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THE IMPLEMENTATION OF COMMUNICATIVE DRILLING TECHNIQUE TO TEACH READING DESCRIPTIVE TEXT FOR THE SIXTH GRADER STUDENT OF ELEMENTARY SCHOOL

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Abstrak (Times New Roman 10, Bold, spasi 1, spacing before 12 pt, after 2 pt)

Penelitian ini dilakukan untuk menggambarkan penerapan teknik Communicative Drilling dan juga untuk mengetahui tugas siswa setelah pengaplikasian teknik Communicative Drilling untuk mengajar teks deskriptif. Peneliti menggunakan penelitian deskriptif kualitatif dalam melakukan studinya. Para siswa kelas enam SDN Gubeng 3 Surabaya adalah subjek pengamatan dari study ini. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah catatan lapangan yang digunakan untuk mendapatkan data pelaksanaan Communicative Drilling dalam pengajaran membaca teks deskriptif. Peneliti juga menggunakan skor penilaian harian yang termasuk dari guru untuk mengetahui siswa kemampuan membaca siswa dari tugas yang mereka telah kerjakan. Berdasarkan pengamatan peneliti, ia menemukan bahwa guru menerapkan Communicative Drilling dengan cara yang berbeda dalam setiap pertemuan. Ini bisa mengurangi kebosanan siswa. Teknik Communicative Drilling adalah salah satu teknik yang tepat karena bisa memotivasi siswa untuk membaca dan membuat suatu ketidakbosanan dalam proses belajar mengajar. Selain itu, topik materi yang diberikan juga yang menarik dan familiar dengan lingkungan siswa, antara lain My House, dan My Family yang ada di sekitar mereka sehingga siswa yang sangat akrab dan memiliki antusiasme untuk membaca. Selanjutnya, dengan menggunakan Communicative Drilling, para siswa bisa memahami isi teks deskriptif dengan baik dan juga kosakata dan kemampuan tata bahasa bisa mereka meningkat. Hal ini dapat dibuktikan dengan melihat hasil dari tugas siswa setelah penggunaan Communicative Drilling.

Kata Kunci: Teknik Communicative Drilling, membaca, teks deskriptif, pelajar muda.

Abstract

This study is conducted to describe the implementation of communicative drilling technique and also to find out the students' task after the communicative drilling of descriptive text are applied. The researcher used descriptive qualitative research in doing his study. The sixth graders of SDN Gubeng 3 Surabaya were the subject of his observation. The data collection technique used for this research was field note which was used to obtain the data of the implementation of communicative drilling in teaching reading of descriptive text. The researcher also gets the score of the students' daily assessment that included from the teacher to find out the students' reading task. Based on the researcher observation, he found that the teacher implemented the communicative drilling in different ways in every meeting. It could reduce the students' boredom. The communicative drilling were appropriate one because it could motivate the students to read and make such a joyful environment in the teaching learning process. Moreover, the topics of material were interesting, they were communicative drilling of My House, and My Family that were existed around them so the students were very familiar and have an enthusiasm to read. Furthermore, by using the communicative drilling, the students could comprehend the content of descriptive text well and also their vocabularies and grammatical ability could increase. It can be proved by seeing the result of the students' reading task after the use of communicative drilling.

Keywords: Communicative drilling technique, reading, descriptive text, young learner.

INTRODUCTION

Considering the teaching reading, the role of an English teacher is very important in the classroom to encourage the students to be motivated in reading, especially for them who are in the sixth grade of elementary school. Moreover, the aim of teaching reading is to help students become better readers (Harris and Sipay, 1980:73). And Teaching reading to young learners must be different from the adults. In teaching young learners the teachers are

supposed to be more creative and enthusiastic because the young learners have special characteristics that are different from adults.

In order to make the young learners learn reading enthusiastically and actively, the English teacher can apply a certain teaching technique in the teaching-learning process. Paulston (1972) identified that Communicative drills come the closest to replicating real-world tasks, but since students are not accountable for the information they exchange, there is no motivation to ensure comprehension

through the negotiation of meaning. Although her views were expressed almost 30 years ago, most modern foreign language textbooks still follow a similar approach to what she proposed, and mechanical practice is still included as a preliminary step to real communication activities. Communicative drills are the only ones that approximate real-world communication and require attention to both meaning and form.

The objective of this study was to find out whether it is effective or not to use the communicative drills in teaching reading comprehension. And she got that students' score are increased through communicative drills. By those proof, it can be concluded that communicative drills affects positively to the teaching learning process.

According to the previous research, it is provided repeated reading activity and communicative drills can improve students' reading ability and there must be an example for the student in the beginner level to guide them in reading. And for all the reason above on the interesting sight of communicative drilling itself, the researcher gains an interesting point in conducting research and reveal out the answer about the implementation of communicative drilling technique in reading descriptive text for Sixth Grader of State elementary school in Surabaya.

METHOD

The research design of this study was a descriptive qualitative research. This research focused on the extension of teaching and learning reading competence by using communicative drilling. Next, the researcher only took part in the classroom as an observer. It consisted of several activities such as to observe how the communicative drilling, which was conducted by the teacher, helped students' ability in reading descriptive text. Therefore, the results of this research were analyzed and described in the form of words without using any statistical matter

The subject of the study was the sixth graders which took place at SDN Gubeng 3 on Jl. Gubeng no.12. The data of the study consists of two parts. The data for the first research question taken from the teacher activity in implementing communicative drill as technique to teach reading descriptive. The data for the second question taken from the students' task after being taught by implementing communicative drill.

Dealing with the data mentioned above, the sources of data for the first research question was the result of field note about teacher's roles in conducting the lesson. The researcher gained the information from the teacher involving how the teacher conduct the teaching reading activity by using communicative drill as the technique.

The second source was the students' sheet which drills task, a descriptive text, and some questions. It meant by collecting them the researcher knew about the students' reading work when communicative drilling was applied to them. In conclusion, those data were expected to get information on the whole aspects of the use of communicative drilling in teaching reading of descriptive text to the sixth graders of SDN Gubeng 3 Surabaya.

FINDING AND DISCUSSION

In the teaching learning process started from the first to the last meeting, the teacher always started the lesson by giving some questions in the opening session as a warming up activity. Those were used to give the students a background about the content of the topic which would be learned in that day. But then in the next session, while reading activity, the teacher used different ways in every meeting. In the first meeting, the teacher read the text sentence by sentence loudly with a good pronunciation and expression. The students were asked to listen to her while looking at the reading text that have been got, and then they were asked to repeat the sentence what the teacher have been read. The second meeting, the teacher asked a student to read the text loudly and the other students listened to him carefully.

The implementation of communicative drill here helped the students to comprehend the text easily because this technique could communicate the text and link it with students' background knowledge see. Moreover the student were drilled to form a good sentence by answering the question with the complete answer. Supporting those statement, Piaget (1975) as cited in Chaile & Britain (1991) explained that children has a social knowledge (the kind of knowledge children "receive" from social interaction with other members of the culture). It is proved that the sixth grader student which are still categorized as a children, could understand the material better if they had a background knowledge to be linked with the text. Stevens (1980) defines background knowledge quite simply as "... what one already knows about a subject..." (p.151). Nicole and Tracey (2004) explained that in order to read to learn effectively, students need to integrate new material into their existing knowledge base and teacher here can facilitate their students' literacy success by helping them to build and activate background knowledge with a certain teaching technique.

Moreover, the teacher could make the students understand the text. It meant that if the communicative drills itself did not give clear description, the teacher should give them clear explanation. So, the teacher at that time mostly use English all the time and she used gesture means to make clear in explanation and the students used Indonesia language mostly when they gave opinion about

the topic in the first and second meeting. But they were enthusiastic and motivated when they read and gave opinion about the text. According to Paulston (1992), in the terms of communicative drill, the language are transferred freely into the appropriate situation and during the activity, the instructor, teacher, or speaker, adds new information about real world. Usually communicative drill can be seen when the students suddenly take the question and told something about himself or herself that is not existed in the classroom situation. So, in communicative drill, the teacher simulates the outside world of the students and to work within the situation. As Carroll (1953) says, "language teaching should provide problem solving situation in which the student must find appropriate verbal responses for solving the problem." learning' by trial and error process, to communicate rather than merely to utter the speech patterns in the lesson". The communicative drills provide the situations and the ability to solve the problems through their own expressed opinion. In supporting Carroll's statement, Maria (2008) stated that communicative drill can affects positively to the teaching learning process to help the students to understand the lesson easily, and also can make the students active in teaching learning process.

Meanwhile, it could be seen from the scores got by the students in every meeting. It showed that most of the students got very good and good scores in their exercises, although some of them got not quite good score. Although according the data in the second meeting, some of the students' work got down than their second work. In this case, it was caused that the time was very limited so that most of the students didn't answer the questions completely that it could influence their scores. So, by looking at the scores of the students, the researcher could say that the technique *communicative drill* was effective to increase the students' reading ability.

The communicative drills was a good teaching technique for elementary school students, especially the sixth graders in learning reading of simple descriptive text. In conclusion, the communicative drill was really helpful for the students which could catch and motivate the students to learn reading.

CONCLUSION

In this study, there are two conclusions obtained from the result of the study that are obtained from the observation. Most of the students were interested in using communicative drilling as a teaching technique in teaching reading descriptive text and the use of communicative drill can help the sixth graders of elementary school to learn reading descriptive text. It is showed by the result of the students' reading work. They were asked to answer some questions based on the text.

And most of students could answer the questions easily and correctly.

Suggestion

Based on the data interpretation and previous conclusion, the researcher has some suggestions to the next researchers and the English teachers and commonly to the readers. The researcher constructs her suggestions as follows:

1. In teaching young learners, the teacher should know and understand their characteristics because they have different characters from the adults and they have to be creative in teaching learning process especially in teaching reading. It means that the teachers should give the students a certain technique which can lead the student to a joyful learning environment. So that it can avoid the students' boredom and make them to be enthusiastic in learning to read.

2. The researcher would like to invite next researchers who conduct the similar study to make improvement in their study such as using same field but different skill and level. It means they can use another skill and students with higher level.

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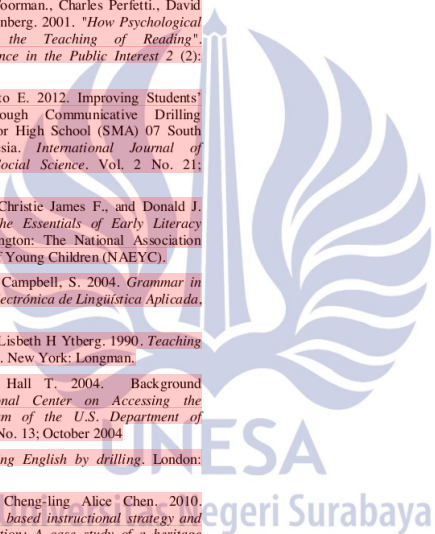
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