

# CHAPTER I

## INTRODUCTION

### 1.1 Background

Language, a gift from God which wonderful and mysterious, take mostly of the moment in our life's significantly (Poythress, 2009). Therefore, language is important in human's life as it partakes most of the moments happened in human's life. But human have fall into sin (Genesis 3). After the fallen of mankind, humanity is in state of rebellion against God and it is implying to the way of human think about language where they are no longer acknowledge language as God's gift and misused it (Poythress, 2009). Language needs to be used correctly as what it meant to, which to use the gift of the language to show our gratitude to God and not using it to deceive or to manipulate others. English, one of the international languages, mostly, is just a foreign language for people in Indonesia. Foreign language refers to a non-native language that learned after the native language in an environment of one's native language (Gass & Selinker, 2008) or a language which is not widely used in the learner's immediate social context and usually studied as a requirement in school with no necessary practical application of the language itself for the learners (Saville-Troike, 2012). Lack of usage and understanding of the language lead the researcher to the main issue found in this school, a Christian School in Lampung.

In this school, the students learned English without any practical application of the usage for the language means that English is a foreign language there. Students were having difficulties in learning English because they never use

English on their social interaction with others. Students only have 3 hours and 35 minutes, in total, to learn English in class every week. In class, students could answer the teacher's questions correctly and able to get a good score when they did their exercises. Most of the students were initiative to ask the teacher when they do not know an English word and actively answering the teachers' question. But as the students were given test which contain up to the students' understanding level (C2) questions, students had difficulties in passing the Minimum Passing Grade (KKM), 70, determined by the school for English subject. Students were having difficulties on creating simple sentence using Simple Present Tense which based on the discussion with the researcher's mentor, orally, it might be caused by the conditions where the students directly translated the word into the sentence that they made from Bahasa Indonesia to English and turned it into a grammatically incorrect sentence or the students do not know the English of the word that they used in sentence.

Based on the test result conducted by the researcher in grade VII, there were only 3 students able to pass the Minimum Passing Grade (KKM) out of 16 students in class. For English subject, as a compulsory subject, students need to pass the Minimum Passing Grade (KKM) as one of the requirements for them to be able to move to the next lesson and get promoted to the next grade by the end of the year. The learning objectives which needed to be achieved by the students covered the understanding level (C2) where students needed to be able to create a simple sentence. Through the result and further discussion with mentor teacher, to help the students to achieve the learning objectives and pass the minimum passing grade (KKM) of the students' cognitive achievement, the researcher decided to solve this main issue by

implementing Drill method. Drill method is practice through continuously exercising to get the skills from the science which is learned (Wahyuni, 2016). The practice helps, both the researcher and students, to keep on track on the students understanding towards the lesson showed on the students' cognitive achievement result.

## 1.2 Research Question

The main issue of this research is based on the students' cognitive achievement where students having difficulties in passing the Minimum Passing Grade (KKM), 70, of English subject. Therefore, the researcher tried to implemented Drill Method. Thus, the questions for this research:

1. Is Drill Method able to improve the students' cognitive achievement result of students in grade VII?
2. How does Drill Method improve the students' cognitive achievement result?

## 1.3 Research Purposes

The purposes of this study are:

1. To implement the steps of Drill Method to enhance grade VII students' cognitive achievement in English subject.
2. To enhance grade VII's cognitive achievement result in English subject by using Drill Method.

## 1.4 Explanation of Terms

1. Learning and students' achievement result are related to each other because it is also related with the process of observing, reading, trying, and listening, therefore, the achievement result is showing the improvement of the students where they able to apply what they have learned (Sari N. & Maryatun, 2016).

Students' achievement is any kind of procedure used identify the students' ability to achieve the learning objective and determined to see the students' difficulties on picked subject or on every subject learned by the students through diagnostic, to select students which fulfilled the school's requirement through selection, to determined either the students are able to get to the next grade or not, and to place the students based on their ability or potency (Siregar & Nara, 2010). For this study, the researcher focused on students' cognitive achievement result which related with student's intellectual which divided into six categories; knowledge, comprehension, application, analysis, synthesis, and evaluation (Bloom in Chomaidi & Salamah, 2018). Therefore, students' cognitive achievement is the result of the learning process related to the students intellectual and show how far the students are able to achieve the learning objectives.

2. Purnomo (2014), stated that Drill Method is a teaching method which used repetitive assignment that directly has the students involved with the task and learn how to create, use, and relate the skills that aiming the students' mastery of the skill. Roestiyah (2008) defines Drill Method is a learning process which has the students exercises with many assignments to help students acquire higher skills than what they have learned. Therefore, Drill method is believed able to help the students to acquire the skills of what they learned through the repetitive assignment given.