

## ABSTRACT

Septibera. 2016. *The Use of Drilling Technique to Improve the Sixth Grade Students' Speaking Ability and Active Participation At Rung Aruin Suksa School Krabi, Thailand in the 2015/2016 Academic Year*. Thesis. English Education Program, Faculty of Teacher Training and Education, University of Muhammadiyah Jember.

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**Key Words:** drilling technique, speaking ability, fluency, accuracy, pronunciation, vocabulary, active participation.

Speaking has two main functions: transactional (transfer of information) and interactional (maintenance of social relationships). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions. However, many students found speaking as one of the most difficult skills in English. In this case, drilling technique was chosen to solve those problem. The design of this research is classroom action research. The research subject is the sixth grade students at Rung Arun Suksa School that consist of 16 students, 10 males and 6 females. Test and observation are used to obtain the data. In order to calculate the students' speaking score, Alpha Cronchbach Formula is used. The data is analyzed using formula  $E = A/N \times 100\%$ .

Drilling technique improves the students' speaking ability and active participation in two cycles from  $M = 57$  in Cycle 1 to  $M = 67$  in Cycle 2 and the percentage of students scored 65 was 28.57% in Cycle 1 to 78.57% in Cycle 2. The observation result from 60.77% students' activeness in Cycle 1 to 77.29% students' activeness in Cycle 2. The difference between Cycle 1 and Cycle 2 is the process of drilling. In Cycle 1, the students were drilled without understanding to the material first. It made the students be confused what was drilled by the teacher, so they were not active in the class. In Cycle 2, the students were drilled by focusing on speaking aspects first and introducing material well. Flashcards were provided to help in understanding vocabulary. The students could understand what was drilled by the teacher, it made them more active in the class. Speaking aspects in Cycle 2 such as fluency, pronunciation and vocabulary that should be mastered by the students were better than Cycle 1. It can be concluded that drilling technique could improve the students' speaking ability and active participation.