

Case Study of Learning Language Research Methodology Through Drill Practice Method Among Students

Darmuki, Agus^{1*}, Hidayati, Nur Alfin² & Verliana, Vita³

^{1,2,3}Universitas Muria Kudus, Kudus 59327 Central Java, Indonesia

*Corresponding author: agusdarmuki@umk.ac.id

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Abstract: The ability to drill Practice is one of the skills that is very important and needed in the 21st century. This research will describe a case study using the drill practice method on learning outcomes in language research methodology courses. This research is descriptive qualitative research, which uses the practical drill method. The objects of this research were all 3rd-semester students who took the language research methodology course. The subject of this research is learning language research methodology using the practical drill learning model. The data collection technique in this research is by conducting interviews and observations with lecturers and students in the 3rd-semester language research methodology class. Practical training in the course allows students to better understand the basic concepts and steps in conducting language research. Based on the research results, it can be concluded that: 1) There is an increase in learning outcomes, 2) the practical drill method provides valuable support in understanding and developing students' skills, 3) Through direct Practice, students can more easily apply the theory learned in situations practical. The researcher realizes there still needs to be an improvement in applying drill practice to teach research methodology courses. However, the result of this research may enlighten us on the importance of varying techniques in teaching research methodology to make the teaching and learning process run as expected.

Keywords: Method, learning, language, drill practice, students

1. Introduction

The issue of learning that leads to student-centred learning has become an issue in Indonesia and the world of international education (Darmuki et al., 2018). Learning is a process of changing behavior from being unable to become able (Darmuki & Hidayati, 2022). The learning carried out by lecturers in class cannot be separated from using and selecting lecturer learning methods (Darmuki & Hidayati, 2018). Choosing the right learning method will influence learning outcomes in achieving the learning goals desired by the lecturer (Sáiz Manzanares et al., 2017). So far, the learning carried out by lecturers is more theoretical and needs to lead to practical and applied learning.

The learning process in Indonesia has many shortcomings (including learning methodology courses), one of the weaknesses being students' lack of ability to master practical practices. Harland (2014) states that the research methodology learning process is considered quality if the learning is challenging and fun, encourages exploration, provides successful experiences, and develops practical skills, not just theoretical ones. The opinion of Prediger et al. (2015) states that the learning process, especially research methodology learning, must prepare quality students, namely students who are aware of literacy, have ethics, attitudes and higher-order thinking skills, so that they will students emerge who can think critically think creatively, make decisions, and have practical skills.

This research aims to obtain a description of student learning outcomes in the language research methodology course to evaluate the effectiveness of the practice drill method in helping students understand and apply research methodology in the field of language. This evaluation includes assessing learning outcomes, understanding concepts, and students' ability to apply research methodology.

The practical drill method is an example for students to learn by practising the learning material provided. The Practice and practical learning method is a learning method where you listen and pay attention to the lecturer's words and then continue with practical questions (Padalia & Yatim, 2020). The Drill and Practice method has a function that can motivate students by using multimedia technology that motivates students to learn (Sunarti et al., 2023). The Drill and Practice method is expected to improve student learning outcomes. This approach emphasizes developing students'

abilities to apply the knowledge they have learned through active and interesting learning activities (Dewi et al., 2020). The ability to drill Practice is a very important and necessary skill in the 21st century. Practical training in courses allows students to better understand the basic concepts and steps in conducting language research.

According to Zaman & Hakim (2022), the drill and practice learning method is a strategy where students are involved in practice activities to improve their skills and abilities. This method involves repeated Practice to strengthen understanding and improve students' memory. Using the drill and practice method, students can achieve the expected competency standards and better learning outcomes (Pacol & Patacsil, 2017). The training method is more related to improving memory skills and oral activities requiring memorization.

2. Literature Review

Methods of instruction are an essential component that cannot be separated. The teaching components in the learning system are linked as a system that is interconnected and influences each other (Vesin et al., 2018). The role of the instructor is to select numerous relevant ways for creating a teaching and learning process. The approach is chosen as a bridge or medium for transforming teachings into the desired outcomes. The content, objectives of the teaching and learning process, and teaching and learning activities all influence the appropriateness of teaching approaches. The Drill and Practice learning method is a repetitive teaching technique used to build abilities needed to recall arithmetic. This strategy is used to teach certain skills, and it is followed by systematic teaching in the expectation that the students would remember it (Yu & Chen, 2014).

Drill and Practice is commonly employed in learning counting information, other languages, and expanding vocabulary. This Drill and Practice approach guides students through exercises that increase dexterity and fluency in a skill (Kamal, 2020). The Drill (exercise) method of learning aims, among other things, to activate basic motor skills as well as habits and mentality so that what students learn is more relevant, meaningful, exact, and helpful. Drill & Practice is particularly effective since it may be done individually, in groups, and on a class scale.

According to Gee & Umar (2014), the goal of learning using drill and practice is for students to: a) have motor/movement skills, such as memorizing words, writing, making a shape, or carrying out movements in sports, and b) develop intellectual skills, such as multiplying, dividing, adding, punctuation, and so on, c) the ability to connect situations, such as a cause and effect relationship, where a lot of rain causes flooding, or between letters and sounds, etc, d) can use their increasing thinking power, since with good instruction, students will get better, more organized, and more thorough in pushing their memory, and e) students' knowledge will obtain a better comprehension and deeper understanding.

Drilling is a practice that has been utilized in second language classrooms for many years (McDonough, 2001). It was a crucial aspect of the audio-lingual technique, which emphasized the repetition of structural patterns via oral drill. Fauzia & Lolita (2018), focuses on problems in teaching reading to students. They employed drills to assist the kids with their reading activities. It demonstrates that there are numerous issues with teaching reading, such as children failing to grasp the main idea of the text. The researcher did not emphasize the benefits of drilling in teaching reading as a result of the study's findings. Furthermore, the research is designed as experimental quantitative research. The observer want to present whether using drilling tactics has any influence on students reading descriptive material.

3. Methodology

This research is qualitative descriptive research. This research design uses a case study approach. A case study is an in-depth and detailed investigation of one or more specific cases, units, or individuals. In the background of this research, the case study method allows a closer examination of the learning experiences of students who participated in a language research methodology study using the practice drill method. The methods used to collect data are observation, documentation, interviews and interviews. The test method is used on a set of stimulus answers that can be shown in numbers. Data collection with tests is a series of questions or exercises used to measure knowledge skills, intelligence, abilities or talents individuals or groups possess (Diniz & Amado, 2014). The test method is used to measure students' problem-solving skills. The test developed in this research is in the form of essay questions.

The observation technique is a data collection method where the researcher directly observes the research object. The object of observation covers the entire process of teaching and learning activities in the classroom, including lecturer and student activities and classroom conditions during the learning process (Morgan & Harmon, 2001). Documentation techniques are carried out by collecting data in the form of notes and reviewing documents related to the research object. The data collected using this technique is previous semester test score data as reference material used to determine the balance of students' initial abilities in the research population. The documentation method is a way to support data collection that cannot be obtained through interviews or observation (Jarzębowski & Połocka, 2017). Sources of this data can come from publications, magazines, the internet, and so on regarding information related to research. Data analysis using triangulation analysis through the practical drill method involves combining and comparing data and information from various sources to obtain a deeper and more reliable understanding of the research topic. Triangulation is an approach to confirm research findings by collecting data from different sources or methods.

The researcher plays an important role as the main instrument in data collection, where he can assess the accuracy and completeness of the data and determine when data collection should stop. The researcher is also responsible for selecting the right informant to be interviewed and determining the time and place for the interview. After data collection in the form of interview transcripts, observations, drawings, photos, subject diaries, and others is considered complete and perfect, the researcher will analyze the data. Data analysis in case studies and qualitative research can generally only be carried out by researchers themselves, not by supervisors, friends, or through the services of other people. It is because, as a key instrument, only the researcher deeply understands all the studied problems. Data analysis is the most important and difficult stage in any research because from this stage important information will be obtained as research findings. Failure in data analysis means failure in the research as a whole (Wickham & Wickham, 2016). The ability to analyze data is greatly influenced by the researcher's theoretical knowledge in the field being researched, research experience, lecturer guidance, and the researcher's strong interest in producing quality research. The last one is the conclusion of the research. A common mistake in this section is that the author repeats or summarizes what has been said previously but needs to synthesise everything that has been said.

Assessment of practical abilities using the test method. A test is a measurement method involving various questions, statements, or tasks that test takers must carry out or answer. There are several types of tests, such as learning achievement, mastery, aptitude, and diagnostic tests. Tests can be a collection of questions, worksheets, or other forms used to measure the subject's knowledge, skills, talents, and abilities. This test instrument sheet contains various questions called test items.

4. Results

The aim of this research is to describe a case study of the use of the practical drill method on learning outcomes in language research methodology courses. The learning processes in the class went according to what had been planned by the lecturer. Still, during the learning process, obstacles occurred based on the results of interviews with the lecturer. All the obstacles in the field in the form of learning interactions were that students needed to understand language research methodology better. So, the results of interviews with lecturers show that lecturers still need help to provide understanding in the form of storytelling in the form of delivering material in class so that alternative solutions presented by lecturers during interviews use practical drills. The learning involves more research methodology practice so that students carry out more research on an ongoing basis between the second Practice and the next meetings. The practical drill learning model was carried out on PBSI semester 3 students with 26 students. Test the ability of learning outcomes (post-test) from PBSI semester 3 students who were treated with different methods so that it can be seen whether there is an influence of the application of the practical drill learning model on the ability of student learning outcomes.

Data on students' critical thinking abilities in learning the Language Research Methodology course was obtained from the results of language research practice for semester 3 students. According to Huda (2018), the drill or practice method is a way for a teacher to teach a concept by providing Practice before the material is studied. This method functions as an effective tool in facilitating the learning process.

Based on observation data on third-semester PBSI students, lecturers often give assignments to write research articles. Therefore, researchers took advantage of this opportunity to improve their ability to learn research methodology by carrying out exercises using the drill method. This drill method is carried out by increasing research exercises and research practices. Students will become accustomed to using research methodology and mastering and understanding the theoretical concepts by doing exercises consistently. Practice of research methodology courses using the practical drill method will help students.

Furthermore, based on the results of student interviews, the practice drill method when learning language research methodology is very effective, with most of them finding it easier to understand research methodology concepts and apply them in their assignments. They also noted significant improvements in speaking and writing abilities in the context of language research.

Apart from that, many students state that the practical drill method helps them feel more confident in facing challenges in language research. They feel better prepared to design their research, collect and analyze data, and prepare better research reports (Clapham, 2000). During interviews, several students also mentioned that intensive interaction with instructors and fellow students in the practice drill method provided valuable support in understanding and developing skills. They felt this method created a collaborative and supportive learning environment.

5. Discussion

Based on this research, lecturers must adapt student learning needs to learning strategies. The choice of learning model used by lecturers depends on the characteristics of the learning material and the learning objectives to be achieved, as well as the ability to meet students' learning needs and increase their learning capacity to reach an optimal level. Baeten & Simons (2014) view is also appropriate because no teaching model is considered superior for all educational purposes. Many teaching models are only suitable for certain types of learning, but these models can also be combined to help students achieve learning goals. Therefore, some approaches are consistently better than others. Previous research shows that using the practice drill method in learning language research methodology can effectively improve student learning

outcomes (Beijaard, 2019). Other research also shows that learning language research methodology using the practical drill method positively affects student academic achievement. Therefore, implementing this learning model can guide improving learning outcomes in language research methodology courses.

According to Elisa et al. (2023), the training method (drill) can teach precise habits to do a job. This method is used as a means to train oneself and achieve the expected results. Drill and Practice is an exercise method that is carried out repeatedly to develop practical skills and understanding of previously learned knowledge. In its implementation, students are given theoretical understanding first before carrying out repeated practical exercises (Rathakrishnan et al., 2018). The results of this research are very important for learning the Language Research Methodology course. Based on the results of this research, the practical drill method positively influences student success and the effectiveness of learning in the classroom.

6. Conclusion

The results of this research are very important for learning the language research methodology course. The practical drill method positively influences student success and the effectiveness of learning in class. Based on the research results, it can be concluded that: 1) There is an increase in learning outcomes, 2) the practical drill method provides valuable support in understanding and developing students' skills, 3) Through direct Practice, students can more easily apply the theory learned in situations practical.

The implications of this research provide an overview for students, lecturers and academics about the quality of the learning process and learning outcomes when the media learning model is applied in the classroom. It cannot be separated from the role of lecturers, students, appropriate learning models or methods in producing good learning outcomes, and other factors, namely influencing and emphasizing problems through activities that are suitable for students.

The researcher realizes there still needs to be improvement in applying drill practice to teach research methodology courses. However, the result of this research may enlighten us on the importance of varying techniques in teaching research methodology to make the teaching and learning process run as we expected.

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Conflict of Interest

The authors declare no conflicts of interest.

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