehingga mereka lebih mudah mengenalinya dalam situasi nyata. Selain itu, metode ini juga meningkatkan rasa percaya diri siswa karena mereka terbiasa mendengar dan mengulangi bunyi-bunyi dalam bahasa Inggris. Metode drill juga cukup efisien secara waktu, karena kita bisa fokus pada keterampilan tertentu dalam waktu singkat.

Pewawancara:

Menarik sekali. Kalau dari sisi kekurangannya, apa saja yang Ibu temui?

Miss Kesi:

Ya, tentu ada kekurangannya juga. Pertama, kalau terlalu sering digunakan, metode ini bisa terasa membosankan bagi siswa. Mereka bisa kehilangan semangat belajar karena merasa terlalu repetitif. Selain itu, meskipun drill bagus untuk pengenalan bunyi, metode ini tidak selalu membantu pemahaman makna secara

mendalam — siswa bisa saja mengenali frasa, tapi belum tentu paham artinya. Kekurangan lainnya, metode ini kurang cocok untuk situasi listening yang autentik, seperti percakapan cepat atau aksen yang bervariasi.

Pewawancara:

Kalau begitu, apakah Ibu masih sering menggunakannya?

Miss Kesi:

Saya masih gunakan, tapi biasanya digabungkan dengan metode lain. Misalnya, setelah latihan drill, saya putarkan audio dari podcast atau video yang lebih natural. Jadi siswa tetap mendapat input terstruktur sekaligus input yang lebih nyata.

Pewawancara:

Itu pendekatan yang seimbang. Adakah saran Ibu untuk guru lain yang ingin menggunakan metode drill dalam listening?

Miss Kesi:

Gunakan secara strategis. Jangan terlalu sering, tapi manfaatkan untuk menguatkan keterampilan tertentu, seperti mengenali pelafalan past tense atau ekspresi umum. Dan usahakan tetap interaktif, misalnya dengan pengulangan bersama, latihan berpasangan, atau pakai lagu — supaya lebih menyenangkan.

Pewawancara:

Terima kasih banyak, Miss Kesi. Penjelasannya sangat membantu.

Miss Kesi:

Sama-sama. Semoga sukses.

6. Research Documentation

Interviewing with English teacher



Implementing Drill Method in Listening Exercise in the class X PPLG



7. Other attachments supporting the research

MODUL AJAR BERDIFERENSIASI

INFORMASI UMUM		
Nama Penyusun	:	IFATUN NAFI'AH
Nama Sekolah	:	SMKN 1 BANYUWANGI
Tahun Penyusunan	:	2024/2025
Fase / Kelas/ Semester	:	E/X/Genap
Kode Modul	:	MA.10.04.BIG
Alokasi Waktu	:	6 JP
Kompetensi Awal	:	Sebelum mempelajari materi yang ada pada elemen menulis-mempresentasikan, peserta didik perlu memiliki kompetensi berikut ini • Asking questions to clarify or follow up information • Asking for the explanation • Asking and giving opinion • Explaining a process
Profil Pelajar Pancasila	:	1. Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia 2. Mandiri 3. Bergotong-royong 4. Berkebinekaan global 5. Bernalar kritis 6. Kreatif.
Sarana dan Prasarana	:	Alat yang dibutuhkan: • LCD Proyektor & kabel • Speaker Aktif • Laptop • Smarthphone/Android Bahan/ ATK: • Boardmarker

		• Marker • Spidol warna • Kertas manila • Sticky note Sumber belajar: • Buku paket kelas X, Modul, Link you tube tentang procedure text Media pembelajaran: • PPT • Video pembelajaran • Internet (Link you tube tentang procedure text) • Gambar terkait procedure text • Whats App Grup • Google Form
Target Peserta Didik	:	Peserta didik yang menjadi target yaitu: • Peserta didik reguler/ tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar • Peserta didik dengan kesulitan belajar: memiliki gaya belajar yang terbatas hanya satu gaya misalnya audio. Memiliki kesulitan dengan bahasa dan pemahaman materi ajar, kurang percaya diri, kesulitan berkonsentrasi jangka panjang, dsb. • Peserta didik dengan pencapaian tinggi: mencerna dan memahami dengan cepat, mampu mencapai keterampilan berfikir aras tinggi (HOTS), dan memiliki keterampilan memimpin.
Program Keahlian	:	PPLG

Moda Pembelajaran	:	<i>Blanded Learning</i> (Luring & Daring)
Pendekatan Pembelajaran	:	Pendekatan Berbasis Tugas (<i>Task-Based Learning</i>), Pendekatan Kontekstual (<i>Contextual Teaching and Learning - CTL</i>)
Metode Pembelajaran	:	Metode Drill

Kegiatan Pembelajaran

Pertemuan Pertama:

Pada pertemuan pertama, guru menyampaikan materi dasar mengenai *listening skill*, khususnya mengenali informasi spesifik dalam teks lisan. Materi disampaikan secara interaktif melalui penjelasan, contoh audio pendek, dan diskusi kelas mengenai strategi mendengarkan efektif. Guru memperkenalkan kosakata tematik yang relevan serta memberikan penjelasan tentang pentingnya memahami konteks dan intonasi dalam teks lisan. Siswa diberi kesempatan bertanya dan mengerjakan latihan ringan sebagai pemanasan.

Pertemuan

Kedua:

Pertemuan kedua difokuskan pada penerapan metode drill melalui latihan *fill-in-the-blank* atau kalimat rumpang. Siswa mendengarkan rekaman audio yang berisi percakapan atau narasi pendek, kemudian diminta melengkapi kalimat rumpang sesuai dengan apa yang mereka dengar. Guru memutar audio lebih dari satu kali secara bertahap, dan siswa diminta mencatat serta memperbaiki jawabannya. Setelah latihan, guru membahas jawaban bersama siswa dan memberikan umpan balik langsung terkait ketepatan kosakata dan pemahaman isi.

Pertemuan

Ketiga:

Pada pertemuan ketiga, guru menyampaikan materi lanjutan mengenai *listening comprehension*, dengan fokus pada identifikasi ide pokok dan informasi rinci. Guru menggunakan media audio dan visual sebagai pemantik, lalu menjelaskan teknik mendengarkan seperti *predicting*, *inferring*, dan *note-taking*. Aktivitas dilakukan secara berkelompok dan individu, agar siswa lebih terbiasa menyimak dengan fokus yang berbeda. Materi ini menjadi dasar bagi latihan selanjutnya.

Pertemuan

Keempat:

Pertemuan terakhir digunakan untuk latihan *listening* berbasis soal *multiple choice*. Siswa mendengarkan beberapa rekaman audio pendek

dan menjawab soal pilihan ganda yang menguji kemampuan mereka dalam menangkap ide utama, detail, dan inferensi dari teks lisan. Guru memberikan pengulangan audio sebanyak dua hingga tiga kali, dan setelah itu membahas setiap soal bersama siswa. Metode drill diterapkan melalui pengulangan dan penekanan pada bagian-bagian penting dalam audio. Siswa didorong untuk menjelaskan alasan memilih jawaban tertentu, agar lebih memahami proses berpikir dalam menyimak.