

Analysis of the Application of Drill and Practice: Improve Business Letter Writing Skills

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Abstract: Students' ability to understand the concept of course topics is greatly influenced by the learning methods applied in class and each student's learning motivation. The right method will have a big influence on achieving learning outcomes. One learning method that can be used is the drill and practice method. This method is a teaching technique that involves student practice activities. With this method, students can develop dexterity and skills that are higher than those previously learned. The research method used in this research is the experimental method (pre-experimental design), where one class is used as an experimental class without a control class. This research design uses one group pretest-posttest. The research subjects consisted of 59 Office Administration Education students in the Bilingual Correspondence course at the Universitas Negeri Malang, even semester of the 2023/2024 academic year, taken from 2 (two) classes, namely Offering J and L. Based on analysis, the average student skill score during the pretest was 70 while the average post test score was 85. The results of the different test (one sample t-test) and the paired sample t-test showed a sig value of 0.000. This means that there is a significant difference in the pre-test results and post-test results and the Drill and Practice method has a significant effect on student skills.

Keywords: Drill and Practice; Student Skills; Correspondence

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Introduction

Students' ability to understand the concept of course topics is greatly influenced by the learning methods applied in class and each student's learning motivation. Learning methods have a very important role in every learning activity. The right method will have a big influence on achieving learning outcomes (Bani, 2022). Learning outcomes are individual abilities that are characterized by learning achievement in one basic competency. Basic competencies are the minimum abilities that must be achieved by students in each subject (NM Sari, 2016). As teachers, we are required to have and master various efficient and effective learning methods in accordance with learning objectives.

One learning method that can be used is the drill and practice method. This method is a teaching technique that involves student practice activities. With this method, students can develop dexterity and skills that are higher than those previously studied (Nursehah, 2021). The drill and practice method does not only focus on absorbing information, but also on developing students' abilities to apply the knowledge they learn through active and interesting learning activities. This aims to achieve the expected competency standards (Rachayu et al., 2020).

Based on observations and interviews with students in the Bilingual Correspondence class, it was found that 20% of weaknesses in understanding the concept of writing letters, especially letters in English, were caused by conventional teaching methods, while 80% were caused by students' lack of learning motivation. The study habits they apply are limited to reading lecture material with a very low frequency every day, without doing practice questions in the form of case studies independently or trying to do them. This problem is further exacerbated by students' lack of interest in looking for reference books as a learning resource apart from classroom learning. Apart from that, another habit that often arises is the tendency of students to wait for the lecture material given by the lecturer in class, so that they do not have initial knowledge about the material being studied. This causes difficulties in understanding these concepts. Inability to understand the concept of correspondence has an impact on difficulties in completing practice questions and practicing writing letters, especially business letters in English.

The Drill and Practice learning method plays an important role in achieving learning goals. It involves exercises and understanding of the material that has been delivered to students (Hasibuan, 2019). This method involves listening and taking notes on the material presented by the lecturer, followed by solving practice questions (Saman, 2018). Drill and Practice focuses more on improving students' ability to quickly recall information and activities that involve memorization (Prayogo, 2022). This method also uses multimedia components to motivate students in learning (Gunawan et al., 2020). It is expected that by using the Drill and Practice method, students' learning outcomes can improve.

This approach focuses on repeated practice and repetition of specific tasks or problems, aiming to help students sharpen their skills in a specific field (Yuliawan, 2014). The use of this method is particularly applicable when the learning objective is to teach highly specific skills. This approach considers the systematic aspect of teaching in the hope that students can remember the material well. Usually, the Drill and Practice method is applied in teaching various subjects, such as mathematics, foreign languages, and vocabulary development (Rahmadiani, 2023). This approach guides students through a series of exercises with the aim of improving accuracy and speed in understanding a skill. Additionally, this method also has the potential to enhance students' memory due to repeated practice (Devyanti, 2021).

Previous research has shown the benefits of the Drill method in learning. Previous studies have noted an improvement in academic achievement in mathematics among 11th-grade students in high school when the Drill learning method is implemented (Hadi, 2019). Findings from other research also indicate that the use of the Drill method, which involves concept mapping (mind map), can enhance student engagement and learning achievement in speaking skills (Hidayati, 2020). Additionally, another study has shown that the Drill method, with the support of modified engklek games, can have a positive impact on students' problem-solving abilities.

Method

The research method used in this research is the experimental method (pre-experimental design), where one class is used as an experimental class without a control class (Hamsir, 2017). This research design uses one group pretest-posttest. This research involved two observations, namely before and after the experiment. Observations before the experiment (O1) are called pretest, while observations after the experiment (O2) are called posttest are presented in Table 1 as follows :

Table 1. One Group Pretest-Posttest Design

Pretest	Treatment	Posttest
O1	X	O2

Source: Sugiyono (2014)

In this study, the researcher investigates the cause-and-effect relationship of implementing the Drill and Practice method. The study involves conducting both pre-tests and post-tests on the experimental and control groups. The researcher intentionally administers treatments to the respondents, observes and records their reactions, and then examines the relationship between the given treatments and the respondents' reactions. The study aims to measure the students' mastery of the subject matter and skills.

The research subjects consist of 59 students majoring in Office Administration Education in the Bilingual Correspondence course at Universitas Negeri Malang, in the even semester of the academic year 2023/2024. They are given a pre-test on the business letter cycle in English, then undergo learning using the drill and practice method, and finally take a post-test. The chosen topic is the business letter cycle in English. Data is collected through observation and tests. Observation is conducted during the teaching process by the lecturer to the students, while tests are conducted to analyze the impact of the given treatments on the students' skills.

Results

Based on the results of descriptive analysis, the pre-test and post-test scores of Office Administration Education students in the Bilingual Correspondence course, State University of Malang, even semester of the 2023/2024 academic year are presented in Figure 1 as follows:

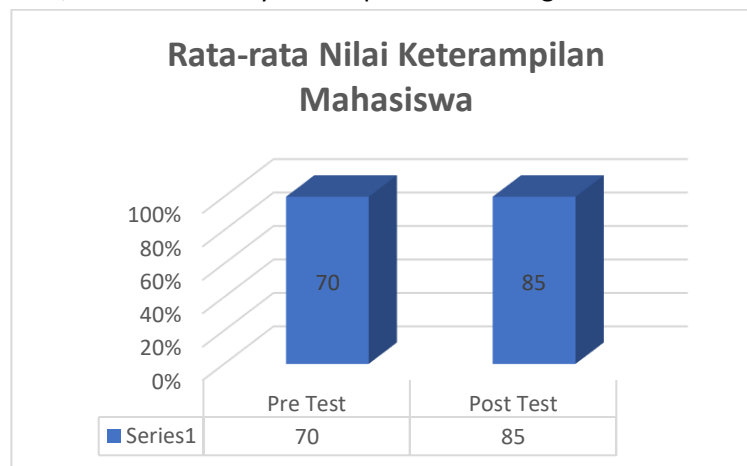


Figure 1. Graph of average student skill scores

Based on descriptive analysis, the average skill score of Office Administration Education students in the Bilingual Correspondence course, State University of Malang, even semester of the 2023/2024 academic year before implementing the Drill and Practice method was below the standard passing score, namely 70. Meanwhile, after implementing the Drill and Practice method, students' skill scores have increased significantly to reach an average of 85. This means that after applying the Drill and Practice method, students have better and more practiced skills in writing business letters in English.

Furthermore, the results of statistical data analysis using SPSS are presented in Table 2 as follows:

Table 2. Different Test Results (One Sample Test)

One-Sample Test						
TestValue = 0						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
RESULTS	85,522	117	,000	77,500	75.71	79.29
CLASS	32,450	117	,000	1,500	1.41	1.59

Source: SPSS output

The test results show that from 118 data consisting of 59 pre-test data and 59 post-test data, a sig value of 0.000 was obtained. This means that the pre-test results and post-test results were for 59 students Office Administration education in the Bilingual Correspondence course at State University of Malang, even semester of the 2023/2024 academic year, has significant differences. The post test results in the form of business letter writing skills in English for the majority of students have low scores or have not reached the criteria set by the lecturer. However, after applying the Drill and Practice method, the writing skills of students with the same case study showed a difference in the form of a significant increase in learning outcomes.

Meanwhile, if we look at the influence, the application of the Drill and Practice method in the Bilingual Correspondence course is presented in Table 3 below:

Table 3. Paired Samples t-Test Results for the Drill and Practice Method

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference Lower	Upper			
Pair 1 RESULTS CLASS	-76,000	9,465	,871	74,274	77,726	87.222	117	,000

Source: SPSS output

The test results show that the sig value is 0.000 where the value is <0.005. So it can be concluded that there is a significant correlation or influence between the use of the Drill and Practice method on

learning outcomes in the form of skills of Office Administration Education students at the State University of Malang in writing business letters in English.

Discussions

The results are supported by research entitled Application of the Drill Method in Accounting Learning, proving that there is an increase in students' ability to work on the accounting cycle for service companies (Bani, 2022). In this research, the drill and practice method is applied in learning the accounting cycle for service companies and trading companies in basic accounting courses for first semester students. The results of this research indicate that the use of the drill and practice method has a significant impact on students' ability to complete the accounting cycle for service and trading companies.

The Drill Method, a leading technique in teaching writing skills, adopts a highly structured and methodical approach, supported by core principles: mastery through repetition and practice. This method is based on the idea that consistent and focused practice is crucial for skill acquisition, especially in writing learning. In the context of this research, the Drill method is used to enhance students' writing skills through a series of carefully designed exercises. The implementation of the Drill method in this study involves engaging students in repeated writing exercises. These exercises are a crucial component of this method, using carefully selected case studies to align with learning objectives. The selection of materials is not arbitrary, they are designed to gradually build and strengthen various aspects of writing comprehension (Takashima et al., 2022).

The main feature of these exercises is the repeated exposure to the same letter writing material. This repetition is crucial as it allows students to gradually adapt to various aspects of letter writing skills that are often challenging for learners (Petrovic et al., 2015). By writing the same material several times, students have the opportunity to delve deeper into the nuances of language, including forms, types of letters, and their systematic nature. These findings are consistent with Kenza-Tacarroucht et al. (2022), who inform that the repetitive nature of these exercises serves multiple purposes. First, it allows for reinforcement of learning, as repetition is known to aid memory retention. Second, it provides students with the opportunity to capture details or nuances that they may have missed in previous writings. The aspects of the Drill and Practice method are highly beneficial for skill-based learners, as they help them develop understanding and enhance their ability to comprehend case studies in real-world situations (Permana et al., 2018; Dewi et al., 2020).

The drill and practice method can be considered a teaching method carried out by students through practice activities. By continuing to train and hone skills, this method can help students feel comfortable studying the material and improve their skills (Nasution & Prastowo, 2021). By using the drill and practice method, it is hoped that students will have better memory in solving questions and improve their learning outcomes (Prayogo, 2022).

The characteristic of the drill and practice method is that the activity consists of repeating the same thing many times. This method aims to train students' dexterity and skills in applying the knowledge they have learned. In its implementation, students will be equipped with theoretical knowledge first, then guided by the lecturer to practice it until they are proficient. Research has shown that the drill and practice method is effective in improving student skills and abilities. By doing repeated exercises, students can strengthen their understanding of the material and improve practical

skills such as analyzing and preparing a product. This method is expected to provide better learning outcomes for students.

The application of the drill and practice method in practice-based courses is carried out by providing material repeatedly so that students can strengthen their mastery of the material and at the same time improve their skills. This is in line with the Learning Outcomes (CP) of the Bilingual Correspondence course in the Office Administration Education Study Program, State University of Malang, namely that students are able to recognize and know the basics of making letters with one of the targeted learning experiences in the form of introducing types of letters in English and preparing letters in English.

Overall, the implementation of the Drill method in this study is characterized by a systematic approach to teaching writing skills, with a focus on repetition and practice. By exposing students to business letter writing material several times and allowing them to engage in various exercises, this method aims to develop a deeper and more comprehensive understanding of writing. The goal is to equip students with the necessary skills to understand and interpret the purpose of letters, which is an essential component of effective business letter writing. In this study, the effectiveness of the Drill method in improving writing skills is demonstrated through measurable outcomes, especially reflected in the average scores achieved by the experimental group.

This group, subjected to the Drill method, recorded an impressive average score of 80, indicating a substantial level of proficiency achieved as a result of the specific teaching approach used. The effectiveness of the Drill and Practice method lies in its focus on specific elements, which are crucial for developing writing skills. The success of this method can be attributed to its structured approach, where exercises are carefully designed to concentrate on different aspects. These targeted exercises are an integral part of the Drill method, ensuring that students are not only exposed to general exercise questions but guided to understand and internalize specific components crucial for understanding business letter writing (Bozorgian & Shamsi, 2022; Nation, 2006).

As students' writing skills develop and become more refined, the Drill method introduces more complex and challenging elements (Yenkimaleki et al., 2023). These advanced tasks are designed to enhance students' abilities, challenging their comprehension and retention skills. By gradually increasing the complexity of tasks, the Drill method ensures that students continue to improve their skills without experiencing significant difficulty jumps that could hinder their learning process. A systematic and structured approach to increasing this difficulty is crucial (Bozorgian & Shamsi, 2022). This not only maintains a learning pace that aligns with students' evolving abilities but also ensures that the learning process remains engaging and challenging. As students progress through various levels of difficulty, they can appreciate their own growth and development in writing 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 direct feedback. Instructors often provide instant corrections and guidance, helping students refine their understanding and improve their writing skills in real-time. Unlike more passive writing exercises, the Drill method requires active student participation. Furthermore, the effectiveness of the Drill method heavily relies on consistency. Regular practice sessions are at the core of this approach, allowing students to build and strengthen their writing skills over time. In the current study, each practice session typically has clear and focused goals. To enhance engagement, the Drill method can incorporate interactive elements such as group

exercises, role-playing games, or the use of technology like learning apps. These interactive components can make the repetitive nature of drills more dynamic and enjoyable.

Conclusion

Based on analysis, the average student skill score during the pretest was 70 while the average post test score was 85. The results of the different test (one sample t-test) and the paired sample t-test showed a sig value of 0.000. This means that there is a significant difference in the pre-test results and post-test results and the Drill and Practice method has a significant effect on student skills. The application of the drill and practice method in practice-based courses is carried out by providing material repeatedly so that students can strengthen their mastery of the material and at the same time improve their skills. This is in line with the Learning Outcomes (CP) of the Bilingual Correspondence course in the Office Administration Education Study Program, State University of Malang, namely that students are able to recognize and know the basics of making letters with one of the targeted learning experiences in the form of introducing types of letters in English and preparing letters in English. The method's structured approach, characterized by rigorous repetition and immediate feedback, is instrumental in developing a high level of proficiency in writing skills. This method not only aids in accurate understanding of kinds of letter but also significantly enhances the students' ability to process and respond to write letter in every kind of structure in real-time, a skill that is invaluable in the realm of writing learning and beyond. The drill model is very suitable to be used to practice writing skills, especially for students in university. Students will be awakened motivation to listen to information, either conveyed through news or during classroom.

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