



The Effectiveness of Drill Method in Improving Language Students' Listening Skills of News at the Islamic-Affiliated Middle Schools

¹Irma Heryani, ² Jimat Susilo, and ³Susi Darihastining

¹ Indonesian Language Teacher, Madrasah Tsanawiyah Negeri 5 Kuningan, Indonesia

²Indonesia Language Education, Universitas Swadaya Gunung Jati Cirebon, Indonesia

³Indonesia Language Education, Universitas PGRI Jombang, Indonesia

Corresponding Author Email: jimat_cirebon@yahoo.com

Received: November 2023; Revised: February 2024; Published: March 2024

Abstract

This research aimed to investigate the effectiveness of the Drill method in improving junior high school students' listening skills, particularly in the context of listening to the news. The focus was on eighth-grade students at MTsN 5 Kuningan. Observations indicated that these students generally exhibited low proficiency in news listening. To address this, the study employed an experimental approach, utilizing a quantitative research method. Data were collected through tests, employing specific research instruments such as test sheets, to evaluate the impact of the Drill method on student learning outcomes. The study involved 23 students, and the data processing techniques included statistical analysis, specifically using t-test tests. This was to determine the significant impact of the Drill method on enhancing students' news listening skills. Results indicated a positive effect of the Drill method on students' listening abilities. A comparative analysis was conducted between the traditional lecture method and the Drill method. It was found that the Drill method was more effective, as evidenced by a t-count of 366.82, which is significantly higher than the t-table value of 2.015. This suggests that the Drill method, through its practice-oriented approach using audio-visual media, facilitates better understanding and retention of theory and information from news sources, thereby improving news listening skills among junior high school students.

Keywords: listening skills; drill method; news

How to Cite: Heryani, I., Susilo, J., & Darihastining, S. (2024). The Effectiveness of Drill Method in Improving Language Students' Listening Skills of News at the Islamic-Affiliated Middle Schools. *Journal of Language and Literature Studies*, 4(1), 35-48. doi: <https://doi.org/10.36312/jolls.v4i1.1746>



<https://doi.org/10.36312/jolls.v4i1.1746>

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INTRODUCTION

Listening is an integral part of language skills, playing a crucial role in the acquisition and mastery of a language. The ability to listen effectively is not just fundamental in understanding spoken language but is also critical in overall language learning. This skill can be honed through a variety of methods, as highlighted by researchers like Nurpahmi (2015) and Yi-Hsiang & Yen-Ling (2021). These methods emphasize the importance of activating students' prior knowledge as a strategy to enhance their listening abilities. Activating prior knowledge involves tapping into what students already know about a language or a topic, which can significantly aid in understanding and processing new information heard. This approach is not only effective in isolating listening as a skill but also in integrating it with other language skills. As noted by Al-Shamsi et al. (2020) and Yalçinkaya et al. (2009), there is a profound interconnectedness between listening and other language skills such as speaking, writing, and reading. A proficiency in listening can

have a ripple effect, improving a person's ability to speak, read, and write in the language. This is because these skills are interdependent; proficiency in one can lead to improvements in others. Given this interconnected nature, various strategies have been proposed to enhance listening skills, as suggested by de Araujo et al. (2023) and Zhou (2021). These strategies focus on engaging students in activities that not only improve their listening skills but also contribute to their overall language competence. By employing these methods, educators can ensure a comprehensive approach to language learning, where improvement in listening skills concurrently benefits speaking, reading, and writing abilities. Thus, the development of listening skills is not just about enhancing one aspect of language proficiency but about contributing to a holistic language learning experience.

Skills are carried out to reduce failure so that students' understanding of the text can take place properly. There are stages in listening activities, including pre-listening, while-listening, and post-listening. Students can do all three activities to help them improve their listening skills (Aswani et al., 2023; Movva et al., 2022). A study conducted on high school students found that there was a significant relationship between listening skills and social learning skills, such as communication skills, problem-solving skills, and stress-coping skills. Activities to improve social learning skills can be done simultaneously with listening activities to improve students' overall skills (Abali & Yazici, 2020).

Listening skills are essential for effective communication. The art of active listening involves not only maintaining eye contact or open posture but also understanding and responding to the message being conveyed (Brown et al., 2020). Even in the workforce, poor listening skills can lead to decreased attention to auditory information, making it difficult for employees to communicate effectively with their coworkers (Yalçinkaya et al., 2009). Listening skills are the main door to language learning and are often the starting point for language learning. In the International English Language Testing System (IELTS), listening comprehension is closely correlated with overall language proficiency (Bozorgian, 2012). Thus, listening skills are closely related to a variety of other skills, including social-emotional skills, communication, language proficiency, and professionalism. The development and improvement of listening skills can promote improvement in this area, so students need to focus on their listening skills to excel in various aspects of life.

However, listening skills in schools are often overlooked for a variety of reasons, such as the complexity of the listening process, the focus on speaking, reading, and writing skills, and the lack of attention paid to listening skills in the curriculum. Various studies have been conducted on low listening skills in schools. This is expressed by Nushi & Orouji (2020) that students face a variety of listening difficulties among their learners, such as speed of delivery, inability to recognize word boundaries, and lack of background knowledge. Lynch (2011) explains that listening is a fundamental language skill, but it is often overlooked by language teachers because of its complexity. In fact, to the extreme Gökhan Ulum (2015) mentions that listening skills are considered the weakest skills of EFL students, who face different types of listening problems. However, it is often underestimated and not given enough attention in the context of EFL. Listening skills are often overlooked in primary education. Guru focuses more on reading and writing skills (Babayigit, 2019).

Recent observations and interviews conducted with teachers at Islamic-Affiliated Middle Schools in Kuningan have revealed a concerning trend: a notable number of students are struggling with listening skills. This issue becomes particularly evident during the Indonesian language learning process in classrooms. A key observation is that the current approach to teaching predominantly focuses on theory and knowledge dissemination, with little emphasis on the development of practical listening skills.

Consequently, this theoretical orientation results in insufficient attention to the cultivation of students' listening abilities, leading to their relatively low proficiency in this area. The impact of such a teaching approach is significant. During the process of learning listening skills, it has been observed that many students display signs of disengagement, such as boredom and a lack of enthusiasm. This disinterest in learning can be attributed to several key factors that influence the effectiveness of the listening skill development process. Firstly, the listening material itself is often perceived as uninteresting or 'boring' by the students. Secondly, the content tends to be overly academic, potentially making it difficult for students to relate to or engage with the material. Thirdly, the teaching approach is often monotonous, lacking in variety and interactive elements that could stimulate student interest. Lastly, there is a notable absence of innovative media or methods in teaching these skills. Traditional methods are often employed at the expense of more contemporary, interactive approaches that could better resonate with the students. These factors collectively contribute to the observed difficulties in listening skill development among students at these schools. To address this issue, there is a clear need for a shift in teaching strategies. This would involve incorporating more engaging, relevant, and innovative methods and materials into the learning process, thereby fostering a more conducive environment for the development of listening skills.

Efforts to improve listening skills require an effective and efficient method in the learning process. Lack of appropriate teachers in choosing learning methods and media has an impact on students less interested in following lessons (Baş & Beyhan, 2019; Biwer, de Bruin, et al., 2020; Biwer, Egbrink, et al., 2020). Students feel bored and bored following class lessons. There is a thought that children will learn if the class is created with an interesting atmosphere and uses media as a support for learning. The role of learning media in education can stimulate students cognitively and emotionally (Astuti et al., 2020). In the implementation of teaching and learning, the media has a very important message to support learning objectives. For this reason, teachers must be able to choose, combine, and practice teaching materials and media that are appropriate to the situation (Daryanes et al., 2023). The availability of learning media and the application of learning methods, allows an educator to accommodate information to his students as a whole.

One of the learning methods used to overcome these problems is the use of the Drill method in listening learning. The *Drill* method is one of the learning methods by training students continuously or repeatedly and will instill certain habits according to the purpose in the form of exercises (Benson et al., 2022). With constant practice, it is ingrained and then it will become a habit (Matzembacher et al., 2019). This method can also increase speed, accuracy, and perfection in doing something and can also be used as a way of repeating the exercise material that has been presented can also increase speed (Matsumoto-Royo & Ramírez-Montoya, 2021).

The Drill method is believed to be used in listening learning, especially in learning basic listening competencies. The use of the *Drill* method is expected to make it easier for students to understand the theory and information conveyed so that the use of the practice method through audio-visual media can improve news listening skills in grade VIII of the Islamic-Affiliated Middle Schools at Kuningan. Therefore, the current study aimed to find out the effectiveness of Drill Method in improving language students' listening skills of news at the Islamic-Affiliated Middle Schools. The research question proposed in the study is: is there any significant effect of using Drill Method in improving language students' listening skills of news at the Islamic-Affiliated Middle Schools?

RESEARCH METHOD

Research Design

This research employs a quantitative approach, specifically an experimental study, utilizing a nonequivalent control group design. This design was chosen to facilitate a structured comparison between two distinct teaching methodologies. The research participants, students of MTsN 5 Kuningan, were systematically divided into two groups: an experimental group and a control group. In the experimental group, the students were exposed to the drill method. This method emphasizes repetitive practice and is often used to enhance specific skill sets, in this case, listening skills. In contrast, the control group continued to receive instruction through the traditional lecture method, which typically involves a more passive learning style where information is presented by the teacher without the same level of repetitive practice.

The core objective of this study is to rigorously assess the effectiveness of the drill method compared to the lecture method in enhancing the listening skills of class VIII students at MTsN 5 Kuningan. The focus is specifically on the students' ability to listen to news, a skill that is both academically relevant and practically significant. To achieve this objective, the research was designed as an experimental study, allowing for the collection and analysis of numerical data to determine the effectiveness of the teaching methods. The experimental study format was particularly suitable for this research as it enabled the researchers to process data quantitatively. The data, represented in numerical form, was subjected to statistical testing to ascertain the significance of the impact of the drill method on the students' listening skills. By comparing the performance of the experimental group with that of the control group, the study aims to provide empirical evidence on the efficacy of these teaching methods. Ultimately, the research seeks to contribute to the educational field by offering insights into the potential benefits of different teaching methodologies, specifically in the context of enhancing listening skills in a classroom setting.

Sample and Population

The study in question was conducted with a specific focus on Grade VIII students from MTsN 5 Kuningan, which is situated in the region of Jl. Tsanawiyah No. 25 Darma, within the Darma District of Kuningan Regency. The total population encompassed in this study amounted to 350 students. This particular group was chosen due to their relevance to the research objectives, which aimed to assess and analyze specific educational outcomes or phenomena within this demographic. In terms of the methodology for selecting participants from this population, the study employed a Random Sampling technique. This method was chosen for its efficacy in ensuring a fair and unbiased selection of participants. Random Sampling, as the name suggests, involves selecting individuals in a random manner, without any specific criteria or patterns. This approach is particularly useful in studies like this one, as it helps in achieving a sample that is representative of the entire population, thereby enhancing the validity and generalizability of the research findings.

Within the framework of this study, the respondents were divided into two distinct groups. One of these was designated as the control class, comprising 23 students. The control class serves as a baseline or standard for comparison, typically continuing with the standard curriculum or teaching methods. The second group was the experimental class, also consisting of 23 students. The experimental class is crucial for the study, as it is the group that experiences the intervention or the new method being tested. This bifurcation into control and experimental classes is a standard practice in experimental research designs. It allows for a clear comparison between traditional methods (control group) and

the new methods or interventions under study (experimental group), thereby facilitating a more accurate assessment of the impact and effectiveness of the latter.

Data Analysis Technique

In this study, data collection was conducted using a combination of tests and observations, each serving a specific purpose in evaluating the effectiveness of the Drill method in enhancing news listening skills. The test technique was primarily utilized to assess the students' ability to listen to the news. This involved structured tests designed to measure the proficiency of students in comprehending news content through the application of the Drill method. Such tests are integral to quantitatively gauge the impact of the teaching method on students' listening skills. In addition to tests, observation techniques played a critical role in the research. These observations were aimed at understanding the practical aspects of students' learning processes in a classroom setting. By observing students during their news listening activities, researchers could gather qualitative data on how students engage with the content, the challenges they face, and their overall responsiveness to the Drill method. This comprehensive approach, combining both quantitative and qualitative methods, allows for a more holistic understanding of the impact of the Drill method on students' listening skills. The instruments used for data collection were specifically tailored to the needs of the study. For the test technique, test instruments were developed to evaluate students' listening abilities in a structured and standardized manner.

Observation sheets were used during the observation process, enabling researchers to systematically record their observations and insights about the students' learning process. These sheets were crucial for ensuring that all relevant aspects of the classroom dynamics and student interactions were captured accurately. Once the data was collected, it was processed using statistical techniques. The use of statistics in this research was vital to objectively analyze the data and draw reliable conclusions. Specifically, to determine the degree of difference in listening skills between the experimental and control classes, statistical techniques were employed. A key part of this analysis involved the use of the t-test, a common statistical method for comparing two groups. The t-test analysis was conducted using SPSS (Statistical Package for the Social Sciences) software, a widely-used tool for statistical analysis in social science research. This rigorous statistical approach was instrumental in determining whether the differences observed between the experimental and control classes were statistically significant, thereby providing a scientific basis for evaluating the effectiveness of the Drill method in enhancing news listening skills.

RESULTS AND DISCUSSION

Research Results

Listening Ability Results in Control Class

This research was structured as an experimental study, incorporating a control group design to assess the effectiveness of different teaching methods on students' listening skills. In such a design, the control group plays a critical role as it represents the standard against which the experimental group's performance is compared. The students in the control group were exposed to the traditional lecture method during their listening classes. This approach, characterized by direct instruction from the teacher, served as a benchmark for evaluating the innovative teaching method applied to the experimental group. In practice, the implementation of the lecture method in the control group was carefully planned and executed. Researchers collaborated closely with the existing listening teachers to develop and apply appropriate lesson plans. This collaborative approach ensured that the teaching method was not only consistent with the standard curriculum but also aligned with the

teachers' expertise and understanding of the students' needs. Such a partnership was crucial in maintaining the integrity of the control group's learning environment, providing a reliable comparison for the experimental group.

The effectiveness of the lecture method in the control group was systematically evaluated and documented. The results of this evaluation are presented in a detailed table, which outlines the listening abilities of the students in the control group as influenced by the lecture method. This table serves as a critical component of the study, as it provides quantitative data on the baseline performance of students under traditional teaching methods. The comparison of these results with those from the experimental group, which was subjected to the innovative teaching method, is essential for drawing conclusions about the relative effectiveness of the new approach. Such data not only highlights the outcomes of the lecture method but also sets the stage for a comparative analysis with the experimental group, thereby offering insights into the potential benefits of different teaching strategies in enhancing students' listening skills.

Table 1. Data of Results of the Ability to Listen to News through the Lecture Method

| Number | Scores | Number | Scores |
|---------------|--------|--------|--------|
| 1 | 50 | 13 | 60 |
| 2 | 60 | 14 | 50 |
| 3 | 80 | 15 | 60 |
| 4 | 50 | 16 | 50 |
| 5 | 60 | 17 | 80 |
| 6 | 50 | 18 | 50 |
| 7 | 50 | 19 | 70 |
| 8 | 80 | 20 | 60 |
| 9 | 60 | 21 | 60 |
| 10 | 50 | 22 | 70 |
| 11 | 70 | 23 | 50 |
| 12 | 50 | | |
| Sum | | 1.420 | |
| Average | | 61,73 | |
| Highest Score | | 80 | |
| Lowest Score | | 50 | |

In the context of the study conducted with Class VIII students of MTsN 5 Kuningan, a detailed analysis of the scores reveals significant insights into their performance. The aggregate score achieved by these students amounted to a total of 1,420. This cumulative figure is indicative of the collective performance of the entire class in the evaluated exercises or tests. The totality of this score provides a broad overview of how the class as a whole fared in the assessment, offering a quantitative measure of their learning outcomes. Further dissecting these scores, it becomes evident that there was a wide range in student performance. The highest score achieved by an individual in the class was 80, which signifies a notable level of proficiency in the assessed skill. On the other end of the spectrum, the lowest score recorded was 50. This variation in scores from 50 to 80 illustrates the diversity in individual student performance within the class. Such a range is significant as it highlights the differing levels of comprehension and skill among the students, providing a more nuanced understanding of their learning abilities and areas that may require additional focus.

Additionally, an important metric for assessing the overall performance is the average score, which in this case, was calculated to be 61.73. This average value, derived from the collective scores of all the students in Class VIII of MTsN 5 Kuningan, offers a central point of reference to gauge the general performance level of the class. It serves as an indicator of the median proficiency level of the students, thereby providing a useful benchmark for evaluating the effectiveness of the teaching methods employed and identifying areas for potential improvement. This average score, when considered in conjunction with the range of individual scores, provides a comprehensive picture of the students' performance, allowing educators and researchers to draw more informed conclusions about the learning outcomes and devise strategies for further enhancement of student skills.

Results of Students' Listening Skills in Experimental Group

The results of the ability of trial class students through the *Drill* method can be seen in the following table.

Table 2. Data Results of the Ability to Listen to News through *the Drill* Method

| Number | Scores | Number | Scores |
|---------------|--------|--------|--------|
| 1 | 80 | 13 | 70 |
| 2 | 95 | 14 | 80 |
| 3 | 80 | 15 | 70 |
| 4 | 75 | 16 | 80 |
| 5 | 80 | 17 | 90 |
| 6 | 70 | 18 | 85 |
| 7 | 70 | 19 | 95 |
| 8 | 90 | 20 | 70 |
| 9 | 80 | 21 | 75 |
| 10 | 70 | 22 | 80 |
| 11 | 75 | 23 | 90 |
| 12 | 95 | | |
| Sum | | 1.845 | |
| Average | | 80,2 | |
| Highest Score | | 95 | |
| Lowest Score | | 70 | |

In the study focusing on the listening abilities of Class VIII students at MTsN 5 Kuningan, the application of the Drill method has yielded notable results. The cumulative score achieved by the students using this method was 1845. This total score is a significant metric as it encapsulates the combined performance of all students involved in the study. Such a high aggregate score is indicative of the overall effectiveness of the Drill method in enhancing listening skills, as it reflects the collective achievement of the students in the listening exercises or tests conducted as part of the study. A closer examination of the scores reveals a range that highlights the varying levels of proficiency among the students. The highest individual score recorded was 95, which suggests a high degree of comprehension and skill in listening. Conversely, the lowest score observed was 70.

The existence of this range, from 70 to 95, is crucial as it demonstrates the spectrum of listening abilities within the class. It underscores the different rates at which students have adapted to and benefited from the Drill method, offering insights into both the strengths and areas for improvement in the application of this teaching technique.

Furthermore, an important aspect of assessing the students' performance is the calculation of the average score, which, in this case, was approximately 80.2, rounded off to 80. This average score, derived from the total scores of all the Class VIII students of MTsN 5 Kuningan who participated in the study, provides a central benchmark for understanding the general efficacy of the Drill method in this context. An average score of around 80 indicates a relatively high level of proficiency in listening skills across the class, suggesting that the Drill method has been effective in enhancing these skills. The combination of the total score, the range of individual scores, and the average score offers a comprehensive view of the impact of the Drill method on the listening abilities of the students, allowing for a thorough evaluation of its effectiveness.

Data Distribution Analysis

In the study assessing the effectiveness of the Lecture and Drill methods on the listening skills of Class VIII students at MTsN 5 Kuningan, a crucial step in the data analysis was the normality test and frequency distribution. The purpose of this test was to determine whether the data distribution for each method—Lecture and Drill—was normal. Establishing the normality of data distribution is a fundamental prerequisite for conducting comparative analysis in statistical research. This is because many statistical tests, including those used for comparing two or more groups, assume that the data follows a normal distribution. To conduct the normality test, the data collected from the application of both the Lecture and Drill methods were examined using the Chi-squared formula. This formula is a common statistical tool used to test the goodness of fit between observed data and the expected normal distribution. The results of this test indicated that the distribution of data for both methods was normal. This finding validated the use of further comparative analyses since the basic assumption of normal distribution was met. Following the establishment of normality, the next step in the analysis was the homogeneity test of two variances. This test was necessary because both sets of learning outcomes data—listening to the news using the Lecture method and using the Drill method—had a normal distribution.

The homogeneity test is designed to determine the similarity of two variances. In the context of this study, it was used to compare the learning outcomes of listening to the news using the Lecture method with those using the Drill method among the students. Essentially, this test assessed whether the variances in the two groups were similar enough to warrant further comparative analyses. In other words, the homogeneity test served to verify if the two groups of values (from the Lecture and Drill methods) were homogeneous, thereby providing a reliable benchmark for subsequent statistical analysis. This step is crucial in ensuring the validity of the comparisons made between the two teaching methods in the study.

Uji T-Test

In this study, the t-test plays a crucial role in testing the proposed hypothesis, which concerns the presence or absence of significant differences between two specific samples. These samples represent the results of tests assessing the ability of students to listen to the news, with one group using the Lecture method and the other employing the Drill method. The rationale for choosing the t-test as the statistical tool stems from its effectiveness in comparing the means of two groups to determine whether they are statistically different from each other. The application of the t-test was deemed appropriate under the conditions that both data sets—the results from the Lecture method and those from the Drill method—were normally distributed and homogeneous. These conditions are fundamental for the validity of the t-test, as they ensure that the comparison between the two groups is

fair and the results are reliable. The normal distribution of the data implies that the results are spread out in a pattern consistent with the bell curve, while homogeneity indicates that the variances in the two groups are similar. These prerequisites being met, the t-test could be confidently applied to the study's data.

The calculation of the t-test provided crucial insights into the effectiveness of the two teaching methods in enhancing the students' ability to listen to news. It specifically aimed to quantify the success rate of the Drill method compared to the Lecture method in teaching news listening skills to Grade VIII students at MTsN 5 Kuningan. The results derived from the t-test were highly informative. They showed that the Drill method was markedly more effective than the Lecture method. This conclusion was drawn from the t-test value (t-count) of 366.82, which was significantly higher than the critical value (t-table) of 2.015. Such a high t-count indicates a substantial difference in the effectiveness of the two teaching methods, with the Drill method demonstrating a superior impact on students' listening skills. This statistical evidence supports the hypothesis that the Drill method, as opposed to the Lecture method, significantly enhances the ability of students to listen to and understand news, thereby affirming its efficacy in the educational context of MTsN 5 Kuningan.

Discussion

The Drill method, a prominent technique in teaching listening skills, adopts a highly structured and methodical approach, underpinned by a core principle: mastery through repetition and practice. This method is predicated on the idea that consistent, focused practice is essential for skill acquisition, particularly in language learning. In the context of this study, the Drill method is employed to enhance students' listening skills through a series of meticulously designed exercises. The implementation of the Drill method in this research involves engaging students in repetitive listening exercises. These exercises are a critical component of the method, utilizing short audio clips or dialogues that are carefully selected to align with the learning objectives. The choice of these audio materials is not arbitrary; they are designed to incrementally build and reinforce various facets of listening comprehension (Takashima et al., 2022). A key feature of these exercises is the repeated exposure to the same audio materials. This repetition is crucial as it enables students to gradually acclimate to various aspects of spoken language that are often challenging for learners (Petrovic et al., 2015). By listening to the same clips multiple times, students have the opportunity to delve deeper into the nuances of language, including intonation, rhythm, and pronunciation. These elements are fundamental to understanding spoken language, and repeated listening helps students to internalize these features more effectively.

The findings are in line with Kenza-Tacarraoucht et al. (2022) who inform that the repetitive nature of these exercises serves multiple purposes. Firstly, it allows for the reinforcement of learning, as repetition is known to aid memory retention. Secondly, it provides an opportunity for students to catch details or nuances they might have missed in earlier listenings. This aspect of the Drill method is particularly beneficial for language learners, as it helps them develop a more nuanced understanding of language and improves their ability to comprehend spoken words in real-world situations (Permana et al., 2018; Dewi et al., 2020). Overall, the application of the Drill method in this study is characterized by a systematic approach to teaching listening skills, with a focus on repetition and practice. By exposing students to audio materials multiple times and allowing them to engage with various elements of spoken language, the method aims to develop a deeper, more comprehensive understanding of listening comprehension. The

ultimate goal is to equip students with the skills necessary to proficiently understand and interpret spoken language, an essential component of effective communication.

In this study, the effectiveness of the Drill method in enhancing listening skills is demonstrated through quantifiable outcomes, particularly reflected in the mean score achieved by the experimental group. This group, subjected to the Drill method, recorded an impressive average score of 80.2, indicating a substantial level of proficiency attained as a result of the specific teaching approach employed. The foundation of the Drill method's effectiveness lies in its targeted focus on specific language elements, which is crucial for developing listening skills. This method's success can be attributed to its structured approach, where exercises are meticulously designed to concentrate on distinct aspects of language (Abobaker, 2017; Aditya, 2018). These targeted exercises are integral to the Drill method, ensuring that students are not merely exposed to language in its general form, but are instead guided to understand and internalize specific components of language that are essential for listening comprehension. For example, in these exercises, a significant emphasis is placed on recognizing and understanding particular vocabulary, grammatical structures, or idiomatic expressions.

The targeted learning activities are beneficial for several reasons in the implementation of the Drill method. Firstly, it helps students focus their attention on critical aspects of language that are often challenging, thereby improving their ability to decode and comprehend spoken language. Secondly, by concentrating on these specific elements within the context of what they hear, students are able to build a more robust and nuanced understanding of language. This understanding extends beyond mere word recognition to include how language is structured and used in different contexts, which is vital for effective listening (see Bozorgian & Shamsi, 2022; Nation, 2006). Moreover, the Drill method's emphasis on grammatical structure and vocabulary in listening skills is particularly noteworthy. Grammar and vocabulary are the building blocks of language, and a strong grasp of these elements is essential for understanding spoken language. Through repetitive practice and focused exercises, students are able to internalize grammatical rules and expand their vocabulary, which in turn enhances their overall listening comprehension. This methodical approach not only aids in the immediate objective of improving listening skills but also contributes to the broader goal of language proficiency.

The results of this study clearly demonstrate the effectiveness of the Drill method in enhancing listening skills, as indicated by the high mean score obtained by the experimental group. This achievement serves as a robust endorsement of the Drill method's effectiveness, particularly in the context of language learning. The success achieved in this study can be largely attributed to the method's highly focused and structured approach, which emphasizes exercises that target specific language elements, such as vocabulary and grammatical structures (Rahimi & Katal, 2012; Terzioglu & Kurt, 2022). These elements are crucial in developing a comprehensive understanding and proficiency in listening comprehension, which is a key component of language acquisition. A notable aspect of the Drill method's approach in this study is the incremental increase in the difficulty level of the listening tasks. This gradual progression is a strategic component of the method, ensuring that students are not overwhelmed by the complexity of the language from the outset. Initially, students are introduced to relatively simple linguistic elements through phrases or sentences that are manageable and within their comprehension capabilities. This initial stage is crucial as it lays the foundation for more advanced learning, allowing students to build confidence and a basic understanding of the language.

As the students' listening skills develop and become more refined, the Drill method introduces more complex and challenging elements. This progression might involve exposure to longer and more intricate dialogues or audio passages (Yenkimaleki et al., 2023). These advanced tasks are designed to stretch the students' abilities, challenging their comprehension and retention skills. By gradually increasing the complexity of the tasks, the Drill method ensures that students are continuously advancing their skills without experiencing a significant leap in difficulty that could hinder their learning process. This systematic and scaffolded approach to increasing difficulty is essential (Bozorgian & Shamsi, 2022). It not only maintains a steady pace of learning that is aligned with the students' evolving capabilities but also ensures that the learning process remains engaging and challenging. As students progress through different levels of difficulty, they are able to appreciate their own growth and development in listening comprehension. This not only boosts their confidence but also motivates them to engage more deeply with the learning material.

An integral part of the Drill method is immediate feedback. Instructors often provide instant correction and guidance, helping students to refine their understanding and improve their listening skills in real-time. Unlike more passive listening exercises, the Drill method requires active student participation. Students might be asked to repeat phrases, answer questions based on what they heard, or even complete sentences or dialogues, ensuring that they are actively engaged with the material. Additionally, the effectiveness of the Drill method is largely dependent on consistency. Regular practice sessions are a staple of this approach, allowing students to build and reinforce their listening skills over time.

In the current study, each drill session typically has a clear, focused goal. Whether it's distinguishing between similar sounding words, understanding different accents, or grasping the main idea of a passage, these targeted objectives help to structure the learning process and provide clear benchmarks for progress. Interactive Elements: To enhance engagement, the Drill method can incorporate interactive elements such as group exercises, role-playing, or the use of technology like language learning apps. These interactive components can make the repetitive nature of drilling more dynamic and enjoyable for students.

CONCLUSION

The conclusion of this study is unequivocal in establishing the significant impact of the Drill method on enhancing students' listening skills, particularly in the context of comprehending news at MTsN 5 Kuningan. This method, characterized by its rigor, repetitive nature, and highly structured framework, has proven to be exceptionally effective in building and refining the listening skills of the students involved in the study. The consistent practice and immediate feedback, which are hallmarks of the Drill method, play a crucial role in this process. The effectiveness of the Drill method in teaching listening skills is not incidental but stems from its well-defined approach. The method's focus on repetition is not mere rote learning; instead, it is a strategic repetition that ensures students repeatedly engage with the language, thereby cementing their understanding and improving their recall abilities. This consistent exposure to spoken language, coupled with immediate feedback, enables students to quickly identify and correct their misunderstandings, leading to a more accurate and deeper comprehension of the language.

Furthermore, the Drill method has shown a notable efficacy in developing students' ability to process spoken language in real-time. This is a critical skill in listening comprehension, as it allows students not only to understand what is being said but also to engage with it in a meaningful and immediate way. The structured and progressive nature of the Drill method ensures that students are gradually exposed to increasingly complex

language tasks, thereby steadily enhancing their listening skills and enabling them to handle real-time language processing more effectively. In conclusion, the study clearly demonstrates that the implementation of the Drill method has a profound and positive effect on students' listening skills, particularly in the context of news comprehension at MTsN 5 Kuningan. The method's structured approach, characterized by rigorous repetition and immediate feedback, is instrumental in developing a high level of proficiency in listening comprehension. This method not only aids in accurate understanding of spoken language but also significantly enhances the students' ability to process and respond to spoken language in real-time, a skill that is invaluable in the realm of language learning and beyond.

RECOMMENDATION

The drill model is very suitable to be used to practice listening skills, especially junior high school students. Students will be awakened motivation to listen to information, either conveyed through news or during classroom learning. However, the obstacle that occurs is the absence of support for school facilities for listening training, such as special audio rooms and equipment.

ACKNOWLEDGMENT

The author would like to thank the Head of MTs N 5 Kuningan and the Dean of FPS Universitas Swadaya Gunung Jati Cirebon for facilitating the research process, especially the provision of audio rooms or laboratories for learning activities.

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