**THE EFFECTIVENESS OF USING DRILLING TECHNIQUE TO IMPROVE READING SKILL ON THE EIGHTH GRADE STUDENTS OF ISLAMIC JUNIOR HIGH SCHOOL PADURESO KEBUMEN IN THE ACADEMIC YEAR 2012/2013**

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**Abstract**

In this study, the researcher would like to know there is the effectiveness of using drilling technique to improve reading skill on the eighth grade students of islamic junior high school padureso kebumen or not. The research design of this study is using experimental research. The result of this research found that the use of Drilling technique to improve Reading Skill. In this research, there is positive and significant effective of using Drilling Technique on students Reading skill. The result compared to the value of t – table (3.236>2.000). After the test, the average scores were found that the pre – test mean of the experimental group was 57.4 and the post – test mean of experimental group was 70.1. Moreover, the mean score pre – test of the control group was 64.9, while the post – test of control group has mean score 61.2. If the value of t – test is higher the table, the alternative hypothesis can be stated that it is effective to use Drilling technique as media to improve Reading Skill to the Eighth grade students of Islamic Junior High School Padureso Kebumen.

Key Words: Effectiveness, Drilling Technique, Reading Skill

1. **Background**

English is an international language which is really important to learn. The importance of learning English is that learners can learn to communicate with people from other countries because English has become an international language. They can exchange information about the culture, the development of their countries and also introduce science and technology.

In Indonesia, English is used as the first foreign language and compulsory subject to be taught so the students are expected to master English. Before the students master it, they have to know that every languages has its own system to express the meaning of ideas. English is also the second language that has to be learnt after mother tongue.

In every subject, students learning activities involves reading. Reading is one of the ways to make progress the students English proficiency. Reading is important for students in order to cope with new knowledge in this globalization era, but many of the students find difficulty to understand the reading material. They are not able to answer reading comprehension questions concerning with the content of passage.

Grabe and Stoller (2002: 9) Reading is the ability to draw meaning from the printed page and interpret this information appropriately.

Reading is important as far as learning English is concerned. Reading is probably the most important skill that a need to make success in our school and pass exams or test that a student who is a weak reader.

Richards (2003:10) argued that reading is a reader entered activity. A reader, while reading is constantly employing some strategies help himself obtains what he or she want from reading. In other words, reading presently concerned more the process, by which a reader attempts to understand the text he or she read.

1. **Reseacrh Method**

The researcher applies quantitative with an experimental method. The researcher uses pretest – posttest design. This design The experimental group is given a material by using drilling Technique, and then the control one is given a treatment without using drilling technique. involves two groups of subjects, experimental group and control group. The population in this research is 85 students in the Eighth grade, so the population is 85 students. The sample using purposive sampling technique. It is 60 students.

Research instrument is means by which something is performed or affected and is a device for precise measurement. The instrument used to collect data in this research is a test about reading text.

This research is quantitative research, so it needs a data analysis. To analyze the data, the writer applies an appropriate technique to find out the influence of both variables of this research. Descriptive analysis, inferential analysis, test of hypothesis.

1. **Finding and Discussion**

From the result of test, the experimental group test result table, the highest score of pre – test is 84, lowest score 20 , modus 72 , median 56 , range 64 , and the total score 1724. Post – test result obtained the highest score 92, the lowest score 52 , modus 70, median 76, range 40, and the total score 2104.

The result of test, the control group test result table, the highest score of pre – test is 88 , lowest score 44 , modus 72, median 64, range 44 , and the total score 1948. Post test result obtained the highest score 88 , the lowest score 40, modus 52, median 60, range 48, and the total score 1836.

The calculations of the mean score of experimental group and control group are 70.1 and 61.2. The result of t – test is 3.236. Based on the value in the t – table for N1 = 30 and N2 = 30 and the significance level 5%, the value of t – table is 2.000. the computation shows that t – value is higher than t – table that is 3.236 >2.000. So, the hypothesis is accepted. It means that there is effectiveness of using drilling technique to improve reading skill at the eighth grade students of Islamic junior high school.

1. **Conclusion and Recommendation**

The result shows that The mean of the post – test score of experimental group is 70.13, and the mean of the post – test score of control group is 61.20, and also by analyzing with t – test formula. It is obtained that the result of t – test is higher than t – table that is 3.236 >2.000. drilling technique has benefit for teaching reading skill to students, drilling technique is good media for teaching and learning is reading skill.

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