ABSTRACT

Drilling technique is one of the teaching language techniques for learning English as a foreign language. This study involves two English teachers from Social class of Grade 10 in SMA Negeri 1 Krian. I conducted classroom observation and interview for obtaining the data. To analyze the data, there are 11 types of drilling technique proposed by Larsen-Freeman (2000) were identified. This study also identify the teachers’ reasons of using those types of drilling technique applied to the students. The result showed that the total number of the most frequent types of drilling technique used were “chain drill” for 28 occurrences, “question-and-answer drill” for 24 occurrences, “transformation drill” for nine occurrences, “repetition drill” for six occurrences, “complete the dialog” for five occurrences, “grammar game” for four occurrences, and “use of minimal pairs” for twice. Meanwhile, there are four types of drilling technique that were not used by the teachers, they are; “dialog memorization”, “backward build-up (expansion) drill”, “single-slot substitution drill”, dan “multiple-slot substitution drill”. There were four main reasons considered for using those types of drilling technique, the teachers felt that those types are effective to be applied to the students, to help the students improve their pronunciation, make the students understand about grammar pattern, and help the students to attain new vocabulary to form a good sentence for speaking.

Keywords: drilling technique, chain drill, transformation drill, question-and-answer drill