

**ENHANCING STUDENTS' GRAMMATICAL ABILITY THROUGH THE
APPLICATION OF DRILL METHOD**

THESIS

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THESIS

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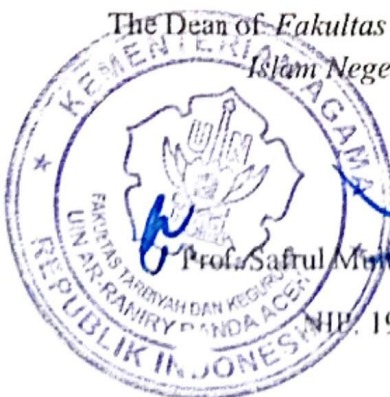
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adalah benar-benar karya saya, kecuali kutipan dan referensi yang disebutkan sumbernya. Apabila kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya

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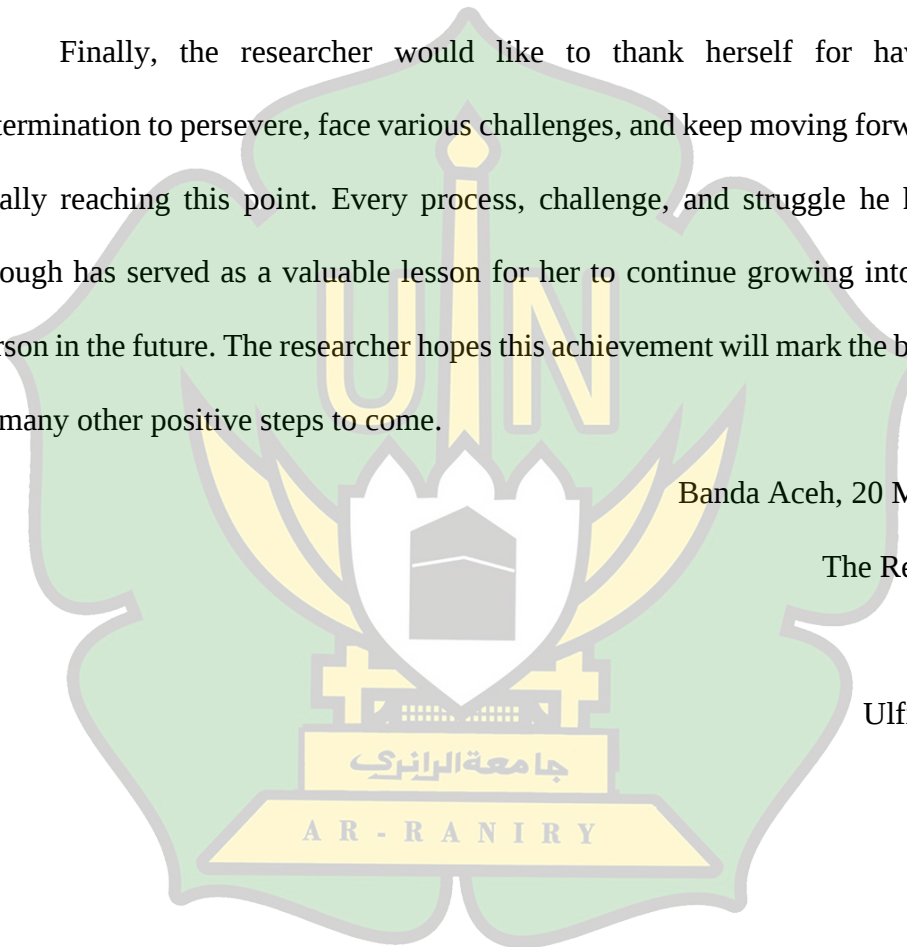
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ABSTRACT

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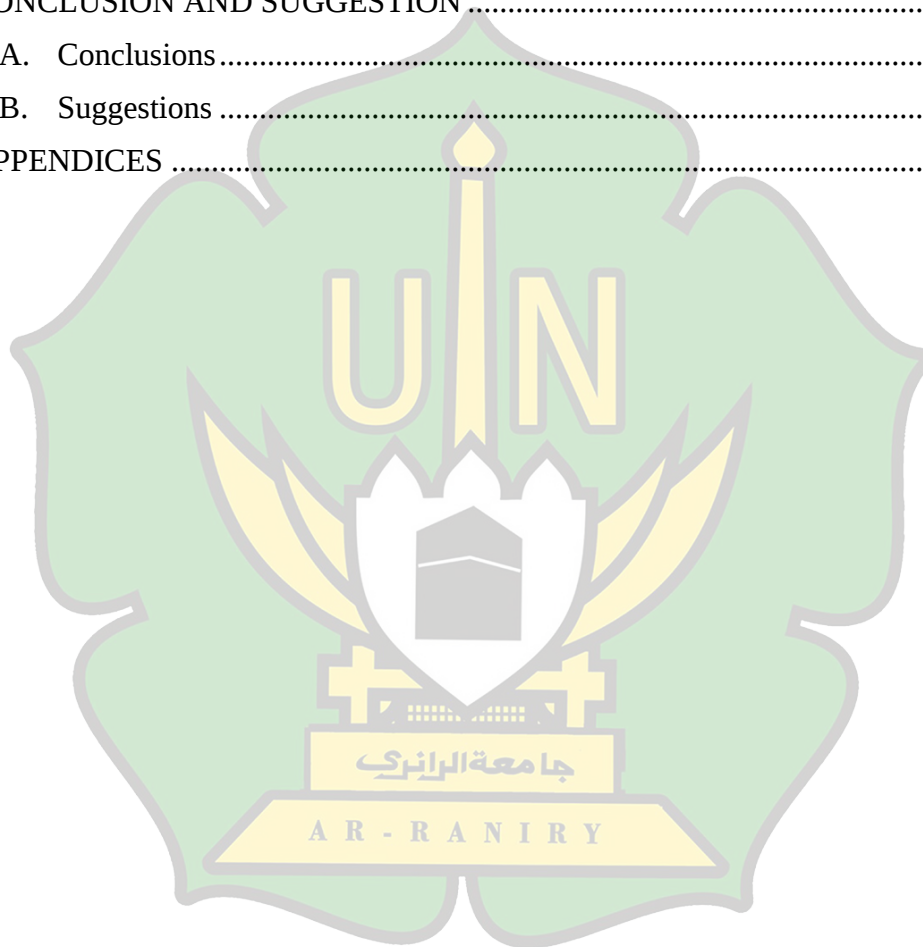
This research is aimed at finding out the extent of the improvement in students' grammatical ability through the application of the drill method at the eighth-grade students of MTsN 4 Banda Aceh and at identifying the obstacles faced by students during the learning process. Initial interviews revealed that students frequently mixed up sentence structures and tenses, indicating low grammatical ability. This study employed a descriptive quantitative approach. The sample was taken purposively, consisting of 23 students from class VIII 7. Data were collected through grammar tests administered at the end of each of the three sessions, covering repetition, substitution, and transformation drills. The test consisted of 15 questions comprising multiple-choice and essay items, as well as a questionnaire distributed after the entire learning process was completed. The results showed a progressive improvement in students' mean scores across each session, from 68.78 in the first test, to 75.52 in the second test, and 81.37 in the third test. In terms of individual improvement from the first to the third test, 8 students (35%) were categorized as extremely improved, 7 students (30%) as sharply improved, 7 students (30%) as gradually improved, and only 1 student (4%) as slightly improved. However, the questionnaire results revealed that the most significant obstacle faced by students was related to transformation drills, where approximately 95% of students reported difficulty in understanding changes in sentence structure and rephrasing sentences into different forms. These findings suggest that the drill method positively contributes to the improvement of students' grammatical ability through consistent and structured repeated practice.

Keywords: Drill Method, Grammatical Ability.

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CHAPTER I

INTRODUCTION

A. Background of Study.

Grammar is one of the essential components of English that language learners need to master because it provides the structural foundation for developing the four language skills: listening, speaking, reading, and writing. Normawati (2024) stated that teaching grammar is essential for improving language proficiency because grammar constitutes one of the components of communicative competence.

Similarly, Richards (2018) defined grammar as a system of rules that explains how words are combined, arranged, and modified to express different meanings in a language. Therefore, grammar is not merely a collection of prescriptive rules but also a dynamic system that enables learners to communicate meaning accurately and appropriately in various contexts.

Furthermore, grammar plays a significant role in English language learning. Ramadhanti and Pratiwi (2025) argued that understanding grammar helps students express their ideas more accurately while enabling them to understand the complexity of language more effectively. Mastery of grammar also supports productive language skills, particularly speaking and writing, by enabling learners to communicate their ideas clearly, coherently, and logically. Consequently, grammar should become one of the fundamental aspects taught during the English teaching and learning process.

Despite its importance, mastering grammar is often challenging, particularly for learners of English as a foreign language (EFL). Many students experience

difficulties in understanding grammatical rules and applying them accurately in both spoken and written communication. These difficulties may result from insufficient practice, confusion about differences between the learners' first language and English, or limited understanding of grammatical usage in different contexts.

Consistent with this view, Mustakim (2025) reported that first-semester students of the English Education Department at Muhammadiyah University encountered several challenges in learning grammar. The study found that many students were unable to apply grammatical rules that they had previously learned. Moreover, students admitted that they easily forgot grammar rules when they rarely practiced them during classroom activities. These findings indicate that grammar remains one of the most essential yet challenging aspects of English language learning.

Based on a preliminary informal interview conducted with an eighth-grade English teacher at MTsN 4 Banda Aceh, it was found that students encountered various difficulties in learning English. According to the teacher, many students considered grammar to be the most difficult aspect of English. Although some students were able to speak or write in English, they frequently produced grammatically incorrect sentences. Consequently, the intended meaning often became unclear or differed from what they intended to express. The teacher also observed that students frequently confused sentence structures and verb tenses, resulting in inappropriate language use. These findings indicate that students' grammatical competence remains relatively weak.

These problems suggest that eighth-grade students require an instructional approach that enables them to understand and apply grammatical structures more systematically and consistently. By identifying students' learning difficulties, teachers can design more effective instructional strategies that help students communicate accurately using appropriate grammatical structures. Such an approach is expected to improve students' grammatical competence while supporting their overall English language proficiency.

One instructional strategy that has been recommended by previous researchers is the drill method. Mardiana (2022) explained that the drill method emphasizes structured and repetitive practice to develop specific skills based on previously learned knowledge. Through continuous repetition, students are expected to internalize grammatical patterns and retain them for a longer period.

Several previous studies have investigated the effectiveness of the drill method in English language learning. Abrar and Widiati (2024) found that the drill method effectively improved students' speaking skills by increasing pronunciation accuracy and speaking automaticity. Furthermore, repeated sentence-pattern exercises enabled students to produce grammatical structures more accurately without consciously recalling grammatical rules. Such repetitive practice also strengthened students' long term retention of grammatical patterns.

Similarly, Hidayat and Herniawati (2024) reported that applying the drill technique in teaching English to young learners created a more enjoyable learning environment and significantly improved students' speaking skills. Their findings also showed that repetitive practice increased learners' confidence because students

became more familiar with frequently used expressions. In addition, structured and predictable exercises reduced speaking anxiety while increasing students' motivation and enthusiasm for learning English.

Although previous studies primarily focused on improving speaking ability, the present study differs by investigating the effectiveness of the drill method in improving students' grammatical ability. The drill method was selected because it emphasizes repeated practice, allowing students to develop grammatical accuracy through continuous language use. Regardless of the amount of vocabulary or grammar rules students memorize, meaningful improvement cannot be achieved without sufficient practice. Therefore, based on the problems identified above, the researcher is interested in investigating the implementation of the drill method to improve the grammatical ability of eighth-grade students at MTsN 4 Banda Aceh.

B. Research Question

In order to make it clear to discuss in this research, it is necessary to formulate the research questions as follows:

1. To what extent does the application of the drill method improve student's grammatical ability at the eight-grade students of MTsN 4 Banda Aceh?
2. What obstacles do students face when learning grammar through the use of the drill method?

C. Research Aim

Based on the research questions above, the purpose of this research is to find out the extent of the application of the drill method can improve students' grammar abilities in the eight-grade students of MTsN 4 Banda Aceh. In addition, this study

also aims to find out the obstacles faced by students in learning grammar through the application of the drill method.

D. Significance of The Study

This study aims to describe the improvement of students' grammatical ability through the application of the drill method in language learning. After the implementation of this method in the learning process, the researcher aims to find out the extent to which the drill method reflects students' ability to use grammatical structures correctly through repeated practice.

The results of this study are expected to make a positive contribution to teachers in developing more effective and engaging grammar teaching strategies. Teachers can utilize the advantages of the drill method to increase student engagement, build motivation to learn, and strengthen understanding and correct application of grammatical structures.

In addition, this study is also expected to provide additional insight for foreign language teachers, especially English teachers, regarding the benefits of the drill method in helping students build a strong foundation in grammar skills. For other researchers, this study can be used as a starting point for further research related to innovative and practice-based grammar teaching techniques in the classroom.

E. Scope of Study

This study focuses on the results of applying the drill method in eight grade students at MTsN 4 Banda Aceh. In this study, what will be tested is the students' grammatical ability. In addition, this study also aims to determine students' obstacle

through their responses while learning by implementing the drill method during the learning process.

F. Research Terminologies

1. Grammar

According to Fitria (2022), grammar is a language system. It is often referred to as language rules. In English, grammar refers to the rules that form the language. Grammar determines how words are arranged to form meaningful units. In addition, Grammar plays an important role in learning English. Several linguistic skills, including listening, speaking, reading, and writing, are based on mastery of grammar. Furthermore, according to Normawati (2024), it is important to teach grammar aspects to improve language proficiency because this is one of the components of communicative competence.

Without a command of grammar, communication in English becomes unclear and prone to misunderstanding. The resulting sentences tend to be confusing, both in speaking and writing, making the message difficult to understand. In reading and listening, a weak understanding of grammar also makes it difficult for learners to understand the meaning and relationships between sentences. Therefore, grammar is a basic element in achieving success in language learning skills.

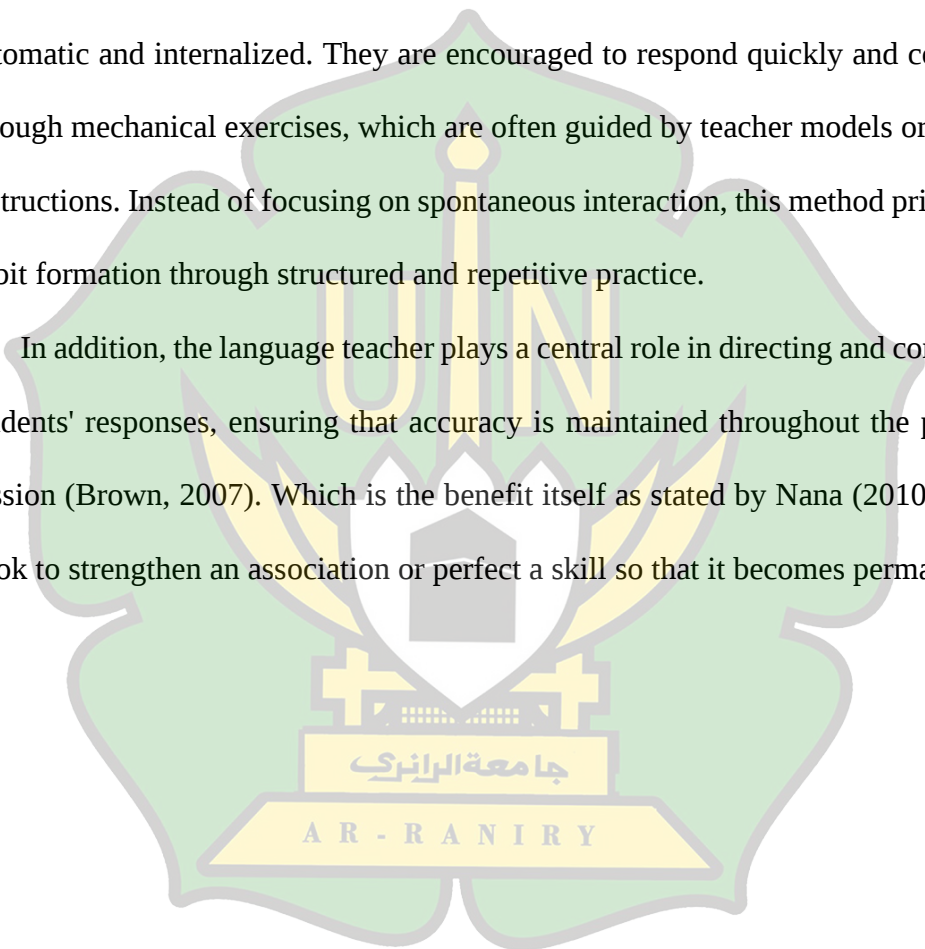
2. Drill Method

The drill method is one of the approaches to foreign language teaching that emphasizes repetition and practice to develop language accuracy and fluency. Brown (2001) states that the drill method is a technique that focuses on repetition and practice to reinforce language forms. The drill method is a language learning

method that focuses on repetitive practice so that students become accustomed to using the language automatically. The main objective is to develop language skills through the process of habit formation.

In the context of the drill method, learners are trained to repeat words, phrases or sentence patterns continuously so that the target language structures become automatic and internalized. They are encouraged to respond quickly and correctly through mechanical exercises, which are often guided by teacher models or instructions. Instead of focusing on spontaneous interaction, this method prioritizes habit formation through structured and repetitive practice.

In addition, the language teacher plays a central role in directing and correcting students' responses, ensuring that accuracy is maintained throughout the practice session (Brown, 2007). Which is the benefit itself as stated by Nana (2010) in her book to strengthen an association or perfect a skill so that it becomes permanent.



CHAPTER II

LITERATURE REVIEW

A. Grammar

1. The Definition of Grammar

Etymologically, according to the Oxford Dictionary for Advanced Learners, the word “grammar” means the rules for forming words and sentences. In addition, the term “grammar” refers to a set of rules that apply in the minds of native speakers of a language. Furthermore, according to Richards (2018), Grammar is a system of rules that explains how words are combined, arranged, and modified to express different meanings in a language. Thus, grammar can be understood as a system that regulates how words are arranged to form meanings that can be understood in a linguistic context.

Halliday as cited in (Trinh et al, 2017), views grammar as a source for creating meaning, not merely a set of structural rules. Grammar is understood as a system of choices that allows speakers to express ideational, interpersonal, and textual meaning in accordance with the social context. In other words, grammar not only regulates the form or structure of sentences, but also plays an important role in helping speakers construct meanings that are relevant to the communication situation.

Based on the above definition, researcher conclude that grammar is a set of systems and rules that not only serve to form language structures, but also as a means of conveying meaning in real communication contexts. Grammar can be understood as one of the main foundations of language because it regulates how

words, phrases, and sentences are arranged so that the message conveyed can be understood correctly. With a good command of grammar, a person can use language in a regular, logical, and rule-based manner, making the communication process more effective and meaningful.

Grammar plays an important role in helping speakers understand and produce meaningful and effective speech that is appropriate to the social situation and communication purpose. Therefore, mastery of grammar is not merely the ability to memorize grammatical rules, but rather the ability to use those rules functionally to express ideas, feelings, and thoughts appropriately in various linguistic contexts.

2. Kinds of Grammar

Structure and grammar are fundamental elements in English language learning, as both play an important role in helping students master other language skills more easily. In the context of learning English as a foreign language (EFL). Larsen-Freeman (2003) explains that grammar teaching needs to be adjusted to the level of the students' abilities so that the learning process is more effective and meaningful.

Therefore, grammar is generally divided into three main levels, namely basic grammar, intermediate grammar, and advanced grammar (Azar, 2003). This division is pedagogical, not linguistic, with the aim of helping teachers adjust the level of difficulty of the material to the abilities of the students.

a. Basic Grammar

Basic grammar is the fundamental structure of language that helps students understand the structure and usage of English in simple contexts. At this level,

grammar learning focuses on basic rules and systems such as parts of speech, simple tenses, and basic sentence structure (Nurhayati, 2019).

- Parts of speech (noun, verb, adjective, adverb, pronoun, preposition, conjunction)
- Simple tenses (simple present, simple past, simple future)
- Articles (a, an, the)
- To be (am, is, are, was, were)
- Basic sentence structure (S + V + O + C)

This level is intended for beginners, such as elementary and junior high school students who are just starting to learn English. The goal is for students to be able to form simple sentences with the correct structure for everyday communication.

b. Intermediate Grammar

Intermediate grammar is the stage where learners begin to use more complex grammatical structures and apply them in various communication contexts. At this level, students are expected to expand their understanding of sentence patterns and improve their accuracy in using English grammar, both orally and in writing. According to Tania's (2023) research, EFL students who succeed in intermediate grammar classes generally use strategies such as identifying difficult structures, translating to understand patterns, and noting new structures to reinforce their understanding. The results of this study show that at the intermediate stage, the focus of learning is not only on rules, but also on the application of structures in meaningful communication contexts.

Some of the grammar aspects studied at this level include:

- Perfect tenses (present perfect, past perfect)
- Continuous tenses
- Passive sentences
- Modal verbs (can, could, should, must, may, might, etc.)
- Conditional sentences
- Gerunds and infinitives

This level is generally taught to high school students or early college students, as they begin to produce longer and more varied sentences, shifting from accuracy-based learning to fluency development.

c. Advance Grammar

Advanced grammar refers to the stage of learning where EFL (English as a Foreign Language) learners have mastered the basics and intermediate level, and begin to deepen their use of grammar in more complex academic and professional contexts. At this level, students focus not only on form and structure, but also on style choices, richness of meaning, and cohesion and coherence in texts. For example, nominalization, as one aspect of advanced grammar, plays an important role in enhancing clarity and density of meaning in academic writing (Xin, 2024).

Some aspects of grammar commonly studied at the advanced level include:

- Nominalization (changing processes/actions into nouns)
- Inversion (reversing the sentence order for stylistic effect or emphasis)
- Subjunctive mood
- Reduced clauses

- Complex sentence structures (complex sentence structures combining several clauses)
- Discourse-level grammar (grammar at the discourse level: paragraph organization, cohesion, coherence)

This level is suitable for advanced learners, such as university students, researchers, or English teachers who want to refine their use of English professionally. By mastering advanced grammar, learners can convey ideas more concisely, accurately, and in accordance with academic or professional conventions, not just functioning in everyday communicative contexts.

3. Definition of Grammatical Ability

Grammatical ability refers to a person's skill or competency in understanding, applying, and using the grammatical rules of a language correctly and effectively. Hasan (2022) defines grammatical ability as the ability to be aware of how sentences are produced and produce sentences in the language accurately and meaningfully.

Based on the above definition, it can be understood that grammatical ability does not only include knowledge of language rules or structures, but also the ability to apply them appropriately in the context of meaningful communication. In other words, someone with good grammatical ability is able to understand how language elements such as words, phrases, and clauses are arranged to form sentences that are correct and understandable to others.

This skill is an important foundation for mastering language skills, both spoken and written, because grammar plays a role in maintaining clarity, accuracy of

meaning, and effectiveness of message delivery. In the context of learning English as a foreign language (EFL), grammatical skills are one of the main components that support the improvement of overall language skills, as they help students avoid structural errors and improve fluency and accuracy in communication.

4. The Important of Grammatical Ability

Grammar plays an important role in learning English. Several linguistic skills, including listening, speaking, reading, and writing, are based on mastery of grammar. As stated by Normawati (2024), it is important to teach grammatical aspects to improve language proficiency because this is one component of communicative competence.

Similarly, according to Tamam (2024), grammar teaching should remain the main focus in English language teaching. Although grammar is not classified as one of the four core skills, namely listening, speaking, reading, and writing, it serves as the foundation for all four skills. Each skill is closely related to grammatical knowledge, making grammar an integral part of successful language use.

For example, using grammar correctly when speaking and listening will improve communication skills. In addition to speaking and listening, proficiency in grammar when writing is also very important. With a good understanding of grammar, a person can construct sentences with the correct structure, so that the message they want to convey can be understood by the reader. Readers will have difficulty understanding the information presented in the text if the writer uses poor grammar in their writing. Therefore, it can be concluded that grammar is a fundamental element that cannot be separated from English language proficiency.

Although not included in the four core skills, grammar serves as a foundation that supports the effectiveness of both receptive and productive communication. Accurate grammar usage enables individuals to convey ideas clearly, understand others' messages accurately, and produce coherent and easily understandable texts. Therefore, strengthening grammar teaching remains an important aspect of English language learning so that students can communicate effectively in various academic and everyday contexts.

B. Drill Method

1. Definition of Drill Method

A teaching method refers to a systematic set of principles and procedures designed to facilitate effective learning. According to Hall (2011), methods are defined as an increasingly problematic concept, but traditionally seen as a theoretically consistent set of teaching principles that would lead to the most effective learning outcomes if followed correctly. Based on this definition, it can be understood that a method is a set of principles and procedures with a theoretical basis, designed to achieve learning objectives effectively when used appropriately. In other words, a method is not merely a teaching technique or activity, but rather a systematic approach rooted in a specific theory and oriented towards student learning outcomes.

In terms of meaning, drill means practice or repetition. The drill method, also known as the training method, is a way of forming certain habits (Amin, 2022). In the context of learning, drill can be understood as a form of repetitive practice that

is carried out in a structured and systematic manner to strengthen the mastery of certain skills or knowledge.

The drill is based on behaviorist learning theory, which views learning as a process of habit formation through repetition and reinforcement. According to this theory, learners develop language habits by repeatedly responding to stimulus and receiving feedback for correct responses (Skinner, 1953, as cited in Febriani, 2024).

B. F. Skinner's operant conditioning theory plays a key role in this approach. Skinner believed that behaviors followed by positive reinforcement are more likely to be repeated, while unreinforced behaviors tend to disappear. In language learning, this means that repeated practice with teacher feedback helps learners internalize correct language patterns.

Based on these principles, drill became an important technique in language teaching. It was later widely implemented in the Audio-Lingual Method, where students repeatedly practice grammatical patterns and sentence structures until they can produce them accurately and automatically (Richards & Rodgers, 2001). Therefore, the theoretical foundation of drill lies in behaviorist principles, especially Skinner's concept of reinforcement and habit formation.

According to Mardiana (2022), the drill method is a teaching strategy that emphasizes repetitive and structured practice to acquire specific skills and abilities from the knowledge that has been learned. The drill method is a learning approach that focuses on repetition and systematic practice to strengthen students' understanding and skills in a particular subject. This method is often applied in various fields of education, including language teaching.

The drill method is one of language learning method that focuses on repeated practice so that students become accustomed to using the language automatically. Brown (2007) states that the drill method is a technique that focuses on repetition and practice to reinforce language forms. Its main objective is to develop language skills through the process of habit formation. This statement emphasizes that through repetition and practice, students can strengthen their understanding and skills in the forms and grammar being studied.

2. Types of Drill Methods

Richard and Rogers (2001) emphasize that pattern practice and drills are essentially a signature feature of the audio-lingual teaching method in the classroom. This method is based on the view that language skills are formed through structured repetition and habituation, so that students' responses can be formed automatically. Haycraft (1978) emphasizes that after a new structure has been introduced and explained, students should be given the opportunity to practice through controlled activities. The purpose of these exercises is to help them form more accurate sentences while using relevant sentence structures. This process, known as oral drill, serves to reinforce understanding and mastery of the newly acquired structure.

However, this practice is not without its drawbacks. Often, the exercises are rigid, so that students may master the patterns in the practice situation but are less skilled when it comes to applying them in more varied real-life communication contexts. Furthermore, oral drill takes many different forms:

a. Repetition Drill

Repetition is a form of oral drill in which students are asked to accurately repeat words, phrases, or sentences spoken by the teacher. According to Medrofa et al. (2022) repetition drill provide students with the opportunity to practice listening to and pronouncing certain phrases intensively, making it easier for them to remember and automate frequently used language patterns. In addition, repetition helps students understand the correct form and pronunciation of a word or phrase, thereby improving their accuracy in speaking and building their confidence.

As the simplest form of drill, repetition is often used in the early stages of language learning to introduce and instill basic grammatical patterns. Through repetition, students are trained to recognize, remember, and apply grammatical structures automatically so that they can build a strong foundation before learning more complex patterns.

Example of interaction between teacher and student in a repetition drill:

Teacher says, "I go to school"

Student repeats, "I go to school."

Teacher: "This is my book."

Student: "This is my book."

Teacher: "That is my bag."

Student: "That is my bag."

b. Substitution Drill

Substitution exercises are a type of oral exercise in which the teacher provides a sample sentence and then asks students to repeat the sentence by replacing one of the words or phrases according to the teacher's instructions. According to Mulyadi

et al. (2024), substitution exercises have been proven effective in improving students' speaking skills because they train structural accuracy while strengthening the automation of language patterns.

This exercise not only helps students master grammatical structures more flexibly, but also strengthens their understanding through the process of replacing sentence forms or patterns. Therefore, substitution exercises are useful for training fluency, increasing confidence, and strengthening students' ability to use sentence variations. The following are examples of substitution drills adapted from a book "English Language Structure", by Krohn (1971) :

Teacher: "I am a teacher." Teacher: "she."

Student: "she is a teacher."

Teacher: "you."

Student: "you are teacher."

c. Transformation Drill

According to Permata (2019), transformation drill is one of strategies that involve systematic manipulation of structure. In this strategy, sentences are changed through the application of grammar rules. Teachers give students specific sentence patterns and ask them to change those patterns into other forms. These exercises are useful for strengthening students' understanding of grammatical patterns, training flexibility in using sentence structures, and increasing thinking speed when speaking. In addition, these exercises encourage students to quickly form language habits through targeted changes in sentence structure patterns.

The following are examples of transformation drills adapted from Permata (2019) :

- Positive → negative transformation
Teacher: "He is reading a book."
Student: "He is not reading a book."
- Statement → question transformation
Teacher: "They are playing soccer."
Student: "Are they playing soccer?"
- Active → passive transformation
Teacher: "She read a book."
Student: "A book is read by her."

d. Meaningful Drill

Meaningful drill is a type of language exercise designed so that students not only repeat sentence patterns, but also connect them to their real-life situations. Research by Khodamoradi et al. (2012) states that meaningful drill has been proven effective in improving students' grammar skills because it helps students understand and apply grammatical forms in meaningful contexts, which in turn improves their understanding, memory, and use of language. In these exercises, questions and answers are made contextual so that students feel that the exercises are relevant to their daily experiences.

Example of teacher student interaction in meaningful drill:

Teacher : "This is the friend who often helps me at school. Who is the friend that often helps you at school?"

Student : “My friend who often helps me at school is Andi.”

Teacher : “That is the place where I usually buy food. Where do you usually buy food?”

Student : “The place where I usually buy food is in the canteen.”

3. The Usefulness of The Drill Method

The drill method has a number of important benefits in the learning process, especially in mastering language skills. According to Medrofa et al. (2022) learning with this method helps in memorizing and automating common language patterns. Students also benefit from immediate feedback, which helps them recognize the correct form or pronunciation of words or phrases, thereby improving accurate speaking skills and confidence.

Based on this, it can be concluded that the application of the drill method not only forms proper language habits, but also plays a direct role in improving grammatical ability. Through repeated practice, students become accustomed to applying grammatical structures consistently in various situations, thereby strengthening their understanding and improving the accuracy of their use of grammar in both spoken and written language.

Similarly, Mulyadi et al. (2024) stated in their research that the drill method is useful in language learning because it helps students develop their speaking skills through repeated sentence pattern practice. In addition, this technique provides a structured way for learners to internalize language patterns, so that their spoken language becomes more fluent and accurate.

C. Previous Study

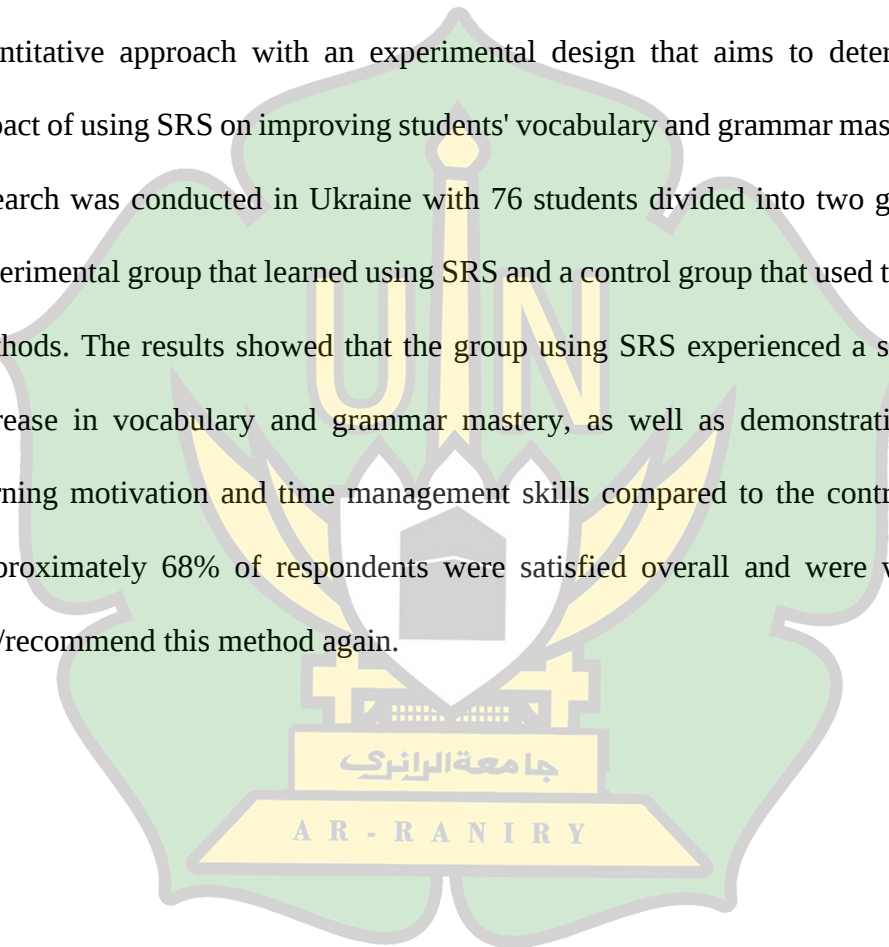
There are a number of studies on the use of the drill method in English language teaching that have been discussed and are relevant to this study. As a reference, the influence of CLT in improving students' English language skills. In addition, this study attempts to discuss previous studies related to this study.

First, there is a study conducted by Hidayat et al. (2024) which aims to examine the effect of using the drilling method on the English speaking skills of early childhood. This study uses a qualitative approach with a descriptive method that aims to describe effective teaching techniques and media to improve English speaking skills in early childhood. Data was obtained through direct observation of the learning process at an educational institution in Ciamis, West Java. The results of the analysis showed that the drilling technique with an audio-lingual approach and the use of songs and videos as media were very effective in creating a fun and interactive learning atmosphere, thereby significantly improving the children's speaking skills.

Second, a study conducted by Abrar and Widiati (2024) which aims to examine the effect of using the drilling method on the English speaking skills of high school students. This study uses a descriptive qualitative approach with a literature review to analyze various previous research results related to the application of the drilling method in English language learning. The results of the study show that the use of the drilling method can significantly improve students' speaking skills, especially in terms of fluency, confidence, and speed of response when speaking. In addition, this study also reveals that the integration of drilling techniques into the curriculum

can strengthen vocabulary, sentence patterns, and pronunciation automatically. These findings have positive implications for the importance of applying the drilling method in English language learning at the secondary school level.

Third, there is research by Kryukova et al. (2024) that discusses the application of a spaced repetition system (SRS) in language learning. This study uses a quantitative approach with an experimental design that aims to determine the impact of using SRS on improving students' vocabulary and grammar mastery. This research was conducted in Ukraine with 76 students divided into two groups: an experimental group that learned using SRS and a control group that used traditional methods. The results showed that the group using SRS experienced a significant increase in vocabulary and grammar mastery, as well as demonstrating better learning motivation and time management skills compared to the control group. Approximately 68% of respondents were satisfied overall and were willing to use/recommend this method again.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study employed a descriptive quantitative approach, in which data were analysed by describing and illustrating the collected data as they were. This approach aimed to systematically describe and analyse students' grammatical ability based on test results administered at each session. The study focused on showing the gradual improvement in students' abilities throughout the learning process.

The design used in this study was a repeated measurement design within a single group, where data were collected through tests administered after each drilling session. This design was chosen because it allowed the researcher to observe and describe the gradual pattern of students' score development over time.

The data obtained were analysed using a descriptive quantitative approach by calculating the mean score of each session and the percentage of classifying individual student improvement based on the scores obtained from the first test to the third test. The classification criteria were determined by the researcher based on suggestions from the supervisor.

By using this descriptive quantitative design, the researcher can provide a clear descriptive picture of students' grammatical ability development during the implementation of the drill method across three learning sessions. The improvement pattern observed in each session serves as the primary indicator for describing the

extent to which students' grammatical ability developed throughout the learning process.

B. Population And Sample

The research population is a group of people, objects, or things that serve as the source for sampling; a set that meets certain criteria related to the research problem (Abu Bakar, 2025). Population in this study consisted of all individuals who were subjects of the research, there were all eight grade students of MTsN 4 Banda Aceh, totaling 8 classes. This population included all students who were the object of the study, so the results were expected to reflect the conditions of this group as a whole. From this population, the researcher took a sample as a representation that represented a portion of the population for further analysis. The sample used in this research is class VIII 7, totaling 23 students.

C. Sampling Technique

The researcher used purposive sampling techniques in the sampling of research. It also known as judgment sampling. According to Guarte (2006), Purposive sampling is described as a random selection of sampling units within the segment of the population with the most information on the characteristic of interest. In this study, the researcher selected class VIII 7 as the sample because that class had a schedule and time that allowed for the experiment to be conducted without interfering with the educational process and learning in other classes.

D. Instrument of Data Collection

The data collection tools used in this study were tests and questionnaires. Tests were used to measure students' ability after participating in the learning process

using the drill method. The test used in this study was a grammatical structure test administered at the end of each session. The purpose of administering the test at the end of each session was to collect data on students' learning outcomes incrementally and to observe the development of their grammatical abilities over time. The results of these tests served as the primary data for analysing improvements in students' grammatical ability throughout the learning process. In addition, the researcher also used questionnaires as a supporting instrument to determine students' responses to the obstacles they face while learning through drill.

E. Technique of Data Collection

1. Treatment

In each session, the researcher applied the drill method during the learning process. The types of drill used in this process included repetition, substitution, and transformation. In the early stages of learning, the researcher provided example sentences based on the material being taught. Next, students were asked to repeat the given sentences (repetition), replace certain parts of the sentences (substitution), and change the sentence structure according to instructions (transformation). These activities were conducted repeatedly and gradually in each session to help students better understand sentence patterns.

2. First Meeting Test

At the end of the first session, after the first drilling practice was completed, students took the first test to measure their grammatical ability. The test was administered individually and consisted of 15 questions comprising multiple-choice

and essay items. The results of this first test served as the initial reference point for observing the development of students' grammatical ability in the subsequent sessions.

3. Second Meeting Test

In the second session, after the learning process was completed, students took another test at the end of the session. The format and difficulty level of the questions were tailored to the material taught, but remain aligned with the same learning objectives so that the results could be compared.

4. Third Meeting Test

After the learning process in the third session, the test was given, just as in the previous session. The purpose of this test was to assess the students' progress following the use of the drill method from the first day through the third day.

F. Technique of Data Analysis

1. Test

Data were analysed in two stages: calculating the mean score and the percentage of classifying individual student improvement. The results were compared at each session to track the gradual improvement in students' abilities following the implementation of the drill method.

a. Mean Score

The mean score was calculated based on the scores students received in each session.

The formula used was:

$$\bar{X} = \frac{\sum X}{N}$$

Explanation:

$\bar{X}$ = mean score

$\sum X$ = sum of all student scores

N = number of students

b. Classification of Individual Improvement

The improvement of each student was calculated based on the scores obtained between the first test (T1) and the third test (T3). The categorization of individual learning outcome improvement in this study was determined based on the supervisor's suggestions while considering the range of score improvements achieved by the students, as follows:

NO	Classification	Gained Score
1.	Slightly Improved	0-5
2.	Gradually Improved	6-10
3.	Sharply Improved	11-14
4.	Extremely Improved	≥ 15

Source: Researcher based on supervisor's suggestion

Next, the frequency and percentage of students in each improvement category were calculated to describe the distribution of student improvement. The formula used was:

$$P = \frac{f}{N} \times 100\%$$

Explanation:

P = percentage of students in each category

F = number of students in the category

N = total number of students

2. Questionnaire

To analyze the data from the questionnaire based on students' responses about learning with the application of the drill method in teaching grammar, the researcher used the following formula:

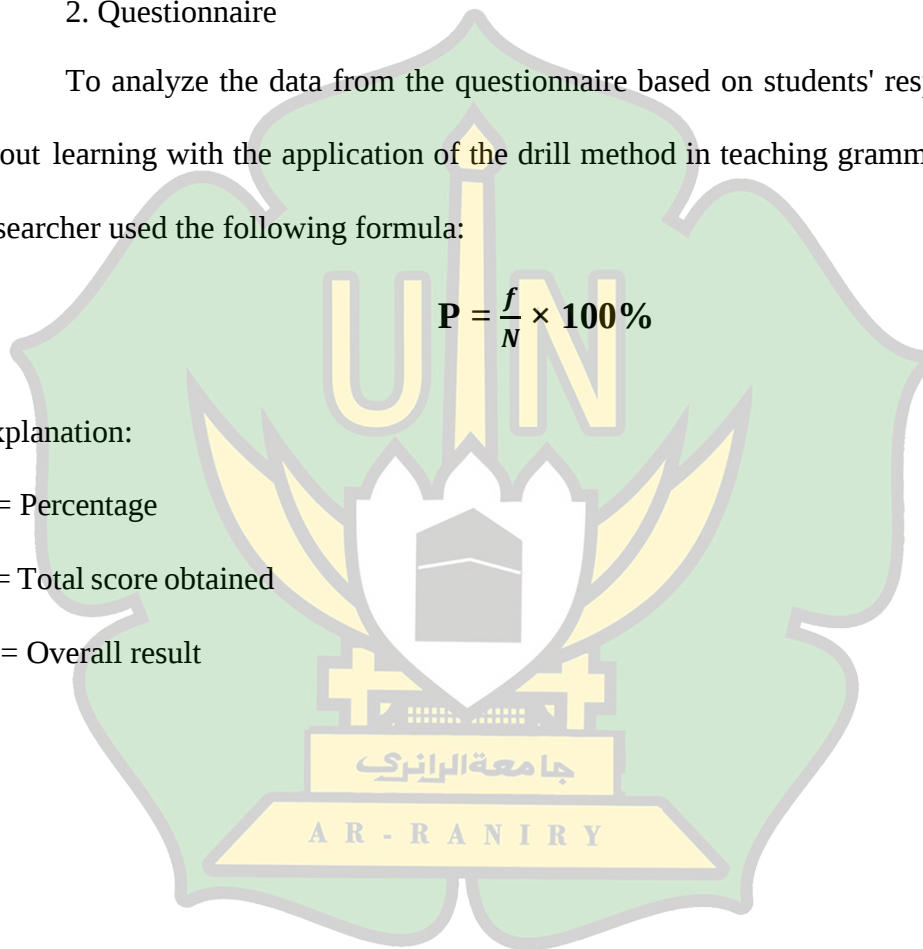
$$P = \frac{f}{N} \times 100\%$$

Explanation:

P = Percentage

F = Total score obtained

N = Overall result



CHAPTER IV

RESULT AND DISCUSSION

A. The Result of The Students in Grammar

As explained in Chapter III, the data in this study were obtained from tests administered to students at the end of each session. These tests were designed to know students' grammatical ability following in learning process by using the drill methods. The teaching learning was done in three sessions, and at the end of each session. The tests results were shown in the following table:

Table 4.1 The Result of Students' Grammatical Ability

N0	Student's Initial	First Test	Second Test	Third Test	Increase	
					T1-T2	T1-T3
1	MS	70	75	80	5	10
2	AD	60	65	75	5	15
3	SK	65	75	80	10	15
4	RA	75	80	90	5	15
5	IRD	60	68	70	8	10
6	MA	70	78	85	8	15
7	RA	78	82	90	4	12
8	HI	60	65	68	5	8
9	K	68	75	80	7	12
10	HM	65	70	77	5	12
11	GK	80	85	90	5	10
12	JK	72	78	84	6	12

13	LM	60	70	80	10	20
14	UR	80	90	95	10	15
15	KT	72	77	85	5	13
16	PM	70	75	80	5	10
17	IR	65	70	78	5	13
18	JTR	80	88	95	8	15
19	SM	62	70	75	8	13
20	TA	70	80	90	10	20
21	SLB	75	82	85	7	10
22	NR	60	65	68	5	8
23	MA	65	74	80	9	15
Total		1582	1737	1880	155	298
Mean		68.78	75.52	81.37	6.73	12.95

Based on Table 4.1, the data show the test results of 23 students on the first, second, and third tests. The first test was administered after the first drilling session to measure students' initial grammatical ability following their first exposure to the drill method. The lowest score was 60 and the highest score was 80, with a mean score of 68.78. These results serve as the starting reference point to observe the development of students' grammatical ability in the subsequent sessions.

In the second test, the students' scores showed improvement. The lowest score increased to 65 and the highest score reached 90. The students' mean score also increased to 75.52. The total increase from the first to the second test was 155 points with mean increase of 6.73 points. These results indicate that students begin

to understand and apply grammatical structures after being given repeated practice through the drill method

Furthermore, in the third test, the improvement in learning outcomes was more significant. The lowest score increased to 68 and the highest score reached 95. The students' mean score also increased to 81.37. The total increase from the first to the third test reached 298 points with a mean increase of 12.95 points. These results show that the improvement obtained became greater than the previous test.

Next, the obtained scores are calculated to determine the students' improvement criteria in grammatical ability during learning using the drill method, the results were shown in following tables:

Table 4.2 The Criteria of Students' Improvement in The Second Session

Classification	Obtained Score	Frequency	Percentage
Slightly Improved	0-5	11	48%
Gradually Improved	6-10	12	52%
Sharply Improved	11-14	0	0%
Extremely Improved	≥ 15	0	0%
Total		23	100%

Source: Researcher based on supervisor's suggestion

Table 4.3 The Level of Students' Improvement in The Third Session

Classification	Gained Score	Frequency	Percentage
Slightly Improved	0-5	1	4%

Gradually Improved	6-10	7	30%
Sharply Improved	11-14	7	30%
Extremely Improved	≥ 15	8	35%
Total		23	100%

Based on the information presented in the table 4.2, the students' score improvements are classified into four categories. Out of 23 students, 11 students (48%) fall into the slightly improved category and 12 students (52%) fall into the gradually improved category. However, no students are included in the sharply improved or extremely improved categories. These results indicate that the improvement in the second test is still at a low to gradual level, as most students only experienced a small increase in their scores. This shows that the improvement of students' abilities does not happen instantly, but develops gradually through a continuous learning process.

Meanwhile, based on the information in the table 4.3, the students' score increases show greater results. Out of 23 students, 1 student (4%) falls into the slightly improved category, 7 students (30%) fall into the gradually improved category, 7 students (30%) fall into the sharply improved category, and 8 students (35%) fall into the extremely improved category. These results indicate that most students experienced greater score improvements in the third test after receiving repeated practice through the drill method, as can be seen in the following diagram:

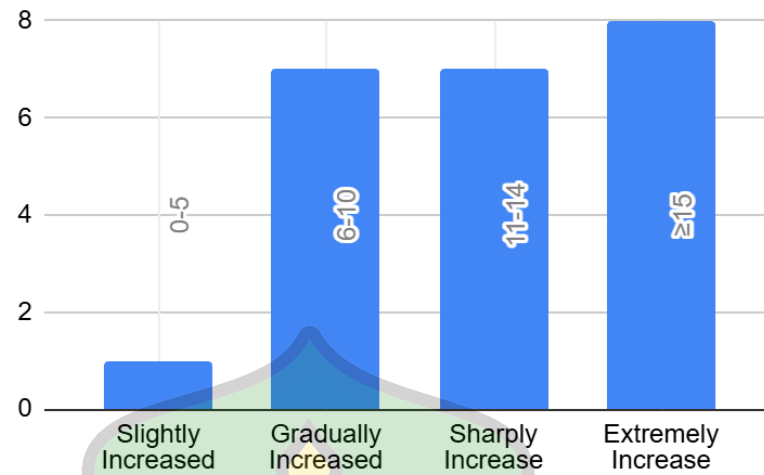


Figure 4.1 Students' score improvement classification in the third (last test)

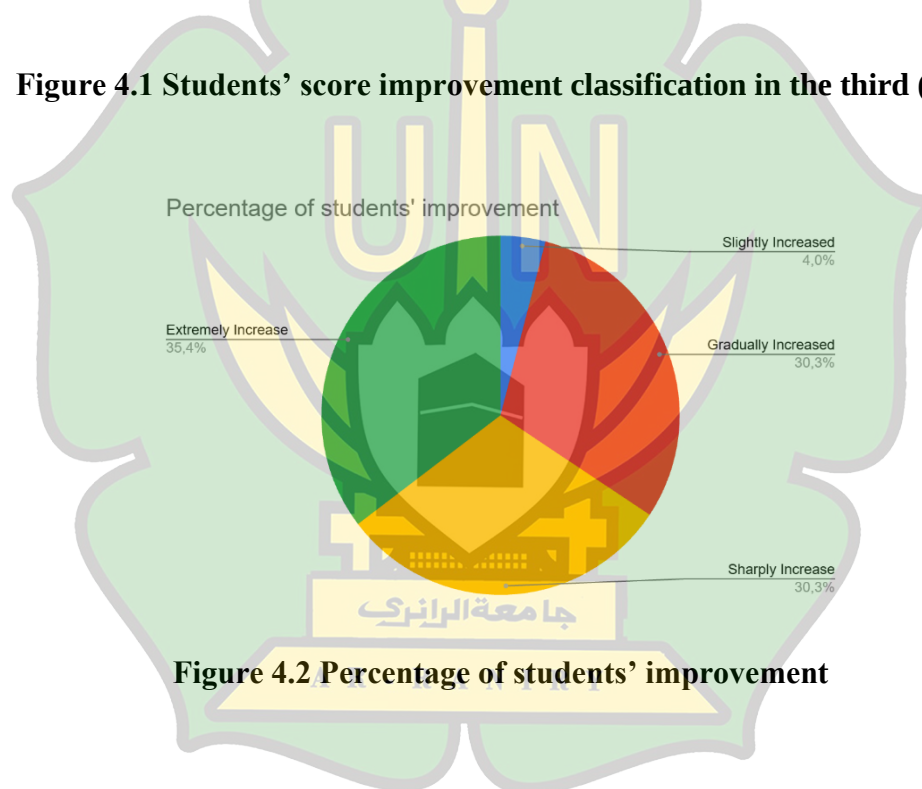


Figure 4.2 Percentage of students' improvement

1. Questionnaire Results

To answer the second research question regarding the challenges faced by students, the researcher used a questionnaire as a data collection instrument. The questionnaire consisted of closed ended statements with four response options based on a Likert scale: Strongly Agree, Agree, Disagree, and Strongly Disagree.

The questionnaire was distributed to students after the entire learning process using the drill method had been completed. The data obtained was then analysed by calculating the percentage of each response option selected by the students. Through this analysis, the researcher was able to identify various obstacles experienced by students during the learning process.

Specifically, this analysis focused on identifying the obstacles students faced in the three types of drill that had been implemented, namely repetition drill, substitution, and transformation. Thus, the researcher could determine which type of drill posed the most obstacle for students in understanding the grammar material taught. The results of the students' responses to the questionnaire are presented in the following table:

Table 4.4 Percentage of Questionnaire Result

No	Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I find it difficult to repeat what the teacher says correctly	0%	5%	65%	30%
2.	I find it difficult to understand the sentence pattern the teacher keeps repeating.	5%	21%	52%	22%
3.	I find it difficult to replace the words in a sentence using the same pattern	22%	30%	35%	13%

4.	I wonder how to replace a word without changing the sentence structure	26%	52%	13%	9%
5	I find it difficult to understand changes in sentence structure when repeating	74%	21%	5%	0%
6.	I find it difficult to rephrase sentences	78%	17%	5%	0%

Based on the questionnaire results, it can be concluded that the most dominant obstacles faced by students are "I have difficulty understanding changes in sentence structure during repetition" and "I have difficulty changing sentences into other forms." In statement number 5, 74% of students stated "strongly agree" and 21% stated "agree," while 5% stated "disagree" and none stated "strongly disagree." Out of a total of 23 students, this is equivalent to about 17 students "strongly agree," 5 students "agree," and 1 student "disagree." In statement number 6, 78% of students stated "strongly agree" and 17% stated "agree," while 5% stated "disagree." When converted to the number of students, this is about 18 students "strongly agree," 4 students "agree," and 1 student "disagree."

These results indicate that changes and transformations in sentence structure are the most challenging aspect for students, with a very high level of agreement from nearly all respondents. These results are consistent with the observations of the researchers during the learning process. Many students encounter difficulties when asked to change the form or structure of a sentence. These difficulties indicate that students have not fully mastered the concept of sentence patterns flexibly. On

several occasions, students often require direct guidance from the researchers to understand how sentence patterns work.

To overcome this obstacle, the researcher provided additional explanations gradually regarding sentence structure patterns, accompanied by concrete examples that help students understand how to transform sentences into various forms. This assistance proved to help students gradually improve their understanding of grammar and strengthen their ability to use sentence patterns more flexibly.

B. Discussion

The results of this study indicate that during the implementation of the drill method, students' grammatical ability showed progressive improvement in each session. This is evident from the increase in the students' mean scores from 68.78 in the first test to 75.52 in the second test, and further increasing to 81.37 in the third test. In addition, the category of student improvement in the third session was also higher compared to the second session. In the second test, most students were still in the slightly improved category with 11 students (48%) and gradually improved with 12 students (52%), while no students reached the sharply improved or extremely improved categories. This shows that the improvement in students' abilities at the initial stage was still at a low to gradual level because the students were still in the process of strengthening their understanding of grammar patterns through drill method.

However, in the third test, there was a greater level of progress. The number of students in the slightly improved category decreased to 1 student (4%), while the gradually improved and sharply improved categories each reached 7 students

(30%). In addition, the extremely improved category became the category with the highest number, namely 8 students (35%). This change shows that after receiving continuous repeated practice, most students experienced a higher increase in grammatical ability compared to the previous tests. These results indicate that repeated practice through the drill method helps students understand and use grammatical structures better.

The increase in mean scores and mastery percentages at each session indicates the improvement of students' grammatical ability. This gradual improvement shows that the drill method, which emphasizes repetitive and structured practice, can help students strengthen their understanding of the material taught. Through continuous practice, students become more accustomed, more confident, and more accurate in using grammatical structures such as the use of modals, infinitives, and simple sentence patterns.

Based on the students' test results, sentences using modal verbs were the grammatical aspect that students answered most accurately after the implementation of drill method. This indicates that students were able to understand and apply the use of modal verbs effectively through drill. One possible explanation is that modal verbs follow a relatively consistent grammatical pattern, as they are generally followed by the base form of the verb.

The findings of this study are in line with Brown's (2007) view, which states that the drill method focuses on repetition and practice to reinforce language forms and develop automatic language habits. Through drilling practice, students become more familiar with grammar patterns and are able to use them more accurately. In

the second test, the improvement was still not very significant because the students were still in the process of strengthening their understanding of grammar patterns through the repeated exercises provided. However, in the third test, the students' improvement became more apparent because the intensity of practice and continuous repetition helped them become more familiar with grammar patterns. This shows that the more often students are exposed to repeated grammar exercise, the better their understanding and learning outcomes.

However, during the learning process, some students still faced difficulties, especially in understanding changes in sentence structure and transforming sentences into different forms. Although students were able to follow repetition activities, many of them still experienced difficulties in correctly applying grammatical patterns to various sentence structures. To overcome this, the researcher provided additional explanations about sentence patterns, offered step-by-step guidance, and gave simple examples to help students understand how grammatical structures work. With additional guidance and continuous repetition through practice methods, students gradually became more familiar with grammatical patterns and showed better improvement in their learning outcomes.

In conclusion, the results of this study descriptively show the improvement of students' grammatical ability during the implementation of the drill method in learning, where this method contributes positively to the process of improving students' grammatical ability.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the results of the study presented in Chapter IV, the following conclusions can be drawn:

1. The implementation of the drill method across three learning sessions showed a progressive improvement in students' grammatical ability. This was evidenced by the increase in the mean score from 68.78 in the first test to 75.52 in the second test, and further increasing to 81.37 in the third test. The total increase from the first to the third test reached 298 points with a mean increase of 12.95 points. In terms of individual improvement, the classification of obtained scores from the first test to the third test shows that 1 student (4%) falls into the slightly improved category, 7 students (30%) fall into the gradually improved category, 7 students (30%) fall into the sharply improved category, and 8 students (35%) fall into the extremely improved category. These results indicate that the majority of students achieved a considerable level of improvement, falling into the sharply improved or extremely improved categories after undergoing three sessions of drill based learning.
2. Furthermore, regarding the challenges faced by students during the learning process, the questionnaire results revealed that the most dominant difficulty was related to transformation drills, specifically in understanding changes

in sentence structure and rephrasing sentences into different forms. This is reflected in statements number 5 and 6, where 74% and 78% of students respectively stated that they strongly agreed with experiencing these difficulties. Despite these challenges, the continuous and structured practice provided through the drill method gradually helped students become more familiar with grammatical patterns.

B. Suggestions

Based on the conclusions above, the following suggestions are offered:

1. For Teachers

Teachers are encouraged to implement the drill method as one of the instructional strategies in grammar learning, particularly for practicing repetitive language structures. However, teachers should pay special attention to transformation drills, as this type proved to be the most challenging for students. Additional scaffolding, step by step guidance, and concrete examples are recommended to help students better understand sentence structure changes.

2. For Students

Students are encouraged to actively engage in every drill activity provided during the learning process. Consistent and repeated practice is key to improving grammatical ability. Students who find transformation exercises difficult should not hesitate to ask for clarification and should practice more independently outside the classroom.

3. For Future Researchers

Future researchers who are interested in conducting similar studies are suggested to consider a longer duration of implementation to observe more comprehensive improvements. In addition, future researchers may also explore the combination of the drill method with other instructional media or techniques to further enhance students' grammatical ability and address the challenges identified in this study.



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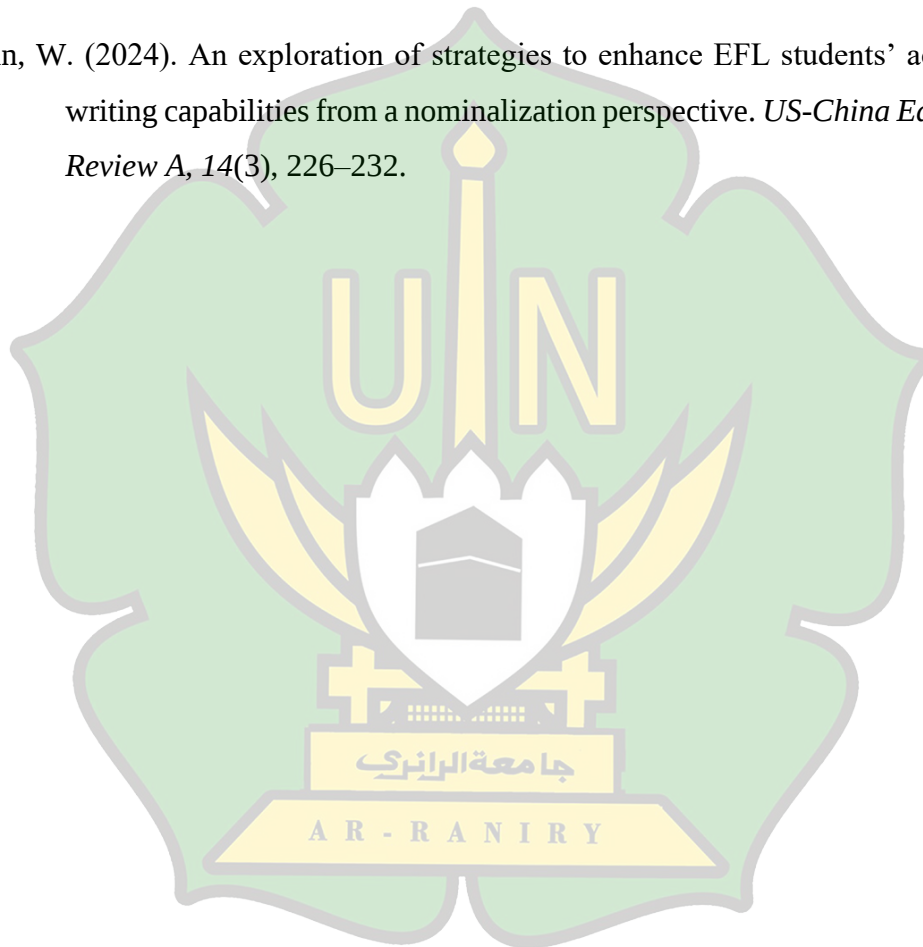
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APPENDICES

Appendix A: Appointment Letter of Supervisor


KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 1485 TAHUN 2025

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang :

Mengingat :

Menetapkan :

KESATU :

KEDUA :

KETIGA :

KEEMPAT :

KELIMA :

a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;

b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;

c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;

2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;

3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;

4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;

5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;

6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;

7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;

8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;

9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;

10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;

11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menunjuk Saudara :
Drs. Lukmanul Hakim, M.A.

Untuk membimbing Skripsi

Nama : **Ulfa Rahmi**

NIM : **220203004**

Program Studi : **Pendidikan Bahasa Inggris**

Judul Skripsi : **Enhancing Students' Grammatical Ability through the Application of Drill Method**

Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2025 Tanggal 02 Desember 2024 Tahun Anggaran 2025;

Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh

Pada tanggal : 30 Oktober 2025

Dekan,


Asafri Muluk

Tembusan

1. Sekjen Kementerian Agama RI di Jakarta;
2. Direksi Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Arsip.


pusaka

Appendix B: Recommendation Letter from the *Fakultas Tarbiyah*



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-2577/Un.08/FTK.1/TL.00/4/2026

Lamp : -

Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

Kepala Kantor Kementerian Agama Aceh

Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 220203004

Nama : ULFIA RAHMI

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : Jalan Kuala Simpang Ulim Tempok teungoh Bantayan

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **ENHANCING STUDENTS' GRAMMATICAL ABILITY THROUGH THE APPLICATION OF DRILL METHOD**

Banda Aceh, 15 April 2026

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

Berlaku sampai : 29 Mei 2026

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AR - RANIRY

Appendix C: Recommendation Letter from Kementerian Agama

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
KANTOR KEMENTERIAN AGAMA KOTA BANDA ACEH
Jalan Mohd. Jam No.29 Kampung Baru, Kec. Baiturrahman
Kota Banda Aceh (Kode Pos 23242). Telp. (0651) – 6300597 Faximil 6300597
Website: www.kemenagbandaaceh.com

Nomor : 83/Kk.01.07/TL.00/04/2026
Sifat : Biasa
Lampiran : -
Hal : Rekomendasi Melakukan Penelitian

16 April 2026

Yth. MTsN 4 Banda Aceh
Di Tempat

Sehubungan dengan surat dari Dekan Fakultas Keguruan dan Ilmu Pendidikan Program Studi Pendidikan Bahasa Inggris Universitas Islam Negeri AR-RANIRY Banda Aceh, Nomor : 2577/Un.08/FTK.1/TL.00/04/2026 tanggal 15 April 2026, perihal sebagaimana tersebut dipokok surat, maka dengan ini kami mohon bantuan saudara untuk dapat memberikan data maupun informasi lainnya yang dibutuhkan dalam rangka memenuhi persyaratan bahan penulisan skripsi, kepada saudara/i :

Nama : ULFIA RAHMI
NIM : 220203004
Prodi/Jurusan : Pendidikan Bahasa Inggris
Semester : VIII

Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan Kepala Madrasah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar.
2. Tidak memberatkan Madrasah.
3. Tidak menimbulkan keresahan-keresahan lainnya di Madrasah.
4. Tetap mematuhi protokol kesehatan yang berlaku di Madrasah.
5. Bagi yang bersangkutan supaya menyampaikan foto copy hasil penelitian sebanyak 1 (satu) eksemplar ke Kantor Kementerian Agama Kota Banda Aceh.

Demikian rekomendasi ini kami keluarkan, atas perhatian dan kerja sama yang baik kami ucapkan terima kasih.

Wassalamu'alaikum warahmatullahi wabarakatuh

Kepala Kantor,


A R - R A N S A L M A N Y

Tembusan :

1. Kepala Kantor Wilayah Kementerian Agama Provinsi Aceh;
2. Dekan Fakultas Tarbiyah Dan Keguruan Universitas Islam Negeri AR-RANIRY Banda Aceh;
3. Mahasiswa Yang Bersangkutan.

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Balai Besar Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN).

Appendix D: Letter Of Statement for Reseach From MTsN 4 Banda Aceh



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KEMENTERIAN AGAMA KOTA BANDA ACEH
MADRASAH TSANAWIYAH NEGERI 4 BANDA ACEH
Jln. Utama Desa Rukoh Kopelma Darussalam, Telp. (0651) 7555725 Kode Pos 23111
email: mtsnrukohbna@yahoo.com website: <http://mtsn4bna.sch.id>
NSM : 121111710004 NPSN : 10114183

Nomor : B-214/Mts.01.07.4/PP.00.5/05/2026
Lampiran : -
Perihal : Telah Melakukan Pengambilan data Penelitian

18 Mei 2026

Yth. Dekan Fakultas Tarbiyah dan Keguruan
Studi Pendidikan Agama Islam
Universitas Islam Negeri Ar-Raniry
di -
Banda Aceh

Assalamu'alaikum Wr. Wb.

Sehubungan surat dari Kantor Kementerian Agama Kota Banda Aceh, Nomor B-83/Kk.0.01.07 /TL.00/4/2026, tanggal 16 April 2026, perihal Rekomendasi Melakukan Penelitian, maka dengan ini kami sampaikan bahwa:

N a m a : Ulfia Rahmi
N I M : 220203004
Jurusan : Pendidikan Bahasa Inggris
Alamat : Jalan Kuala Simpang Ulim Tembok Teungoh Bantayan

Telah selesai melaksanakan Penelitian Ilmiah Mahasiswa di MTsN 4 Banda Aceh dalam rangka mengumpulkan data untuk penulisan Skripsi dengan judul : **"ENHANCING STUDENTS' GRAMMATICAL ABILITY THROUGH THE APPLICATION OF DRILL METHOD"**.

Demikian surat keterangan ini kami sampaikan untuk dapat dipergunakan sebagaimana mestinya.

Kepala,



جامعة الرانيري
AR - RANIRY

Drs. Ihsan, M.Pd

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Balai Besar Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN).

Appendix E: Lesson Plan

Modul Ajar

“ Expressing Ability And Desire”

INFORMASI UMUM	
I. Identitas Modul	
Penyusun	: Ulfia Rahmi
Kelas / Fase	: VIII (Delapan) / D
Mata Pelajaran	: B. Inggris
Alokasi Waktu	: 2x40 menit
Capaian pembelajaran: Menyimak- Berbicara - Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana	
II. Kompetensi Awal	
Siswa pada awalnya belum mengenal dan mampu menggunakan kalimat Expressing Ability And Desire .Setelah pembelajaran siswa mampu mengidentifikasi serta menggunakan kalimat Expressing Ability And Desire	
III. Profil Pelajar Pancasila	
Beriman, bertakwa kepada Tuhan yag maha Esa, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri, berkebhinekaan global	
IV. Sarana Dan Prasarana	

• Buku Siswa • Papan Tulis • LKPD
V. Metode Pembelajaran
Drill Method
VI. Target Siswa
Peserta Didik Regular/Umum kelas VIII Jumlah Peserta Didik : 23 Siswa Minimal : 15 Siswa
KOMPONEN INTI
I. Tujuan Pembelajaran
• Mengidentifikasi dan mengingat ekspresi yang digunakan untuk bertanya tentang kemampuan dan keinginan. • Menafsirkan penggunaan ekspresi keinginan dan kemampuan dalam contoh percakapan yang diberikan. • Menggunakan ekspresi yang relevan untuk bertanya dan menyatakan kemampuan serta keinginan dalam kalimat sederhana sesuai konteks formal dan informal.
II. Pemahaman Bermakna
Dalam berkomunikasi di masyarakat, peserta didik harus mempunyai kemampuan untuk menerapkan ekspresi yang digunakan untuk bertanya tentang kemampuan dan keinginan baik formal maupun informal.
III. Pertanyaan Pemantik
• How would you ask someone if they are able to do something? • What are some things you want to achieve in the future?

IV. Kegiatan Pembelajaran
Pertemuan Pertama
KEGIATAN PENDAHULUAN (15 MINUTES) • Guru Memasuki kelas dengan mengucapkan salam • Guru mengajak siswa untuk membaca doa • Guru melakukan absensi kehadiran siswa • Peserta didik menjawab pertanyaan pemantik yang diberikan. • Peserta didik mendiskusikan jawaban dengan guru
KEGIATAN INTI (50 MINUTES) • Guru menyampaikan tujuan pembelajaran terkait penguasaan struktur <i>expressing ability and desire</i> • guru menampilkan contoh kalimat (<i>I can swim, She can sing , I want to eat</i>) • Guru mengarahkan siswa untuk mengamati pola kalimat • Guru menuliskan pola di papan • Guru membacakan beberapa contoh kalimat. • Siswa menirukan pengucapan secara bersama-sama. • Guru menunjukkan gambar aktivitas sederhana lalu siswa menyebutkan kemampuan atau keinginan berdasarkan gambar. • Siswa diminta mengerjakan lembar test yang berisi pertanyaan terkait <i>expressing ability and desire</i> • Guru memantau dan memberikan bimbingan jika peserta didik mengalami kesulitan
KEGIATAN PENUTUP (15 MINUTES) • Guru dan siswa melakukan refleksi singkat mengenai aktivitas hari ini. • Guru mengajukan pertanyaan untuk memeriksa pemahaman, seperti meminta siswa menyebutkan contoh ekspresi yang digunakan untuk bertanya tentang kemampuan dan keinginan secara formal dan informal • Guru memberikan tugas untuk dikerjakan di rumah • Guru mengakhiri kelas dengan mengucapkan salam
Pertemuan Kedua
KEGIATAN PENDAHULUAN (15 MINUTES)

- Guru Memasuki kelas dengan mengucapkan salam
- Guru mengajak siswa untuk membaca doa
- Guru melakukan absensi kehadiran siswa
- Guru mengulas kembali materi sebelumnya tentang *can* dan *want to*.
- Guru meminta siswa membaca beberapa contoh kalimat secara bersama..
- Peserta didik mendiskusikan jawaban dengan guru

KEGIATAN INTI (50 MINUTES)

- Guru menampilkan beberapa kalimat benar dan salah:
“I can swim.” / “I can to swim.”
“I want to eat.” / “I want eat.”
- Siswa diminta mengidentifikasi kalimat yang benar dan salah.
- Siswa memperbaiki kalimat yang salah secara bersama-sama.
- Guru menjelaskan kembali pola kalimat yang tepat.
- Guru mengucapkan kalimat dan siswa menirukan.
- Guru mengganti beberapa kata dan siswa menyesuaikan kalimat sesuai perubahan kata.
- Siswa diminta mengerjakan latihan berupa lembar soal latihan individu yang berisi pertanyaan yang berkaitan dengan pembelajaran hari ini
- Guru memantau dan memberikan bimbingan jika peserta didik mengalami kesulitan

KEGIATAN PENUTUP (15 MINUTES)

- Guru dan siswa melakukan refleksi singkat mengenai aktivitas hari ini.
- Guru mengajukan pertanyaan untuk memeriksa pemahaman, seperti meminta siswa menyebutkan contoh ekspresi yang digunakan untuk bertanya tentang kemampuan dan keinginan secara formal dan informal
- Guru memberikan tugas untuk dikerjakan di rumah
- Guru mengakhiri kelas dengan mengucapkan salam

Pertemuan Ketiga

KEGIATAN PENDAHULUAN (15 MINUTES)

- Guru Memasuki kelas dengan mengucapkan salam
- Guru mengajak siswa untuk membaca doa

- Guru melakukan absensi kehadiran siswa
- Guru mengulas kembali materi sebelumnya
- Guru meminta siswa membaca beberapa contoh kalimat secara bersama..
- Peserta didik mendiskusikan jawaban dengan guru

KEGIATAN INTI (50 MINUTES)

- Guru menampilkan beberapa kalimat benar dan salah:
“I can speak English.” / “I can to speak English”
“I want to eat.” / “I want eat.”
- Siswa diminta mengidentifikasi kalimat yang benar dan salah.
- Siswa memperbaiki kalimat yang salah secara bersama-sama.
- Guru menjelaskan kembali pola kalimat yang tepat.
- Guru mengucapkan kalimat dan siswa menirukan. Guru mengganti beberapa kata dan siswa menyesuaikan kalimat sesuai perubahan kata.
- Guru memberikan latihan perubahan pola kalimat sederhana:
Positive → Negative
Statement → Question
- Siswa mencoba mengubah kalimat secara lisan dan tertulis.

KEGIATAN PENUTUP (15 MINUTES)

- Guru dan siswa melakukan refleksi singkat mengenai aktivitas hari ini.
- Guru mengajukan pertanyaan untuk memeriksa pemahaman, seperti meminta siswa menyebutkan contoh ekspresi yang digunakan untuk bertanya tentang kemampuan dan keinginan secara formal dan informal
- Guru memberikan tugas untuk dikerjakan di rumah
- Guru mengakhiri kelas dengan mengucapkan salam

V. Asesmen

a) Penilaian Sikap / Profil Pelajar Pancasila

Selama proses mengajar berlangsung guru mengamati profil pelajar Pancasila pada siswa dalam pembelajaran yang meliputi beriman, bertakwa kepada Tuhan Yang Maha Esa, kebhinekaan global, mandiri, bernalar kritis, gotong royong dan kreatif.

b) Penilaian Pengetahuan

Penilaian pengetahuan dilaksanakan melalui tes tertulis yang bertujuan untuk mengukur pemahaman siswa tentang materi expressing ability and desire.
VI. Pengayaan Dan Remedial
PENGAYAAN Peserta didik yang daya tangkap dan daya kerjanya lebih dari peserta didik lain, guru memberikan kegiatan pengayaan dan materi tambahan yang lebih menantang dan memperkuat daya serapnya terhadap materi yang telah diajarkan guru. REMEDIAL Peserta didik yang hasil belajarnya belum mencapai target, guru melakukan pengulangan materi dengan pendekatan yang lebih individual dengan memberikan tugas individu tambahan untuk memperbaiki hasil belajar peserta didik yang bersangkutan.
VII. Refleksi Peserta Didik Dan Guru
Guru 1. Apakah materi ini sudah tersampaikan dengan cukup baik kepada peserta didik? 2. Apakah peserta didik telah mencapai penguasaan tujuan pembelajaran yang ingin dicapai? Peserta Didik 1. Apa yang menyenangkan dalam kegiatan pembelajaran hari ini? 2. Apakah aktivitas pembelajaran hari ini bermakna dalam kehidupan saya?
LAMPIRAN
I. Bahan Ajar



MODALS OF ABILITY

MODAL	USAGE	PRESENT	EXAMPLE
CAN	General or specific ability	CAN/CAN'T	Richard can speak French fluently.
BE ABLE TO	General or specific ability	AM/ARE/IS (NOT) ABLE TO	Max was able to swim.



MODAL	USAGE	PAST	EXAMPLE
COULD	Could - general ability	COULD	My sister could swim when I was six.
	Couldn't - general or specific	COULDN'T	I couldn't play the piano when she was five.

I want...

I want to speak to her as soon as possible.

I want to eat a large portion of chips.

I want to rent a house for six months.

I want to leave by 5 o'clock this afternoon.

I want to spend the summer in Spain.

I would like...

I would like you to respect my privacy.

I would like a place I could call my own.

I would like to learn more about computers.

I would like to ask about your future plans.

I would like a large glass of orange juice.

II. Lembar Kerja Peserta Didik

Terlampir

Appendix F: Grammar Test

1. First Test

Name :

Class :

a. Multiple choices

Choose one of the alternative below by crossing (x) On either a, b, or c which is the best answer in the question below!

- I ___ swim very well.
A. can
B. can to
C. cans
- She ___ ride a bike when she was 7 years old.
A. could
B. could to
C. can
- ___ you help me with my homework?
A. Can
B. Can to
C. Can helps
- I want ___ a doctor.
A. to be
B. be
C. to being
- She would like ___ some juice.
A. to drink
B. drink
C. drinks
- I want you ___ on time.
A. to come
B. come
C. comes
- "You can cook ", change into question!

- A. Can you cook?
B. You can cook?
C. Do you can cook?
8. "You want to eat", change into question!
A. Do you want to eat?
B. you want to eat?
C. Do you want eat?
9. "I can swim", change into negative form!
A. I cannot swim.
B. I not can swim.
C. I do not swim.
10. Which of the following sentences is correct?..
A. He can play the guitar.
B. He can plays the guitar.
C. He can to play the guitar.

b. Essay

Change the sentences based on the instructions!

1. Change into negative!

She can swim.

→ _____

2. Change into question!

You can cook.

→ _____

3. Change into negative!

I want to go.

→ _____

4. Change into question!

They want to eat.

→ _____

5. Complete the sentence!

I want ____ (eat).

→ _____

2. Second Test

Name: _____
Class: _____

A. Multiple Choice

Choose the underlined incorrect part of each sentence!

1. She can speaks English very well

A. Speaks
B. Very
C. Well

2. He want to become a teacher someday

A. Want to
B. Become
C. Someday

3. I can finish the task yesterday

A. Can
B. Finish
C. The task

4. They would to learn more about computer

A. would to
B. learn
C. more

5. She can speak English fluently when she was child

A. can
B. fluently
C. speak

6. Choose the correct ability sentence!

A. She can to speak English well
B. She can speak English well

C. She can speaks English well

7. Choose the correct past ability

- A. He can swim when he was five
- B. He could swim when he was five
- C. He could to swim when he was five

8. Choose the correct sentence using 'would like'

- A. I would like eat rice
- B. I would like to eat rice
- C. I would like ate rice

9. ___ you help me carry this bag?

- A. Do
- B. Are
- C. Can

10. Choose the correct sentence using 'want to'

- A. He want to becomes a doctor
- B. He wants to become a doctor
- C. He want become a doctor

B. Essay

1. **Sentence Arrangement**

Arrange into a correct sentence: you / like/ would / join / to / us/ dinner/ for

2. **Sentence Construction**

Make a sentence using: *would like* + verb

3. **Transformation**

Change into past ability: I can swim very well.

4. Transformation

Change into question: I can help you.

5. Error Analysis

Correct the sentence: She can to speaks English well.



3. Third Test

Name:

Class:

A. Multiple Choice

Choose the underlined incorrect part of each sentence!

1. She and I am student at a junior high school.

- A. am student
- B. at
- C. a junior high school

2. She does very happy with the result.

- A. does
- B. very happy
- C. the result

3. I want not to play with him.

- A. want not
- B. to play
- C. him

4. He go to school every day.

- A. go
- B. to school
- C. every day

5. We would to drink water please.

- A. would to
- B. drink
- C. please

6. Choose the best arrangement; like / her / to / I / would / join

- A. I like would to join her

- B. I would like join to her
- C. I would like to join her

7. Choose the correct question ability form!

- A. Can she drive a car?
- B. Does she can drive a car?
- C. Is she can drive a car?

8. Which sentence is incorrect?

- A. I want to be a teacher
- B. She wants to study English
- C. They want go to school

9. Choose the correct negative form

- A. I not can swim
- B. I do not can swim
- C. I cannot swim

10. Choose the correct sentence

- A. She can sing very well
- B. She can sings very well
- C. She can to sing very well

B. Essay

1. Sentence Arrangement

Arrange into a correct sentence: would / like / I / to / invite / you

2. Sentence Construction

Make a sentence using: can + verb + object

3. Transformation

Change into negative past ability: I can play the piano very well

4. Transformation

Change into question: They can solve the problem.

5. Error Analysis

Correct the sentence: They would go to the beach



Appendix G : Questionnaire

Name :

Class :

Instruction: Please read each statement carefully before answering. Choose the answer that best represents your opinion or experience by putting a check mark (✓) in the appropriate column on the table.

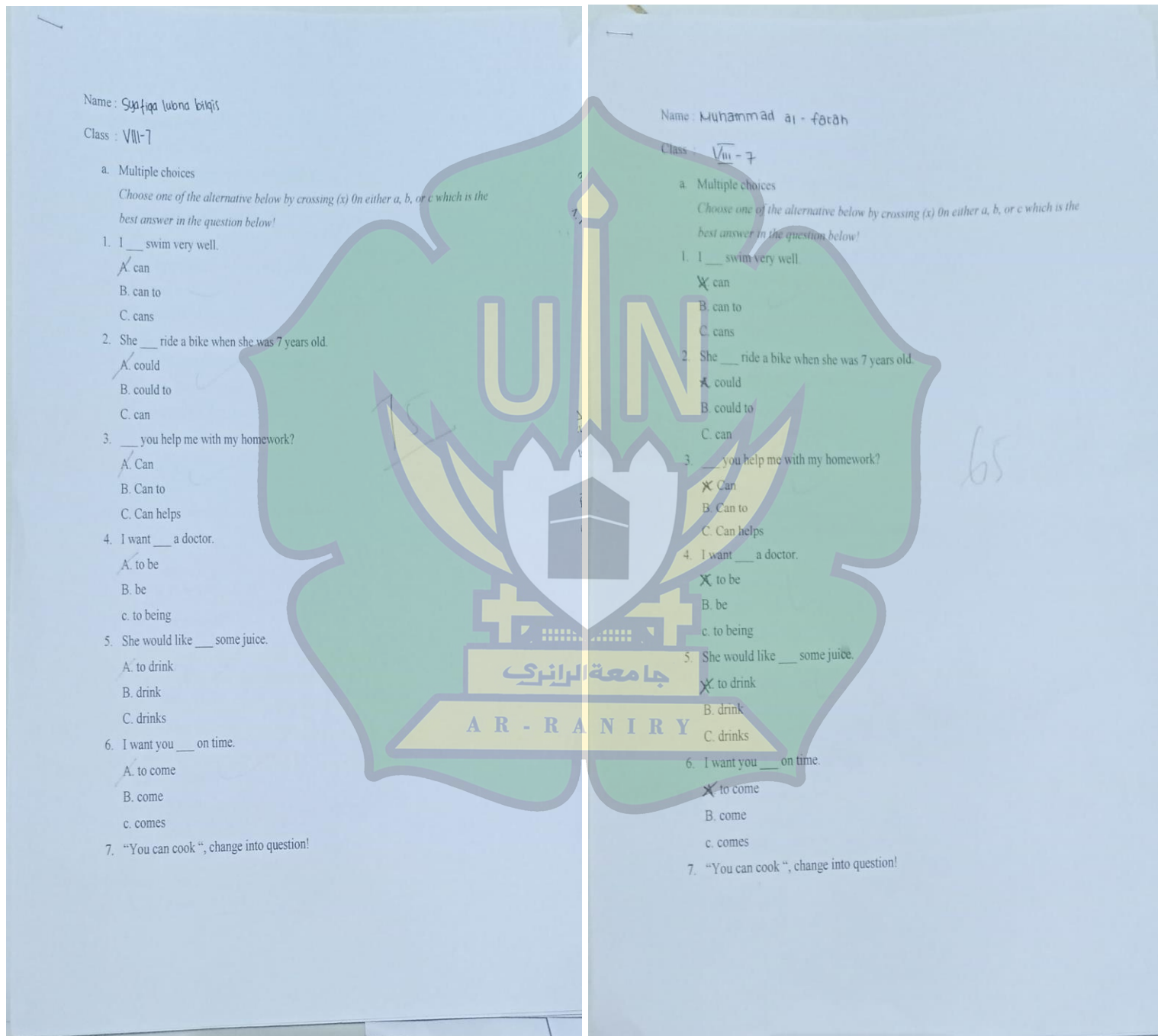
No	Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I find it difficult to repeat what the teacher says correctly				
2.	I find it difficult to understand the sentence pattern the teacher keeps repeating.				
3.	I find it difficult to replace the words in a sentence using the same pattern				
4.	I wonder how to replace a word without changing the sentence structure				
5.	I find it difficult to understand changes in sentence structure when repeating				
6.	I find it difficult to rephrase sentences				

جامعة الرانري

A R - R A N I R Y

Appendix H: Test Result

1. First Test Result



2. Second Test Result

Name: Syifa Kamila
Class: VIII-7

A. Multiple Choice

Choose the underlined incorrect part of each sentence!

1. She can speaks English very well

- A. Speaks
- B. Very
- C. Well

2. He want to become a teacher someday

- A. Want to
- B. Become
- C. Someday

3. I can finish the task yesterday

- A. Can
- B. Finish
- C. The task

4. They would to learn more about computer

- A. would to
- B. learn
- C. more

5. She can speak English fluently when she was child

- A. can
- B. fluently
- C. speak

6. Choose the correct ability sentence!

- A. She can to speak English well
- B. She can speak English well

Name: Rahmawati Aulia
Class: VIII-7

A. Multiple Choice

Choose the underlined incorrect part of each sentence!

1. She can speaks English very well

- A. Speaks
- B. Very
- C. Well

2. He want to become a teacher someday

- A. Want to
- B. Become
- C. Someday

3. I can finish the task yesterday

- A. Can
- B. Finish
- C. The task

4. They would to learn more about computer

- A. would to
- B. learn
- C. more

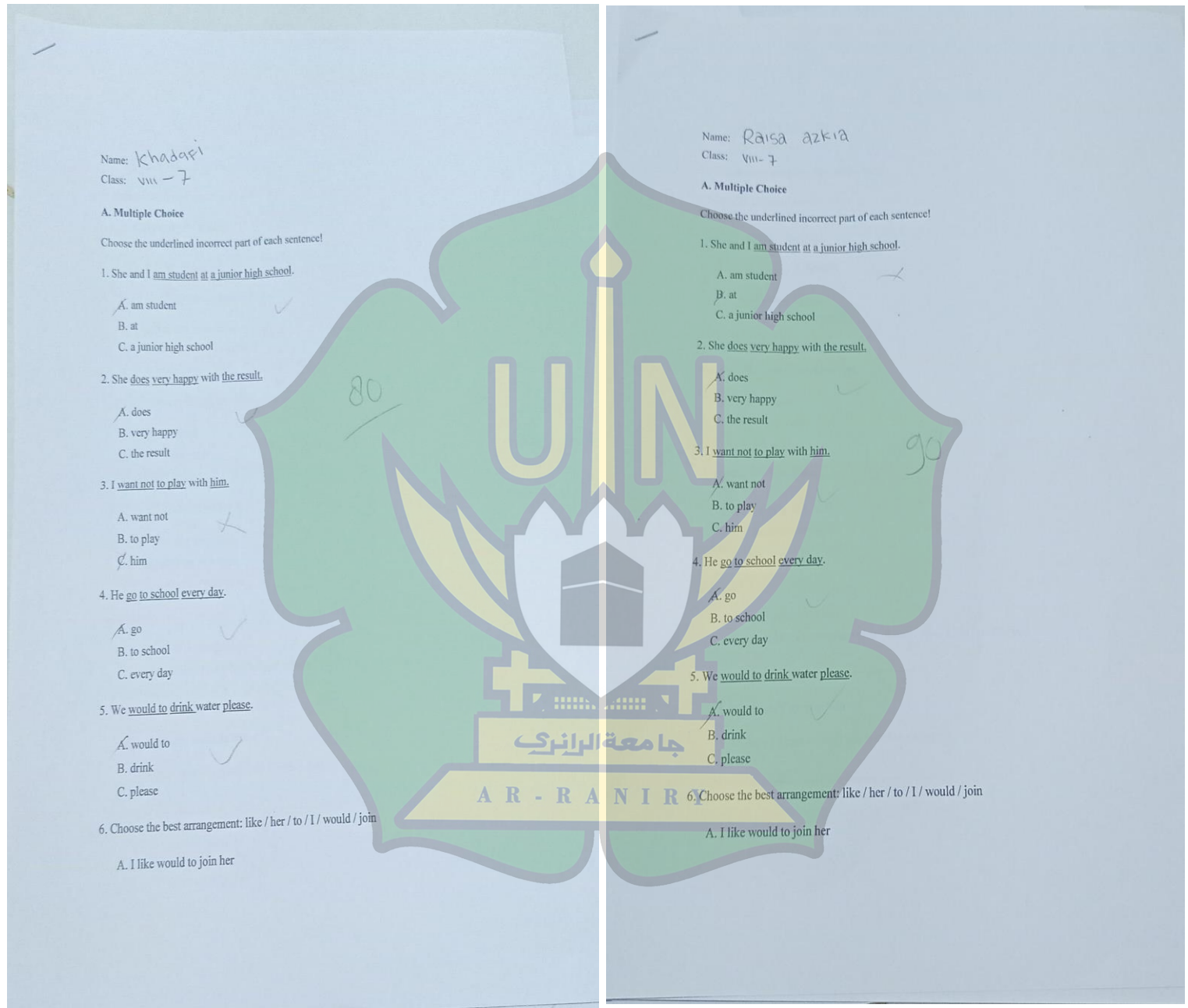
5. She can speak English fluently when she was child

- A. can
- B. fluently
- C. speak

6. Choose the correct ability sentence!

- A. She can to speak English well
- B. She can speak English well

3. Third Test Result



Appendix I : Questionnaire Result

Name : Abidzar

Class : VIII 7

Instruction: Please read each statement carefully before answering. Choose the answer that best represents your opinion or experience by putting a check mark (✓) in the appropriate column on the table.

No	Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I find it difficult to repeat what the teacher says correctly				✓
2.	I find it difficult to understand the sentence pattern the teacher keeps repeating.				✓
3.	I find it difficult to replace the words in a sentence using the same pattern		✓		
4.	I wonder how to replace a word without changing the sentence structure		✓		
5.	I find it difficult to understand changes in sentence structure when repeating	✓			
6.	I find it difficult to rephrase sentences	✓			

Name : Muhammad Fatih

Class : VIII 7

Instruction: Please read each statement carefully before answering. Choose the answer that best represents your opinion or experience by putting a check mark (✓) in the appropriate column on the table.

No	Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I find it difficult to repeat what the teacher says correctly			✓	
2.	I find it difficult to understand the sentence pattern the teacher keeps repeating.			✓	
3.	I find it difficult to replace the words in a sentence using the same pattern			✓	
4.	I wonder how to replace a word without changing the sentence structure		✓		
5.	I find it difficult to understand changes in sentence structure when repeating		✓		
6.	I find it difficult to rephrase sentences		✓		

Appendix J: Documentations

