# The Use of Drilling Technique to Teach English Speaking to the Early Childhoods: A Descriptive Study

Yusuf Hidayat[1✉], Ani Herniawati[2], Nu'man Ihsanda[3]
[1][2][3] *Early Childhood Islamic Education Department, STAI Putra Galuh Ciamis, West Java, Indonesia,*
✉ email: yusufhid@gmail.com

**ABSTRACT**

Teaching English speaking to the early childhoods requires optimal efforts and special tricks. The teacher requires appropriate teaching technique and media to make them enjoy during learning English speaking. This research attempts to report what appropriate technique and media applied by the teacher during teaching English speaking to the early childhoods in one of English courses in Ciamis - West Java. In this research, the researchers set forth two research questions, they are what teaching technique is appropriately applied to teach English speaking to the early childhoods? And what media are suitable to teach English speaking to the early childhoods? To answer the aforementioned research questions, the researchers employ a qualitative descriptive study at which they observe the process of teaching and learning English towards a group of the early childhoods during February - June 2019. The results of the research reveal that drilling is selected as the appropriate technique under the Audio-Lingual Method applied by the teacher during teaching English speaking to the early childhoods. Meanwhile, song is selected as the appropriate media applied by teacher during teaching English speaking to the early childhoods. In conclusion, through employing drilling technique and song, the process of teaching English speaking to early childhoods becomes more fun, so that their English speaking skill is improved.

**Keywords:** *drilling technique; teaching English speaking; the early childhood*

## INTRODUCTION

The term 'early childhood' is similar to the term 'young learners' or 'very young learners' (Uysal & Yavuz, 2015). Whitehead (2007) underlines that early childhood or young learner refers to children whose ages between 0 – 8 years. In another point of view, early childhood refers to the children whose age around 4 – 6 years and they begin to learn in kindergarten (Sigirtmac & Ozbek, 2009). With regard to Whitehead's (2007) statement, the range of ages between 0 – 8 years prevails in USA and Europe. Unlike in USA and Europe, in Indonesia early childhood refers to children whose ages from 0 to 6 years (The Act Number 20 of 2003 concerning the National Education System, Article 1, item 14). Later on, in Indonesia the early childhood normally begins to learn at school in the age 3 – 6 years. Based on the regulation, the early childhood with the age 3 – 4 years are included of students in group A, and the early childhood with the age 5 – 6 years are included of students in group B.

Regarding to the ages of early childhood, it is called as the golden age. The golden age itself is commonly called by the Neurological experts as critical period

(Mandel, 1993). The golden age or critical period is the range of ages assumed as very urgent age for early childhoods to learn everything connected to their ability. One of the most influential abilities for their life is language. Thus, the experts of Neurology claim that critical period is the best ages for early childhood to master not only one language. In this context, early childhood learns not only first language (L1), but also second language (L2) and foreign language (FL). In addition, critical period really supports the early childhoods' brain to complete the mastery of their language. It is no longer possible because it will end around the onset of their puberty. That is why learning foreign language such English should be started earlier of their ages (Lenneberg, 1967 in Mandel, 1993; Millington, 2011; Vidhiasi, 2022).

In Indonesia, the early childhoods commonly learn vernacular such Sundanese, Javanese, Madurese language, Balinese language, Bugis language, Minangkabau language, Papuan language, and so forth as their L1. Then, they learn Bahasa Indonesia as their L2, and they learn English as their FL. With regard to English as FL, it refers to the language that is not commonly used in their social interaction every day, thus English is usually difficult to be spoken by the early childhoods in their daily conversation (Sigirtmac & Ozbek, 2009; Shobikah, 2018; Purba, 2022). To solve this problem, most of the early childhoods learn English privately at home or learn English at a language course. Nevertheless, formally English begins to be introduced by the Indonesian Government at formal school earlier such in kindergarten or preschool education (Nufus, 2018; Vidhiasi, 2022).

Referring to learning English speaking for the early childhoods, Uysal & Yavuz (2015: 19) claim that children who learn at 4 – 6 years, normally learn at preschool level before learning at primary school. They normally have a huge curiosity and enthusiasm in learning a foreign language such English. Besides that, they are talkative, energetic, and responsive during learning a foreign language through imitating various expressions while doing physical activities. Thus, teacher at school needs to select the appropriate technique and media to teach English speaking to the early childhoods. Through the appropriate technique and media, the early childhoods can learn English speaking more fun and easier.

Various previous studies underpin the present research such as Stakanova & Tolstikhina (2014); Aini, et al., (2020); Wulandari, et al., (2020); Vidhiasi (2022); Halimah, et al., (2022). In relation to the whole previous studies, the present research has similarity to the study conducted by Aini, et al., (2020) whose focus on drilling technique to teach English speaking to young learners. Nevertheless, the other previous studies also used as the references for the present research. In addition, the present research also sets forth the research questions, those are: (1) What teaching technique is appropriately applied to teach English speaking to the early childhoods? (2) What media are suitable to teach English speaking to the early childhoods? To gain the answers, the researchers delineate them in the findings and discussion session of this paper.

**METHOD**

This present research uses qualitative methodology under descriptive study. Descriptive study refers to the study focuses on describing a phenomenon and its characteristics occurred in a certain activity (Nassaji, 2015; Prescott, 2017). In addition, qualitative descriptive is understood as the design describes in giving state of affairs as fully and carefully as possible (see Dalman et al., 2020a, 2020b; Kusuma & Apriyanto, 2018; Subyantoro & Apriyanto, 2020; Fraenkel, Wallen, Hyun, 2012; Creswell, 2012).

Regarding to the data, the researchers act as the teachers and observers towards the process of teaching English speaking to a group of the early childhoods in a certain English club during February to June 2019. The researchers observe and write every technique and media used during the process of teaching English speaking at which it can help the teachers to improve the early childhood's English-speaking ability. The whole process of teaching English speaking is written in the fieldnote.

**FINDINGS AND DISCUSSION**

Based on the data gathered during February - June 2019, the researchers gained the appropriate teaching techniques and media used by the teachers during teaching English speaking to the early childhoods. The latest studies whose also similar focus conducted by Polrodi & Gilakjani (2021) and Vidhiasi (2022). The overall teaching techniques and media used by the teachers is written in the fieldnote. The fieldnote itself contains observation date, time, and observation results. In the observations results, the researchers write the teaching techniques and media used by the teachers and its influence towards the early childhood's English-speaking ability. The observation results are presented in the form of chart as follow.
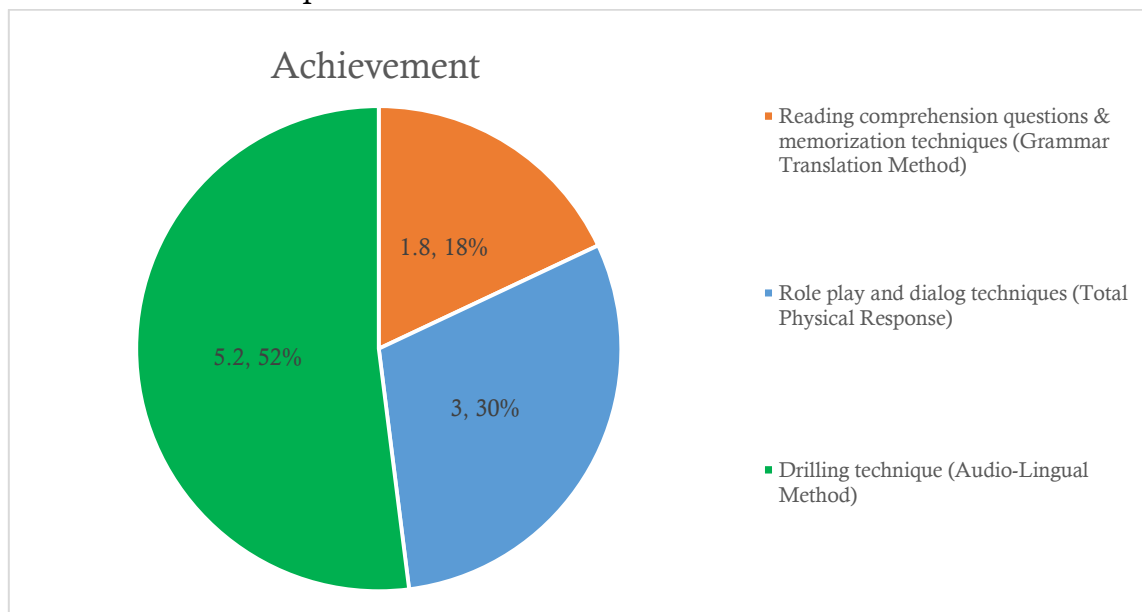


**Figure 1. The Observation Results on the Teaching Technique(s) Used**
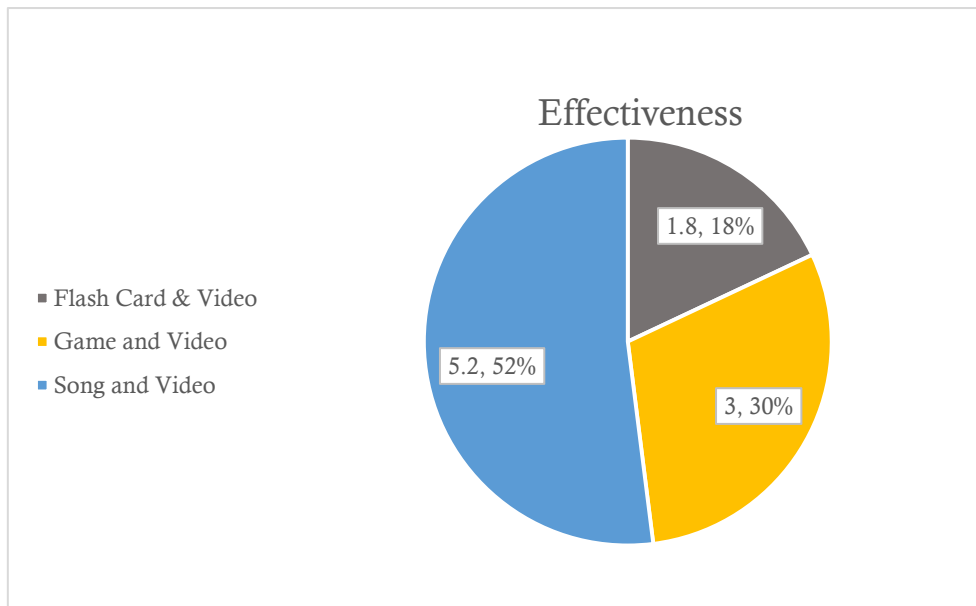
**Figure 2. The Observation Results on Effectiveness of Media Used**

Based on the data showed in the aforementioned charts, from the whole teaching techniques and media, drilling under Audio-Lingual Method is proven as the most influential technique influenced the significant enhancement towards the early childhoods' English-speaking skill. In addition, song and video are proven as the most influential media influenced the significant enhancement towards the early childhoods' English-speaking skill. This evidence is harmony with the results of the study conducted by Maro (2018); Purba (2022); Vidhiasi (2022).

In addition, the researchers need to answer the research questions set forth in the preceding point. The first research question is: What teaching technique is appropriately applied to teach English speaking to the early childhoods? Based on the data written in the fieldnote such as showed in the first chart, drilling is proven as the most appropriate technique influenced quite significantly towards the early childhoods' English-speaking skill. After answering the first research question, then the researchers answer the second research question: What media are suitable to teach English speaking to the early childhoods? Based on the data written in the fieldnote such as showed in the second chart, song and video are proven as the most suitable media influenced towards the early childhoods' English-speaking skill.

Based on the results of the present research, those are in harmony with the results of the previous study undertaken by Aini, et al., (2020). Aini, et al., (2020) study focuses on drilling as the appropriate technique used by teacher during teaching speaking to young learners. Unlike Aini's, et al., (2020) study, Stakanova & Tolstikhina's (2014) study focus on the general approach to teach English to very young learners. Meanwhile, Wulandari's, et al., (2020) study focuses on teaching strategy used to teach English to young learners. In addition, Halimah's, et al., (2022) and Vidhiasi's (2022) studies also focus on the use of drilling technique to teach English, but for different level of students, such elementary and college students. Thus,

the results of the present research assert that drilling technique, song and movie used are proven as the appropriate teaching technique and media to enhance the early childhoods' English-speaking skill. The results of the present research are also in line with various studies conducted by other researchers such as Maro (2018); Kasanah, et al., (2022); Kusumarajni (2022).

In addition, the use of Audio-Lingual method can be combined with songs, video, finger-plays, and story-telling. These combinations can stimulate the early childhoods to enjoy learning and imitating the foreign language such they learn from their teacher (Linse, 2005: 30). Furthermore, Audio-Lingual method has various techniques that can be used during teaching English speaking. The techniques cover drilling (repetition drill, chain drill, single-slot substitution drill, transformation drill, expansion drill, and question & answer drill), dialog memorization, completing the dialog, using minimal pairs, and grammar game. Those techniques can be combined with song and video (Celce-Murcia, 2001; Harmer, 2007; Brown, 2007). Through the combination, the techniques and media used by the teachers can ease them during teaching English speaking to the early childhoods. The teachers can emphasize the development of early childhoods' language habits, stimulates and supports their memorial association memory, inviting them to imitate verbally what the teacher said, and learning language through responding physically.

## CONCLUSION

Regarding to the aforementioned research questions, the researchers then come into two conclusions. The first is, the appropriate teaching technique applied by the teachers to teach English-speaking skill to early childhoods is drilling under Audio-Lingual Method. Drilling is proven as the most appropriate technique influenced quite significantly towards the early childhoods' English-speaking skill. The second is, the suitable media applied by teachers to teach English-speaking skill to the early childhoods are song and video. Song and video are proven as the most suitable media influenced towards the early childhoods' English-speaking skill.

## ACKNOWLEDGMENTS

## REFERENCES

Aini. N., Khoyimah, N., & Santoso, I. (2020). Improving students speaking ability through repetition drill. *Project: Professional Journal of English Education*, 3(1), 26-35. http://dx.doi.org/10.22460/project.v3i1.p26-35.

Brown, H.D. (2007). *Principals of language learning and teaching, fourth edition*. United States of America: Pearson Education Inc.

Celce-Murcia, M. (2001). *Teaching English as a second or foreign language*. United States of America: Heinle & Heinle, a division of Thomson Learning, Inc.

Creswell, J.W. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative research, fourth edition*. Boston, MA: Pearson.

Dalman, Hesti, & Apriyanto, S. (2020a). Conversational implicature: A pragmatic study of "our conversation" in learning at university. *International Journal of Psychosocial Rehabilitation*, *24*(8), 4332–4340.

Dalman, Hesti, & Apriyanto, S. (2020b). Conversational implicature: A pragmatic study of "our conversation" in learning at university. *International Journal of Psychosocial Rehabilitation*, *24*(8), 4332–4340. https://doi.org/10.37200/IJPR/V24I8/PR280450

Fraenkel, J.R., Wallen, N.E., Hyun, H.H. (2012). *How to design and evaluate research in education, eight edition*. New York: The McGraw-Hill Companies.

Halimah, H., Nurviyani, V., Saepulah, A., Helmie, J., Wandawati, R., & Mutiah, S. (2022). Virtual reality-supported drilling strategy in teaching English vocabulary to young learners. *Acitya: Journal of Teaching and Education*, 4(1), 88-100. https://doi.org/10.30650/ajte.v4i1.3195.

Harmer, J. (2007). *The practice of English language teaching, fourth edition*. Essex, England: Pearson Education Limited.

Kasanah, U., Zaini, M., Efendi, N., Wijayanto, A., & Setyowati, E. (2022). The development of smart snake and ladder media in mastery of English vocabulary grade III at SDI Babussalam Pandean Durenan Trenggalek. *Journal Corner of Education, Linguistics, and Literature (JCELL)*, 1(4), 216-226. https://doi.org/10.54012/jcell.v1i4.45.

Kusuma, H. A., & Apriyanto, S. (2018). Strategy on Developing English Learning Material for Specific Purposes. *IJECA (International Journal of Education and Curriculum Application)*, *1*(3), 39. https://doi.org/10.31764/ijeca.v1i3.2144

Kusumarajni, D. (2022). The effectiveness of movie for the enhancement of students' vocabulary. *Journal Corner of Education, Linguistics, and Literature (JCELL)*, 2(1), 25-31. https://doi.org/10.54012/jcell.v2i1.51.

Mandel, L. (2001). *Literacy development in the early years: Helping children read and write*, *4th edition*. Boston, Mass.: Allyn & Bacon.

Millington. (2011). Using songs effectively to teach English to young learners. *Journal of Language Education in Asia*, 2 (1), 134 - 141.

Maro, R.K. (2018). Drilling technique: A study of improving speaking skill for non-scholars in short term. *English Education: Jurnal Tadris Bahasa Inggris*, 11(1), 148-161.

Nassaji, H. (2015). Qualitative and descriptive research: Data type versus data analysis. Language Teaching Research, 19(2), 129–132. https://doi.org/10.1177/1362168815572747.

Nufus, T.Z. (2018). Teaching English to young learners in Indonesia (pros and cons). English Language in Focus (ELIF), 1(1), 65–70. https://doi.org/10.24853/elif.1.1.65-70.

Polrodi, S. & Gilakjani, A.P. (2021). The effect of audiolingual-based versus communicative language teaching-oriented techniques on intermediate EFL learners' listening comprehension. LLT Journal: A Journal on Language and Language Teaching, 24(2), 493-513. https://doi.org/10.24071/llt.v24i2.3492.

Prescott, F.J. (2017). Observations from the language classroom: The importance of the group. EduLingua, 3(1), 1-18. https://www.researchgate.net/profile/Francis-Prescott/publication/324542162.

Purba, A. (2022). How first and second languages influence Indonesian students' English as a third language: transfer and interference analysis. Elsya: Journal of English Language Studies, 4(2), 147-156. https://doi.org/10.31849/elsya.v4i2.8704.

Linse, C.T. (2005). Practical english language teaching young learners. New York: McGraw Hill Companies, Inc.

Shobikah, N. (2018). English education for early childhood learner. Jurnal At-Turats, 12(1), 50-62. https://doi.org/10.24260/at-turats.v12i1.970.

Sigirtmac, A., & Ozbek, S. (2009). Teaching English in early childhood. Journal of the Faculty of Education, 10(1), 107-122.

Stakanova, E., & Tolstikhina, E. (2014). Different approaches to teaching English as a foreign language to young learners. Procedia - Social and Behavioral Sciences, 146, 456–460. https://doi.org/10.1016/j.sbspro.2014.08.154.

Subyantoro, S., & Apriyanto, S. (2020). Impoliteness in Indonesian Language Hate Speech on Social Media Contained in the Instagram Account. Journal of Advances in Linguistics, 11, 36–46. https://doi.org/10.24297/jal.v11i.8655

The Act Number 20 of 2003 concerning the national education system.

Uysal, N.D., & Yavuz, F. (2015). Teaching English to very young learners. Procedia - Social and Behavioral Sciences, 197, 19-22. https://doi.org/10.1016/j.sbspro.2015.07.042.

Vidhiasi, D.M. (2022). The implementation of repetition and chain drill at Akademi Maritim Nusantara Cilacap. Journal Corner of Education, Linguistics, and Literature (JCELL), 2(1), 53-63. https://doi.org/10.54012/jcell.v2i1.54.

Whitehead, M. (2007). *Developing language and literacy with young children, third edition*. London: Paul Chapman Publishing.

Wulandari, N.L.P.T., Ratminingsih, N.M., & Ramendra, D.P. (2020). Strategies implemented in teaching English for young learners in primary school. *Journal of Educational Research and Evaluation*, 4(3), 235-241. https://doi.org/10.23887/jere.v4i3.26228.