ENGLISH TRAINING WITH DRILLS AND REPETITION FOR SIMPURSA VILLAGE CORAL CADETS

Satriani¹

Muhammad Hasbi^{2*}

^{1,2} Institut Agama Islam As'adiyah Sengkang, Sengkang, Indonesia

satrianiani200894@gmail.com¹⁾

muhammad.hasby80@gmail.com^{2*)}

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Abstract: The service team provides solutions based on the results of an analysis of the situation and problems faced by partners to increase opportunities for youth members to be immediately accepted to work after completing their education at vocational high schools. In terms of the solution's form, namely training and mentoring for youth members to practice spoken English using the drilling and repetition method, the results obtained at the end of this service were: (1) positive and enthusiastic response from members of the youth organization; (2) increased awareness of the importance of spoken English proficiency; (3) willingness to take risks in order to participate; (4) increased spoken English vocabulary, grammar, and pronunciation; (5) greater access to recorded voices of foreign speakers; and (6) more opportunities to practice speaking English in dynamic and enjoyable (but not monotonous) settings. (7) the availability of foreign speakers' voices in the form of mp3 recordings; (8) in their spare time, members of the youth organization are encouraged to listen to foreign speakers' voices, imitate them, and practice independently; and (9) after the training and mentoring is completed, the future availability of online sites for accessing and downloading learning media files.

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Introduction

Situation Analysis

Mastery of English language skills is an added value and a major requirement in the real world of work that demands a fairly high level of business competition so that insights, opportunities, connections, and business partners are sought as widely as possible both at home and abroad (Al-Hazmi, 2017; Bhattacharyya, 2018). In connection with this, the acceptance of new employees prioritizes fresh graduates with skills that are ready to be used in the world of work, one of which is speaking English, especially spoken. With spoken English skills, new employees can contribute directly to taking advantage of new business opportunities as well as expand the market according to the dynamic demands of the dynamic business world, adapting to technological developments that are inseparable from global communication, mostly using English as a medium of communication (Achtenhagen et al., 2013; Kraus et al., 2018).

The importance of mastering spoken English skills encourages the application of teaching and learning methods of drilling and repetition that are fun, motivating, and invite the desire and awareness to practice (Mumtaz, 2000; Ihsan, 2016; Wulandari & Pasaribu, 2020). Practicing spoken English is also not boring but effective in improving various aspects of spoken English skills, including vocabulary, grammar, pronunciation, and fluency, so as not to cause misinterpretation and hinder the fluency of communication (Shen, 2013; Derakhshan et al., 2015; Foote & McDonough, 2017; Abrar et al., 2018; Islam & Stapa, 2021). The results of research by Yoshida & Fukada (2014) stated that the repeated-after-the-model sound recording model encourages students to master the intonation and emphasis of English pronunciation without any explicit instructions from the teacher. Students are invited to learn as when learning their mother tongue, namely by absorbing a natural way of speaking according to the context of its use as the language is used by native speakers. The role of the teacher is only to accompany and guide, with the reduced need for the teacher to ask students to imitate the voice recording model correctly and with minimal errors. An additional benefit of the drilling and repetition method appears in the dedication by Wijayatiningsih et al. (2015), who stated that this method can encourage villagers to be motivated to participate in spoken English exercises. This has the impact of being able to develop their tourist village by encouraging the homestay program. Intense business competition has forced several factories to go out of business. This has had an impact on the number of layoffs in locations around the factories. The real impact is the increasing number of unemployed people as well as reduced job vacancies for new job seekers with minimal educational capital (not yet graduates). This situation will have a major impact on an area where most of the population relies on working in factories in the location where they live. The residents became focused on going straight into the world of work, with little interest in attending school. Graduating from junior high school (SMP) is sometimes considered sufficient, and they are encouraged to go straight into the world of work and instantly earn an income. This is in contrast to the demands of the world of work, where the requirements for new employees mostly require high school graduates (SMA) and even bachelor's degrees with additional skills such as English. Consequently, residents in such locations will have little chance of winning the competition in the world of work. In fact, they may miss a golden opportunity to be able to improve their standard of living to a higher level by working in a sector that requires a minimum education level of a bachelor's degree as well as mastering specific skills.

With conditions in the community and the environment that are focused on going directly to the world of work with minimal preparation, so that the world of work can be involved with low welfare levels (Packard et al., 2019).

Problem

From the results of interviews and discussions with community leaders and partners, as well as observing the daily life of the Simpursia village community, several problems were found, as follows:

1. When entering the world of work competition, there is a lack of added value that sells.
2. a lack of understanding and motivation to improve specific skills and proficiency (in English).
3. Inadequate training and support for fine-tuned skills, particularly in spoken English.
4. The lack of learning materials and media that facilitate effective learning can also be used to maximize free time by learning independently and directedly.
5. As a result of limited access due to English-language barriers, job opportunities are lost.

Solutions Offered

After analyzing the situation and needs to help overcome partner problems, solutions are given to be able to equip youth members to be skilled and proficient in spoken English as follows:

1. Promoting the advantages of completing an undergraduate education while also acquiring specialized skills and abilities
2. Introducing entertaining and interesting teaching materials in order to move, motivate, and enthuse participants to become dynamically involved.
3. Conducting training and mentoring by introducing drilling and repetition methods at locations according to participants' wishes
4. Teaching modules and recordings in mp3 format are made, which can be used to convey and practice drilling and repetition methods during and after the training and mentoring process.
5. The introduction of media and internet site addresses is also an easy way to access information in order to read and find opportunities, even with limited English skills.

Implementation Method

This service activity is carried out in the village of Simpursia, Pammana Wajo Regency. The target of the activity is members of the youth organization who happen to be attending the initial level of vocational high school (SMK), whose parents send their daughters to vocational school so that job vacancies are quickly absorbed after graduation.

The unemployment problems that arise and the increasing number of job seekers, the solution offered to overcome them is to increase the selling value of the villagers by being skilled at speaking English in a communicative manner. Residents who were unfamiliar with English at first became interested in actively practicing and attempting to communicate in English. They can know the good and correct pronunciation and practice it both in pairs and in groups. With the Drilling and Repetition learning method, the villagers can imitate the correct pronunciation and approach the speech of a foreign speaker without causing misunderstandings. The benefits of imitating the speech model

(repeat-after-the-model) of vocabulary exercises, as stated by Yoshida & Fukada (2014), are useful in facilitating students' mastering of intonation and emphasis in the pronunciation of words without explicit instructions. Furthermore, the real benefits of the drill and repetition method were revealed by Wijayatiningsih et al. (2015), which can motivate villagers to practice and practice English in order to develop homestays in tourist villages. The villagers were able to develop their abilities in stabilization with the same teaching format but with different conditions and situations. For example, when they already understand greetings with their friends and groups, then it is expanded to include when they meet strangers. This increases the scope of their friendship as well as gives them insight into various things.

The flow of this dedication and assistance is as follows:

1. A routine schedule of service and mentoring training is established, with the understanding that the provided teaching modules must be brought each time the training is required.
2. The chairman, along with military personnel, demonstrate good and correct English pronunciation, beginning with vocabulary.
3. The picture of the vocabulary in question is displayed on a printout sheet so that the villagers can clearly see the vocabulary in question (example: workers with pictures of workers).
4. The sound of the pronunciation by foreign speakers of the vocabulary in question is played.
5. The chairperson and members of the service group divide the villagers into groups so that they can repeat (drilling) and practice good and correct pronunciation.
6. At the next stage, the villagers are encouraged to practice in pairs. At the stage nearing the end of the service and mentoring, the villagers individually are able to communicate in English more confidently and are able to develop themselves to open up opportunities for independent learning.
7. This service and mentoring activity resulted in technology transfer as shown in Figure 1.

Figure 1. Technology Transfer to Partners

Results and Discussion

The implementation of this activity was carried out for one month for mentoring and English language training activities with drilling and repetition for members of the youth organization. The implementation of the training starts from July 8 to August 12, 2020. Community service activities can be well received and run smoothly, although with a slight adjustment to the schedule considering that many youth members are busy with various competitions to commemorate Indonesia's independence during the month of August.

In this activity, 5 to 10 members of the youth organization took part (alternately due to their busy schedule as the committee for the Independence Day competition during August), the majority of whom were 13–15 years old, currently in grade 9 (SMP), and MAN, most of whom were studying at Vocational High School (SMK) in the city of Malang. This shows that the average age of participants in this activity is at the end of their study period. Most of them do not go on to college and choose to go straight into the world of work.

The results of the responses showed that most of the participants stated that there had never been community service and community service activities at their place, as well as English language assistance and training. Seeing this condition, drilling and repetition methods were introduced. Session 1 began with a review of the teaching module for the material to be delivered (English alphabet, self-introduction, greetings, interview, likes and dislikes). Session 2 began with the service provider providing a pronunciation and pronunciation model, which participants followed (repetition) and repeated many times (drilling). Session 3 began with an audio recording of native speakers' voices being played and followed by all participants, then they individually repeated the audio sound.

Based on the results of the questionnaire, most of the participants before this activity felt that English was difficult, had not found practical ways to learn, had never attended English language training outside of school lessons, and had been maximal in learning, so they felt this activity was needed in their place.

After the activity, however, the participants felt that the drilling and repetition methods were very helpful in honing spoken English, especially in improving vocabulary, grammar, pronunciation, and intonation. During the activity, they felt that this teaching method had been implemented well and enriched their English mastery so that they stated that this activity needed to be followed up on an ongoing basis. Considering that most of the participants were still in school, it helped them a lot in recalling the English lessons they learned at school and deepening their mastery so that they could develop a sense of confidence.

1. Remembering previously acquired teaching materials (pronunciation and vocabulary).
2. Strengthening command of new vocabulary
3. Improving spoken English pronunciation and pronunciation based on native speakers' models
4. Improve your confidence and fluency when speaking English alone, in groups, and in pairs.
5. The ability to practice and improve one's English in a dynamic and interactive environment, both in pairs and in groups.

6. The ability to introduce oneself in English is required for participation in a job interview.
7. Have a recorded audio file as practice material independently after this training and mentoring.

Conclusions

From this service and assistance, it can be concluded that, first, it can foster a sense of comfort in speaking English; second, it can enrich spoken English contact and stimulus with a foreign speaker model; repeat and deepen school lessons; and third, it can condition the practice of speaking English both individually (self-introduction), in pairs (interviews), and in groups (class surveys). Second, through observation, it appears that the participants who initially felt awkward and clumsy when conditioned to spend special time practicing English became more comfortable in participating, as well as awakening awareness and the need to take part in this training and mentoring.

As sensitivity is awakened to the accuracy of English pronunciation according to the pronunciation model of native speakers, the participants can repeat and even strengthen their mastery of spoken English and can hone fluency in dynamic and interactive communication.

Finally, the availability of learning materials and methods that are facilitated both during training and mentoring and afterwards so that the target of technology transfer to partners is met, because the opportunity to practice independently without a tutor is very broad, which can be done alone at home. It is recommended for other service implementers to pay attention to the differences in technology that can be transferred apart from the social sciences and humanities. Likewise, for the Community Service Institute (LPPM), in order to continue to provide the widest opportunity for lecturers to do community service, so that they can carry out the Tri-Dharma of Higher Education well. And in the end, the Simpursia village community participants in the training and mentoring should continue to practice independently with the teaching modules and recordings of the mp3 audio files that have been provided so that the learning process for mastering English orally can continue even though the training and mentoring have been completed.

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