

**STUDENTS' PERCEPTION TOWARD DRILLING
TECHNIQUE IN ENGLISH READING CLASSROOMS
DEPARTMENT OF IAIN PALANGKA RAYA**



**BY
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**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
2020 M / 1441 H**

**STUDENTS' PERCEPTION TOWARD DRILLING TECHNIQUE
IN ENGLISH READING CLASSROOMS DEPARTMENT
OF IAIN PALANGKA RAYA**

THESIS

Presented to
State Islamic Institute of Palangka Raya
In partial fulfilment of the requirement
For the degree of *Sarjana* in English Language Education



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FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
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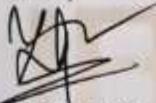
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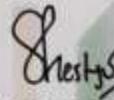
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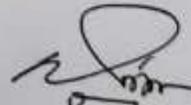
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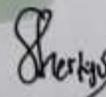
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MOTTO AND DEDICATION

مَعَنَا اللَّهُ إِنَّ تَحْزَنَ لَا

“ Do not mourn surely Allah is always with Us ”

(*Q.S At Taubah : 40*)

This Thesis is dedicated to:

My beloved Mother Yuni Suriyati for she valuable endless prayer, sacrifice, and support. My brother Jefri Hardiyansyah also My beloved friends for their support.

DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Herewith, I:

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
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Palangka Raya, June 18th 2020

Yours Faith Fully



Meidyta Hardiyanti

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ABSTRACT

Hardiyanti, Meidyta. 2020. *Students' Perception Toward Drilling Technique in English Reading Classrooms of IAIN Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Zaitun Qamariah, M.Pd., (II) Hesty Widiastuty, M.Pd.

Key words: perception, drilling technique, English Reading classroom

Drilling techniques mostly used for college school level when it uses on college students will be very easy for the students. Especially for students who study English. Not many lecturers are still using this technique at the student level but without us realize there are still some lecturers who still use the engineering drill for students, especially undergraduate students in the second semester. Not all English students come from the previous language majors. This is what causes some lecturers who still use the technical drill on undergraduate students especially Repetition Drill. Then how the opinion of undergraduate students on lecturers who still use the drill technique.

First of all, Lutfi Alawiyah's study, the title of her study is *The Use of Repetition Drill to Improve Speaking Skill on Descriptive Text of the Eighth Year Students of MTs N Salatiga in the Academic Year 2016/2017*. The result is shown that the implementation of repetition drill is effective and can improve the students speaking skill. It shows through several data such as; observation result which is shows students enthusiastic, actively participated in learning process. The result of her research shows that there is an improvement of the students speaking skill using "repetition drill" technique. (2017, p.70)

The researcher was use quantitative because it is use objective to measurement to gather numeric data (Donald, 2010,p.22). Survey research is research take a sample from one population and use a questionnaire as a tool principal data collection. In this research, writer was use research questioner as instrument. Questionnaire is written questioning of a subject. The sample of this study was be take total population which is all of second semester 83 students of Education Program in IAIN Palangka Raya. The criteria of the subjects are; students who is classified in the classes of A, B,and C academic year 2019/2020.

According to the answer of student perception on questionnaire about Students perception toward drilling technique on English Reading Classrooms of IAIN Palangka Raya was dominantly agree. It can be said the perception of the student to the teacher use drilling technique. Base on the data seven item from ten item, positive questioner above drilling techniques as much 80%, 66 students agree for using drilling technique in teaching and learning on English Reading Classrooms of IAIN Palangka Raya.



ABSTRACT

Hardiyanti, Meidyta. 2020. *Persepsi Mahasiswa Terhadap Penggunaan Teknik Pengulangan di Kelas Membaca Bahasa Inggris di IAIN Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: Pembimbing: (I) Zaitun Qamariah, M.Pd., (II) Hesty Widiastuty, M.Pd.

Key words: persepsi, teknik pengulangan, kelas membaca bahasa Inggris

Teknik pengulangan sebagian besar digunakan untuk tingkat sekolah perguruan tinggi ketika digunakan pada mahasiswa akan sangat mudah bagi siswa. Terutama bagi siswa yang belajar bahasa Inggris. Tidak banyak dosen yang masih menggunakan teknik ini di tingkat mahasiswa tetapi tanpa kita sadari masih ada beberapa dosen yang masih menggunakan drill teknik untuk mahasiswa, terutama mahasiswa sarjana di semester kedua. Tidak semua siswa bahasa Inggris berasal dari jurusan bahasa sebelumnya. Inilah yang menyebabkan beberapa dosen yang masih menggunakan latihan teknis pada mahasiswa sarjana terutama Bor Pengulangan. Lalu bagaimana pendapat mahasiswa sarjana tentang dosen yang masih menggunakan teknik drill. Riset ini dimaksud untuk mengetahui persepsi siswa terhadap penggunaan teknik pengulangan didalam kelas membaca bahasa Inggris.

Pertama-tama, studi Lutfi Alawiyah, judul studinya adalah Penggunaan Latihan Pengulangan untuk Meningkatkan Keterampilan Berbicara pada Teks Deskriptif Siswa Kelas VIII MTs N Salatiga di Tahun Akademik 2016/2017. Hasilnya ditunjukkan bahwa pelaksanaan latihan repetisi efektif dan dapat meningkatkan keterampilan berbicara siswa. Ini terlihat melalui beberapa data seperti; hasil observasi yang menunjukkan antusiasme siswa, berpartisipasi aktif dalam proses pembelajaran. Hasil penelitiannya menunjukkan bahwa ada peningkatan keterampilan berbicara siswa menggunakan teknik "latihan repetisi". (2017, p.70)

Peneliti menggunakan kuantitatif karena digunakan objektif untuk pengukuran untuk mengumpulkan data numerik (Donald, 2010, hal.22). Penelitian survei adalah penelitian mengambil sampel dari satu populasi dan menggunakan kuesioner sebagai alat pengumpulan data utama. Dalam penelitian ini, penulis menggunakan kuesioner penelitian sebagai instrumen. Kuisisioner adalah pertanyaan tertulis dari suatu subjek. Sampel penelitian ini adalah total populasi yang berjumlah 83 siswa Program Pendidikan semester

II di IAIN Palangka Raya. Kriteria subyek adalah; siswa yang diklasifikasikan dalam kelas A, B, dan C tahun akademik 2019/2020.

Menurut jawaban persepsi siswa pada kuesioner tentang persepsi siswa terhadap teknik pengulangan di Kelas Membaca Bahasa Inggris IAIN Palangka Raya secara dominan setuju. Dapat dikatakan persepsi siswa terhadap guru menggunakan teknik pemboran. Berdasarkan data tujuh item dari sepuluh item pertanyaan, positif di atas teknik pengulangan sebanyak 80%, 66 siswa setuju untuk menggunakan teknik pengulangan dalam pengajaran dan pembelajaran di Kelas Membaca Bahasa Inggris IAIN Palangka Raya.



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Her appreciation is addressed to:

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Palangka Raya, June 29th 2020

The writer,



Meidyta Hardiyanti
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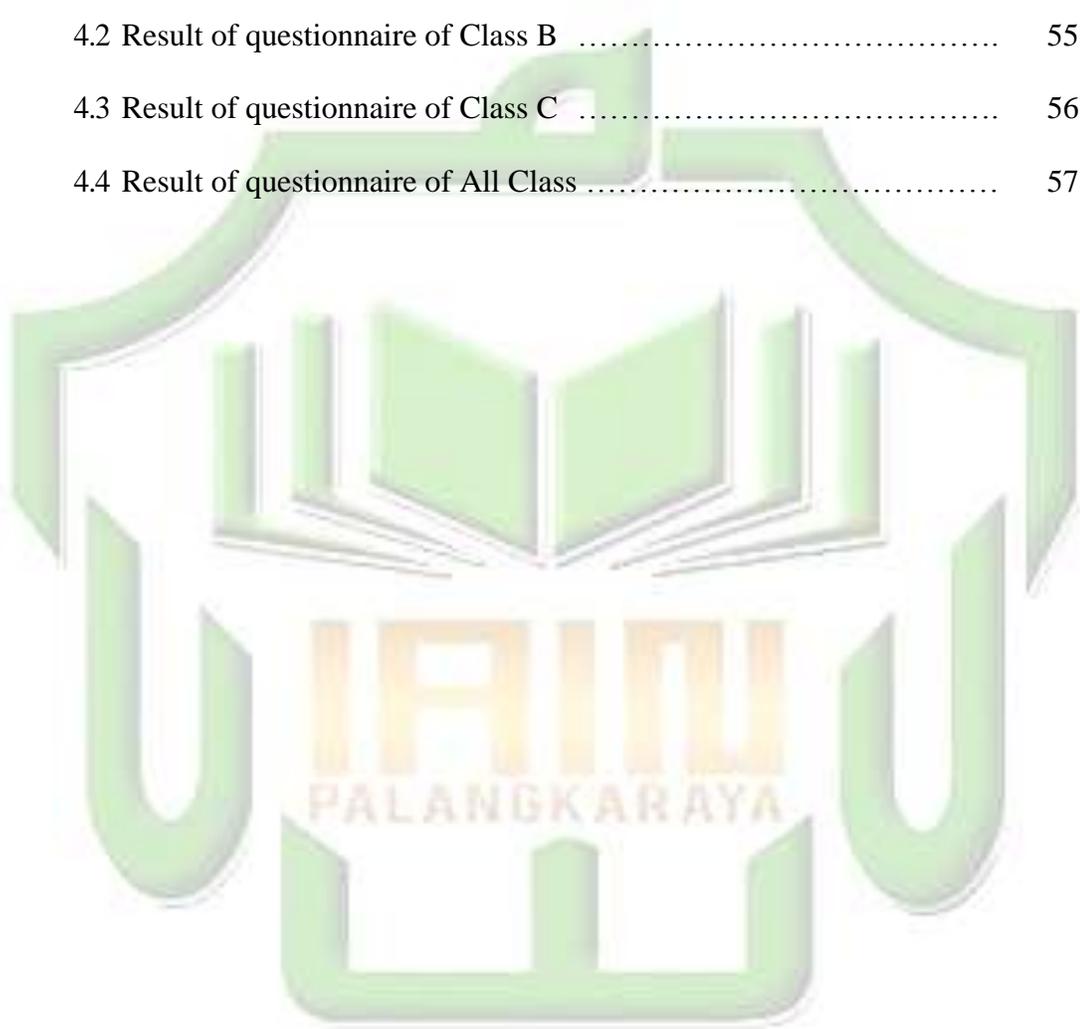
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CHAPTER I

INTRODUCTION

This chapter consists of background of the study, reasearch problem, objective of the study, scope and limitation of the study, significance of the study and definition of key terms.

A. Background of the Study

In the process of teaching and learning, teachers must have a strategy for students can learn effectively and efficiently hit on the intended purpose. One of the steps to having that strategy is to master the techniques presentation or so-called teaching method (Roestiyah N K, 2001, p.1).

In the learning system, teaching methods are part integral that cannot be separated, teaching components intertwined as a system of interconnected and mutually influencing one to another. Methods are chosen as bridges or media transformation lessons towards the goal to be achieved (Sunhaji, 2009, p.38). The teacher's job is to choose a variety the right method to create teaching and learning process.

Accuracy the use of teaching methods relies heavily on the purpose, the content of the learning process teaching and learning activities (Sudjana, 1992, p.76)

In choosing teaching techniques there are several factors that are considered are internal and external factors (Suharsimi, 1993, p.21). Internal factors are a factor which comes from within the students, namely age, maturity, health, interest, motivation and mood. While the external factor is a factor Sourced from outside the student's self, which is the nature of things animals and the physical environment. Thus, teachers are required for professionals in choosing technique and organize the teaching and learning process. There are many techniques that teachers use to make learning achievable. Of the many techniques in learning one of the techniques that teachers use learning English subjects can take place effectively, one of them with drilling technique.

The drill or exercise technique is a technique of education and teaching by training children on the subject matter already given (Zuhairini, 1993, p.103). The exercise technique is used to obtain the dexterity or skill of what is learned (Sudjana, 2005, p.86).

With drilling technique done on language subjects English is very helpful on the learning process, because it is done by providing repetitive exercise on that material will be taught, so after the drill about the material It will be helpful in the process of learning English, because it is done on an on-going basis. Because in learning English teachers not only use variations of lecture methods and assignment but using drill techniques.

From several variations of the method, the drill technique is a method more emphasized or used in English subjects. According to teachers, on English subjects require a practice name. Therefore, teachers apply drill or exercise technique to the eyes English lessons for students to be more active, fast, and easy to receive subject matter that the teacher conveyed.

Drilling techniques mostly used for college school level when it uses on college students will be very easy for the students. Especially for students who study English. Not many lecturers are still using this technique at the student level but without us realize there are still some lecturers who still use the engineering drill for students, especially undergraduate students in the second semester. Not all English students come from the previous language majors. This is what causes some lecturers who still use the technical drill on undergraduate students especially Repetition Drill. Then how the opinion of undergraduate students on lecturers who still use the drill technique.

From the background above, the author intends to make study with the title: Students' Perception toward Drilling Technique in Classrooms on English Students Department of Iain Palangka Raya.

B. Research Problem

The statements of the research problem is: How is the student's perception toward teacher using drilling technique in Reading Class on English Department of IAIN Palangka Raya ?

C. Objective of the Study

The objective of this study is to know the students' perception toward teacher using drilling technique in Reading Class on English Department of IAIN Palangka Raya.

D. Scope and Limitation of the Study

Based on the background of the study above, the researcher make the scope and limitation of the research object in order to make the data on topic. Therefore this study focuses on the students' perception toward teacher using drilling technique. The population of this research will take the student of English Education study program Literal Reading in the second semester in academic year 2019/2020.

E. Significance of the Study

The result of the study expected to be use theoretically and practically :

1. Theoretically

The result of this study expected to able to widen the skill of teacher in using drilling techniques in teaching and learning in Reading Classroom

2. Practically

The result of this study expected to inform, provide to lecturers about the importance of the learning approach so that it influences students reactions in learning which will increase student ability and learning achievement.

F. Definition of Key Terms

1. Perception

Perception is the process of interpreting information about another person. What this definition has clearly highlighted for our attention is that the opinions us form about another person depends on the amount of information available to us and the extent to which us able to correctly interpret the information we have acquired. In another people have on a particular ituation, the capacity to interpret the information that we all have

2. Driling

Drilling is a technique that has been used in foreign language classroom for many years. It was a key feature of audio-lingual method approaches to language teaching, which placed emphasis on repeating structural patterns through oral practice. Drilling means listening to a model, provide by the teacher, or a tape or another student repeating what is heard.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains previous studies, definition of perceptions, and drilling technique.

A. Related Studies

In order to provide strong foundation of the present study, in this section the researcher presents some studies those closely related to the study. First of all, Lutfi Alawiyah's study, the title of her study is The Use of Repetition Drill to Improve Speaking Skill on Descriptive Text of the Eighth Year Students of MTs N Salatiga in the Academic Year 2016/2017. The result is shown that the implementation of repetition drill is effective and can improve the students speaking skill. It shows through several data such as; observation result which is shows students enthusiastic, actively participated in learning process. The result of her research shows that there is an improvement of the students speaking skill using "repetition drill" technique. (2017, p.70)

The difference in research done by Lutfi Alawiyah that she tried to find the extent of the use repetition drill in improving speaking skill on descriptive text, while the researcher tried to find out the student's perception toward teacher using drilling technique in teaching. Both studies focus on the same variable is the repetition drilling technique.

The other related study is The Use of Drilling Technique in Teaching English Vocabulary to the Seventh Grade Students of SMP Negeri 2 Tanggulangin by Ria Fransiska & Jurianto, their study is to find out the use of drilling technique in teaching English vocabulary. The result of their study shown that there is a significant difference in vocabulary achievement between the students who were taught by using drilling technique and those taught without using drilling. The use of drilling technique is more effective than word-listing to improve students` vocabulary mastery. (2012, p.131)

The difference in research done by Ria Fransiska & Jurianto with the researcher is the focus of the study, the researcher focuses on students` perception, while Ria Fransiska & Jurianto focus on the use of drilling technique in teaching vocabulary.

Then another related study about improving Students` Pronunciation through Communicative Drilling Technique at Senior High School (SMA) 07 South Bengkulu done by Riswanto and Endang Hariyanto. The result of their study shown that the using of drilling technique can improve students` pronunciation achievement at the first year students of SMAN 07 South Bengkulu academic year 20011/2012. (2012, p. 82)

The difference with the researcher that focuses, the researcher focuses on students` perception while Riswanto and Endang Hariyanto focuses on improving students` pronunciation using drilling technique.

B. Definition of Perception

1. Concept of Perception

Perception is the response or view of someone about something or object through the sense to see and hear.

According to Nelson and Quick (1997, p. 83-84), definition of perception is the process of interpreting information about another person. What this definition has clearly highlighted for our attention is that the opinions we form about another person depends on the amount of information available to us and the extent to which we are able to correctly interpret the information we have acquired. In another people have on a particular situation, the capacity to interpret the information that we all have.

Perception may be defined from physical, psychological and physiological perspectives. But for the purpose of this study, it shall be limited to its scope as postulated, which is the way we judge or evaluate others. That is the way individuals evaluate people with whom they are familiar in everyday life (Eggen & Kauchak, 2001, p. 15). Eggen and Kauchak gave cognitive dimension of perception; they see perception as the process by which people attach meaning to experiences. They explained that after people attend to certain stimuli in their sensory memories, processing continues with perception. Perception is critical because it influences the information that enters working memory. Background knowledge in the form of schemas affects

perception and subsequent learning. research findings have corroborated this claim that background knowledge resulting from experience strongly influence perception.

According to Baron & Byrne (2001, p. 21), “social perception” which is the process through which we attempt to understand other persons. attempt to obtain information about the temporary causes of others’ behavior (for example, the emotions or feelings).

The term “apperception” can also be used for the term under study. apperception is an extremely useful word in pedagogy, and offers a convenient name for a process to which every teacher must frequently refer. it means the act of taking a thing into the mind.

The related of this view of perception to the present study is further explained, that every impression that comes in from without, be it a sentence, which we hear, an object or vision, no sooner enters our consciousness than it is drafted off in some determinate directions or others, making connection with other materials already there and finally producing what we call our reaction. From this it is clear that perception is the reaction elicited when an impression is perceived from without after making connection with other materials in the consciousness (memory). From this point of view two implications could be deduced. firstly, perception cannot be done in vacuum, it depends on some background information that will trigger a reaction.

According to Lindsay & Ary, perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world. Sensation usually refers to immediate, relatively unprocessed result of stimulation of sensory receptors in the eyes, ears, nose, tongue, or skin. Perception describes one's ultimate experience of the world and typically involves further processing of sensory input. Perception is a process of how people select, organize and interpret input information and experiences that exist and then interpret them to create a whole picture that matters (Norjennah, 2011, p. 33). Perception on the other hand is a process of justice or organize the whole picture of the world. Every people has different perception on the same thing. It because of the factors of the people knowing of the world and his feeling of that.

Joseph & Friends (1992, p. 391-402) said that perception is how you look at others and the world around you. Because your total awareness of the world comes through your senses, they all have a common basis and a common bias. How you look at the world depends on what you think of your self, and what you think of your self will influence how you look at the world.

From the definition above, it can be concluded that perception may be energized by both the present and past experience, individual attitude at a particular moment, the physical state of the sense organ, the

interest of the person, the level of attention, and the interpretation given to the perception.

2. Process of Students' Perception

In the case of visual perception, some people can actually see the percept shift in their mind's eye. Others, who are not picture thinkers, may not necessarily perceive the 'shape-shifting' as their world changes. The 'esemplastic' nature has been shown by experiment: an ambiguous image has multiple interpretations on the perceptual level.

This confusing ambiguity of perception is exploited in human technologies such as camouflage, and also in biological mimicry, for example by European Peacock butterflies, whose wings bear eye markings that birds respond to as though they were the eyes of a dangerous predator.

There is also evidence that the brain in some ways operates on a slight "delay", to allow nerve impulses from distant parts of the body to be integrated into simultaneous signals.

Perception is one of the oldest fields in psychology. The oldest quantitative law in psychology is the Weber-Fechner law, which quantifies the relationship between the intensity of physical stimuli and their perceptual effects (for example, testing how much darker a computer screen can get before the viewer actually notices).

According to stimulus-response theory of perception is part of the overall process that generates a response after the stimulus is applied to

humans and the other is the introduction of psychological there are sub processes, feeling, and reasoning (Sobur, 2009, p. 447). As the statement above that the perception describes one's ultimate experience of the world and typically involves further processing of sensory input. In addition, the perception is a process of how people interpret input information and experiences that exist and then interpret them to create a whole picture that matters. Therefore, the researcher decides that experience is able than feeling to product the opinion. It can be seen in as the diagram below :

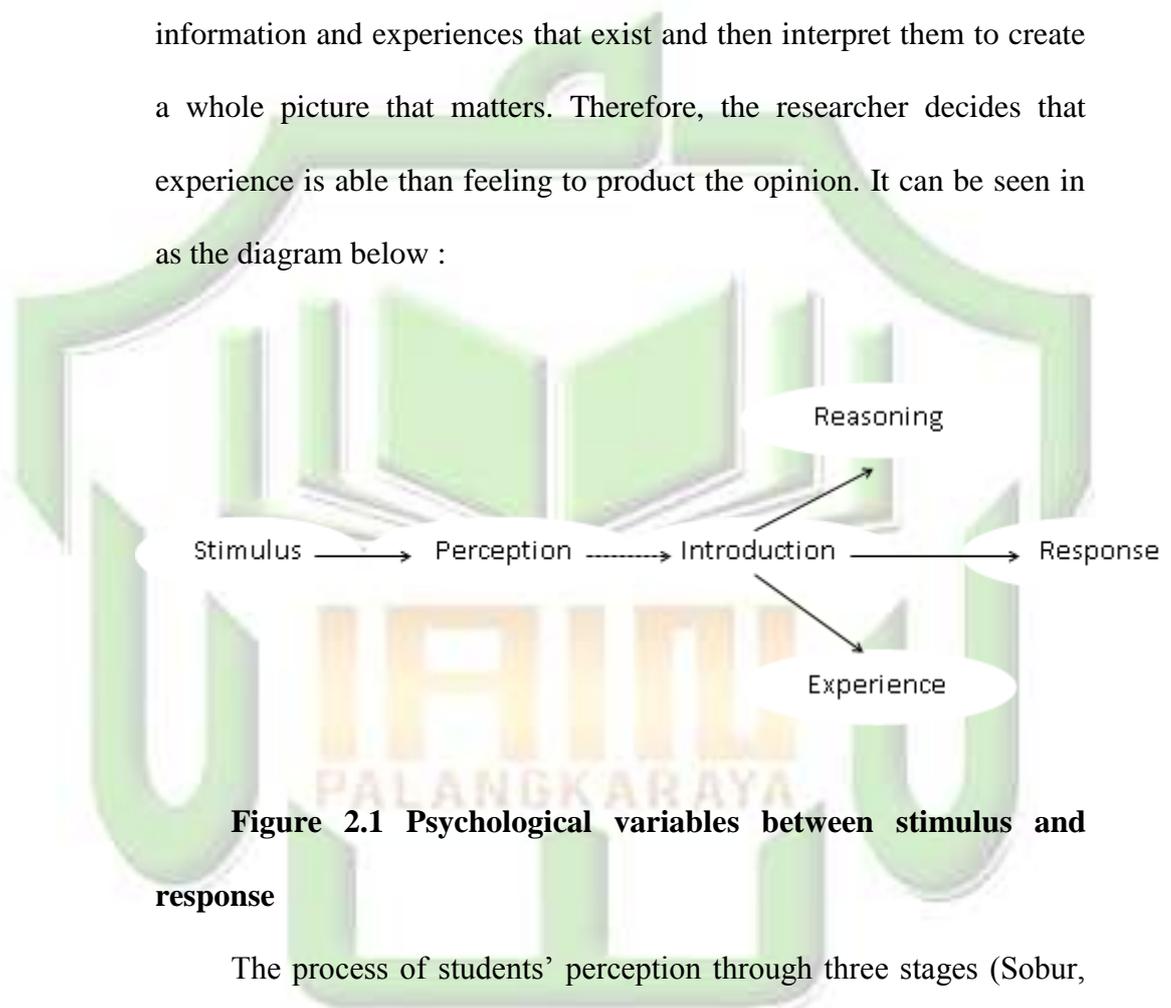


Figure 2.1 Psychological variables between stimulus and response

The process of students' perception through three stages (Sobur, 2009, p. 449). First, the stage of sensory stimulation, stimulus both physical and social stimulus through human sensory organs, which in this process included the introduction and collection of existing information about the stimulus. Second stage is stimulation sensory set, it means the students arrange the stimulus that has been received in a

pattern that is meaningful to them. The last stage is interpretation or evaluation, after the stimulus or set of data is received and the student will interpret the data in various ways. It can be draw as follow :

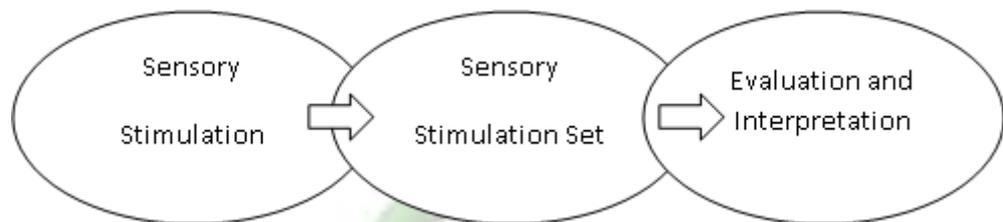


Figure 2.2 Students' Perception Process Perception and Reality

In the case of visual perception, some people can actually see the percept shift in their mind's eye. Others, who are not picture thinkers, may not necessarily perceive the 'shape-shifting' as their world changes. The 'esemplastic' nature has been shown by experiment: an ambiguous image has multiple interpretations on the perceptual level.

This confusing ambiguity of perception is exploited in human technologies such as camouflage, and also in biological mimicry, for example by European Peacock butterflies, whose wings bear eye markings that birds respond to as though they were the eyes of a dangerous predator.

There is also evidence that the brain in some ways operates on a slight "delay", to allow nerve impulses from distant parts of the body to be integrated into simultaneous signals.

It can be conclude that perception is one of the oldest fields in psychology. The oldest quantitative law in psychology is the Weber-

Fechner law, which quantifies the relationship between the intensity of physical stimuli and their perceptual effects (for example, testing how much darker a computer screen can get before the viewer actually notice).

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B. Learning Techniques

According to Ahmadi (2011, p. 133) learning techniques is a way that someone does in implementing a specific method. For example, the use of lecture methods in classes where the number of students is relative many require their own techniques which of course technically will different from the use of lecture methods in a number of classes limited students. The technique as a way that someone did in order implement a method, which is the way that must be done so that the method carried out runs effectively and efficiently (Hamruni 2012, p.7-8). Furthermore, Anthony (in Brown, 2001: 14) added "*Techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well*". That is, learning techniques are an activity specifically and manifestly done in class according to the method used and in line with the learning approach.

C. Drilling Technique

1. Definition of Drilling Technique

The word "Drill" comes from English which means repetitive practice both those that are "trial and error" or through routine procedures certain (Sardiman, 2006).

This method provides as many opportunities as possible to students to practice skills. That matter Nana Sudjana (2013, p. 38) explained :

'The Drill Method is an activity of doing the same thing, repeatedly in earnest with the aim to strengthen an association or perfect a skill in order to be permanent. The distinctive feature of this method is activities in the form of repetition that many times of a thing same''.

Drilling is a technique that has been used in foreign language classroom for many years. It was a key feature of audio-lingual method approaches to language teaching, which placed emphasis on repeating structural patterns through oral practice. Drilling means listening to a model, provide by the teacher, or a tape or another student repeating what is heard (David, 1995) Drilling is mechanical ways if getting students to demonstrate and practice their ability to use specific language items in a controlled manner.

Syaiful Bahri Djamarah dan Aswan Zaim (2010, p. 95) method of training (Drill) which is also called training, is a good way of teaching to instill habits certain. Also as a means to maintain habits the good one. Apart from that this method is also good for obtaining a dexterity, accuracy, opportunity and skills.

Syafaruddin & friends, (2014, p. 120-132) drill method is the method used in the process learning by training students towards learning material has been given to achieve certain skills / psychomotor

goals. Usually this method is used in terms of motor skills, writing, reading, mental skills or fast thinking and skills other physical. With a relatively short amount of time, children will be able to mastering certain skills, being disciplined in achieving goals and have ready knowledge. By using this method there is lack of initiative initiative of children lacking, rigid habits, and verbal / mechanical knowledge.

From those theories above, it can be conclude that drilling is a technique that has been use in foreign language classroom which emphasis on repeating structural pattern through oral practice to demonstrate students' ability in using specific language item in a controlled manner.

2. Kind of Drill

According to Haycraft (36 : 1978), after presentation and explanation of the new structure, students mays used controlled practice in saying useful and correct sentence pattenr in combination with appropriate vocabulary. These patterns are known as oral drills. They can be inflexible: students often seem to master a structure in drilling, but are then incapable of using it in other contexts. Furthermore, drills have several types in form:

a. The Repetition Drill

The teacher says models (the word or phrases) and the students repeat it.

Example:

Teacher : It didn't rain, so I needn't have taken my umbrella

Students : It didn't rain, so I needn't have taken my umbrella.

b. The Substitution Drill

Substitution drill can used to practice different structures or vocabulary item (I . e one word or more word change during drill)

Example:

Teacher : I go to school. He?

Students : He goes to school.

Teacher : They?

Students : They go to school.

c. The Question and Answer Drill

Teacher gives students practice answering questions. The students should answer the teacher's questions very quickly. It is also possible for the teacher to let students practice to ask as well. This gives students practice with the question pattern.

Example:

Teacher : Does he go to school? Yes?

Students : Yes, he does.

Teacher : No?

Students : No, he does not.

d. The Transformation Drill

The teacher gives students a certain kind of sentence pattern, an information sentence for example. Students are asked to transform sentence into a negative sentence. Other examples of transformations to ask of students are changing a statement into a question, an active sentence into a passive one, or direct speech into a reported speech.

Example: (positive into negative)

Teacher : I clean the house.

Students : I don't clean the house.

Teacher : She sings a song.

Students : She doesn't sing a song.

e. The Chain Drill

The teacher begins the chain by greeting a particular student, or asking him a question. That student responds, then turns to the student sitting next to him. The first student greets or asks a question of the second student and the chain continues. A chain drill allows some controlled communication even though it is limited. A chain drill also gives the teacher an opportunity to check each student's speech.

Example:

Teacher : What is the color of sky?

The color of sky is blue

What the color of banana?

Student A : The color of banana is yellow

What is the color of leaf?

Student B : The color of leaf is green

What is the color of our eyes?

Student C : The color of our eyes is black and white.

f. The Expansion Drill

This drill is used when a long line dialog is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line. Then following the teacher's cue, they expand what they are repeating part at the end of the line sentence (and work backward from there) to keep the intonation of the line as natural as possible. This also directs more students' attention to the end of the sentence, where new information typically occurs.

Example:

Teacher : My mother is a doctor.

Students : My mother is a doctor

Teacher : She works in the hospital.

Students : She works in the hospital

Teacher : My mother is a doctor. She works in the hospital.

Students : My mother is a doctor. She works in the hospital

Teacher : She takes care of the patient.

Students : She takes care of the patient

Teacher : My mother is a doctor. She works in the hospital. She take
cares the patient

Students : My mother is a doctor. She works in the hospital. She take
cares the patient.

g. Communicative drills

This kind of drills is quite different from the so-called meaningless and mechanical drills used in a traditional grammar oriented class by some teachers, in which the primary focus is on the form of the language being used rather than its communicative content. Children do not blindly mimic adults' speech in a parrot fashion, without really needing to understand or communicate anything, but make selective use of simulation to construct the grammar and make sense of the expressions according to the grammar. This kind of drills has meanings and connotes information accordingly in a certain situation and at a certain time. It has an information gap and does involve communicative process. The child has access to language data and opportunities to interact with the inputs (meaningful inputs). When processing the language they hear, children construct the grammar and make sense of the expression according to the grammar. When producing utterance, they follow the internalized grammatical rules. This kind of drilling can be formed by using the other drilling types. But the emphasis is that the student involving something real as well as communicative value and the practice creates an information gap.

Example :

Guessing game:

Teacher has something in mind (things, job, event, etc) and the students must guess that thing by using yes no question:

Students : Is it in the class?

Teacher : Yes, it is.

Students : Is it blue?

Teacher : No, it is not.

Students : Is it black?

Teacher : Yes, it is.

Students : Is it in the front of the class?

Teacher : Yes, it is.

Students : Is it black board?

Teacher : Yes, it is.

With the basis of the communicative drills, teachers may design more advanced communicative activities so that learners can have more opportunities to produce sustained speech with more variations in possible responses.

3. Strengths and Weaknesses of the Drill Technique

According to Syaiful Bahri Djamarah dan Aswan Zaim (2006, p.96) as a recognized method it has many advantages, too there is no denying that the Drill method has several weaknesses. Therefore, teachers who want to use the Drill method or this exercise it is not wrong to

understand the characteristics of this method. As for its strengths and weaknesses are as follows;

a). Strengths of The Drill Technique

1. To gain motor skills, such as writing, pronounce letters, words or sentences, make tools, use (game and atlantik engine), and skilled using sports equipment.
2. To gain mental skills, as in multiplication, addition, subtraction, division, signs (symbols) etc.
3. To gain skills in the form of associations that are made, like the relationship of letters in spelling, use of symbols, reading maps, and so on.
4. Formation of habits done and increase accuracy and speed of implementation.
5. Utilization of habits that do not require concentration in its implementation.
6. Formation of habits makes movements complex, complicated, become more automatic.

b). Weaknesses of the Drill Technique

1. Inhibiting student talent and initiative, because more students brought into adjustment and directed away from understanding.
2. Cause static adjustments to the environment.

3. Sometimes the exercises are done repeatedly is monotonous, easily boring.
4. Form rigid habits, because they are automatic.
5. Can cause verbalism.

D. Reading Comprehension

According to Tarigan (2008), reading is a process in which done by reader to get message or information from the writer through printed media. It is very complex process in which recognize and comprehend written symbols are influenced by perceptual skill, decoding, experiences, language background, mind set and reasoning of reader.

Reading is decoding and understanding written text, decoding requires translating the symbols of writing system into the spoken words they represent. Understanding is determined by the purpose for reading, the context, the nature of the text, and the readers' strategies and knowledge.

Cline et al, 2006, p.2)



CHAPTER III

RESEARCH METHOD

In this chapter discusses about Research Design, Population and Sample, Data Collection Procedure, Research Instrument, and Data Analysis Procedure.

A. Research Design

The researcher was use quantitative because it is use objective to measurement to gather numeric data (Donald, 2010,p.22). In nonexperimental quantitative research, the researcher identifies variables and may look for relationships among them but does not manipulate the variables. Major forms of non-experimental research are relationship studies including ex post facto and correlational research and survey research. So this way, the present study belong to non experimental research because the researcher use survey research. (2010,p.27).

Quantitative research is a research method based on philosophy positivism, used to examine populations or specific samples, techniques Sampling is generally done randomly, collecting data using research instruments, data analysis is quantitative / statistical with the goal is to test a predetermined hypothesis (Sugiyono, 2006, p.14).

B. Research Method

Survey research is research take a sample from one population and use a questionnaire as a tool principal data collection. Ary et all (2010,p.372) stated that In survey research, investigators ask questions about peoples' beliefs, opinions, characteristics, and behavior. The survey questionnaire is widely used as a source of data in studies in sociology, business, psychology, political science, and education. A survey researcher want to investigate associations between respondents' characteristics such as age, education, social class, race, and their current attitudes toward some issue. Survey research typically does not make causal inferences but, rather, describes the distributions of variables in a specified group.

In this research, the researcher want to know the students' opinions toward the teacher using drilling technique when teaching Reading at English Education Study Program at IAIN Palangka Raya.

C. Population and Sample

1. Population

According to Arikunto (2000, p.108) population is the subject of research. M.Iqbal Hasan (2002, p.58) population is the totality of all objects or individuals who have certain, clear and complete characteristics that will be examined. Donald Ary et all (2010,p.138) stated that population is defined as all members of any well-defined class of people, events or object. The population of this sample will take the second semester students of

English Education Study Program at IAIN Palangka Raya in Academic Year 2019/2020.

2. Sample

According to Arikunto (2000, p.109) the sample is "a portion or representative of a population researched". M.Iqbal Hasan (2002, p.58) The sample is "a part of the population taken through certain ways that also have certain characteristics and are clear complete that is considered to represent the population".

The sample of this study was be take total population which is all of one semester students of Education Program in IAIN Palangka Raya. The criteria of the subjects are; students who is classified in the classes of A, B, and C academic year 2019/2020.

Table 3.1 Sample of the Study

Class	Quantity
A	29 Students
B	26 Students
C	28 Students
Total	83 Students

D. Research Instrument

In this research, writer was use research questioner as instrument. Questionnaire is written questioning of a subject (Ary, 2006, p. 644).

Questionnaire are use to gather data from people about opinions, beliefs, and feelings about situations in their own words. They use to help



understanding the experiences people have and the meaning they make of them rather than to test hypotheses (Ary, 2006, p. 644). From the explanation above, the researchers will use a questionnaire to collect data on students perceptions at English Education Program at IAIN Palangka Raya.

Brown in Zoltan Dornyei, stated questionnaire is any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers (Dornyei, 2003, p. 6). Survey questions can take a variety of forms. According to Mckey (2006, p. 37) The two main types of questions are open-ended and close-ended questions. The close-ended question is used on this research.

The close-ended is questionnaire that presented in a form such that the respondents were asked to choose one answer that suits the characteristic of something by giving the sign (x) or checklist (√).

In compiling the results of the research, the coding has been done, because Likert scale use, and the interval scales also use to code the question. The questionnaire will constructed in the form of Likert scale. Each response will given a number for example strongly agree = 5, agree = 4, neither agree nor disagree = 3, disagree = 2, and strongly disagree = 1 (Ibid, p.53)

Table 3.2 Range Score of Statements

Answers	Score
Strongly Agree	5
Agree	4
Uncertain	3
Disagree	2
Strongly Disagree	1

Table 3.3 Question Grid

**Perception Toward Drilling Technique in English Reading Classroom
of IAIN Palangka Raya**

NO	DIMENSI	INDIKATOR	Nomor Pertanyaan dalam angket	Jumlah Item	Positive Questions	Negative Questions
1	Persepsi siswa terhadap metode pembelajaran Drilling Techniques	<ul style="list-style-type: none"> • Metode pembelajaran memudahkan mahasiswa dalam menangkap pelajaran • Metode pembelajaran yang dipakai membuat mahasiswa antusias dan tertarik untuk belajar 	1,2, dan 3	3	5	0
			4 dan 5	2		

2	Persepsi Mahasiswa terhadap Dosen bidang Studi	<ul style="list-style-type: none"> Dosen bidang studi mampu membuat ketertarikan mata kuliah sehingga mahasiswa antusias dalam menerima materi pelajaran Dosen bidang studi mampu membuat mahasiswa kreatif dan aktif dalam pembelajaran di kelas 	7,8 dan 9 6 dan 10	3	1	4
					2	

The question grid adapted from of the thesis Utari, Mazlina Tri (2018, p 45).

E. Data Collection Procedure

In this study the method used to obtain information of respondents is a questionnaire. The type of questionnaire the researcher use is a close-ended questionnaire, which is the answer questionnaire that has been provided.

The questionnaire is a data collection technique that is done by giving a set of questions or written statements to the respondent to answer (Sugiyono 2009, p.199). The questionnaire is an efficient data collection technique if the researcher knows for sure will be measured and know what can be expected from respondents is quite large and spread over a wide area.

In this case writer was get the data from questioner. Writer used several procedures in collects the data. The writer will prepare the questionnaire, give the questionnaire to the respondents, collect and check the responses. After that the writer will calculate the result of the study, analyse the data and last step will make conclude the students' perception toward drilling technique that teacher used when teaching.

F. Data Analysis Procedure

1. Data Compling

In this study, the researcher was use interval scale and the collected the data by using questionnaires scala likert types questions. This research about students' preference which know as attitudinal information. Often attitude scales on a questionnaire were also treated as interval scale. Likert scale in response give a number (e.g., strongly disagree = 1, disagree = 3, less disagree = 3, agree = 4, and strongly agree = 5) and these numbers are treated as interval scale. The researcher was analyse the data in three steps. There are item scores, the distribution of frequency, and then central tendency. To analyze the data, the researcher was apply the steps as follows:

- a. The researcher was collect the main data (responses)
- b. The researcher was arrange the collected score into the distribution of frequency of score table.

- c. The researcher was calculate mean, median and mode.
- d. The researcher was calculate the deviation score.
- e. The researcher was interpret the analysis result.
- f. The researcher was give conclusion.

2. Data Displaying

In compiling survey results the first thing a researcher needs to do was the decide on coding categories. The researcher assign a numerical code to the data, the data needed to be recorded in some fashion.

The researcher will use questionnaire with the close ended question and liker scale as the instrument for collecting the data. Sandra stated that once the information is compiled in a table, it needs to be displayed in some way. There were several possible alternatives (Sandra Lee, P.42: 2006):

- a. One is to simply report the frequency of each response.
- b. A second alternative is to describe the results in percentages. Finally, with interval scale one could describe the data in terms of central tendency.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presented the findings and discussion. The finding design to answer the research problem, the students' perception toward drilling technique in English reading classrooms of IAIN Palangka Raya. And the discussion is to discuss the finding of the research.

A. Data Presentation

Data presentation of item score of the student perception shown in this table (see table „3.4). The sample was 83 students for questionnaire from second semester 2019/2020 of IAIN Palangka Raya. There are 10 questions in the questionnaire. First, question number one until three about students perception toward drilling technique learning methods make it easy for students to capture lessons. Second, question number four until five to find students perception learning methods used make students enthusiastic and interested in learning. Third, question number six until eight to find students perception lecturers in the field of study are able to create interest in the subject so that students are enthusiastic in accepting subject matter. Then, question number nine until ten to find field lecturers are able to make students creative and active in classroom learning.

Table 4.1. Presentation data Class A, B and C

NO	NAME	CLASS	NUMBER OF QUESTION									
			1	2	3	4	5	6	7	8	9	10
1	Aminatuzzahroh	A	3	3	3	3	3	3	2	3	3	3
2	Annisa Nur Fitriana	A	4	4	4	4	4	4	2	2	2	2
3	Dhea Ananda Milenia Putri	A	3	3	3	3	3	3	3	3	2	2
4	Dina Afriliani	A	4	4	4	3	3	3	3	3	3	3
5	Dini Hasanatun Nisa	A	3	4	4	4	5	4	2	3	3	2
6	Kurnia Rahmawaty	A	3	3	2	3	4	3	3	2	3	3
7	Melati	A	3	3	3	4	3	4	2	2	3	3
8	Mila Sartika	A	4	4	4	3	3	4	4	4	2	4
9	Mita Ashary	A	4	3	4	5	4	5	2	2	2	2
10	Monica	A	4	3	3	3	3	4	2	3	3	2
11	Muhammad Khairul Azmi	A	3	4	3	4	4	4	3	3	3	3
12	Nasim Hamid	A	3	3	3	3	3	3	3	3	3	3
13	Noka Sholehiya	A	4	4	4	3	3	3	4	3	3	2
14	Nordiana	A	4	4	4	4	4	3	3	3	3	2
15	Nur Aisyah Amalia	A	4	3	4	4	4	4	2	2	1	2
16	Nurlatifah	A	4	4	4	4	4	4	4	4	4	4
17	Nurlita Kurniawati	A	4	4	4	3	4	2	3	3	2	2
18	Nuur Haqyqy	A	4	3	4	3	4	3	3	3	2	2
19	Putri Yulinda Sari	A	3	3	3	3	3	4	2	3	3	2
20	Reza Febrian	A	3	3	3	3	3	5	2	2	2	2
21	Rima Sonya rahmida	A	4	3	4	3	4	4	3	3	2	2
22	Rizka Alfiani	A	4	3	4	3	3	4	3	3	2	2
23	Siti Nur Aisyah	A	3	3	3	3	3	4	4	3	4	3
24	Siti Zainab	A	4	4	5	5	5	4	2	2	2	2
25	Taufik Wijaya	A	3	4	3	3	2	3	2	3	3	2
26	Victory Hero Tifalan	A	3	4	3	3	3	3	3	3	2	4
27	Waredayani Anisa Lucia	A	3	3	3	3	3	2	3	4	3	3
28	Wia Triyana	A	3	2	3	3	3	3	4	5	5	5
29	Wilda Listiana	A	4	4	4	4	4	5	2	2	2	2
30	Eliyana	B	4	4	3	4	4	2	2	3	4	5
31	Fina fatika nurmala sari	B	3	3	3	4	4	4	3	4	2	3
32	Fitri Nurhayatu	B	4	3	4	3	3	4	3	2	3	3
33	Fitria Ningsih	B	4	4	4	3	3	4	2	3	2	2
34	Fransiska Dewi Risnanda	B	3	3	3	3	3	3	2	2	2	2
35	Isyaturrodiyah Hamdani	B	4	4	4	3	3	4	2	3	2	2

36	Latifah Nur Indah Sari	B	4	4	3	4	4	5	2	2	2	2
37	Lisa	B	4	5	4	4	3	4	3	3	3	2
38	M. Irsyad Airlangga	B	3	3	3	3	3	4	2	3	3	3
39	Muhammad erizaldi	B	4	3	4	3	4	4	2	3	2	2
40	Muhammad Qozoli Wahid	B	4	4	4	4	4	4	2	2	2	2
41	Nadia Emilia	B	4	4	4	3	4	3	2	3	3	2
42	Nor Sakinah	B	4	3	3	4	3	5	2	3	3	2
43	Nur Ladya Anom Rianti	B	4	4	3	5	5	4	4	3	3	5
44	Nur pebiy rianti	B	3	3	3	3	3	3	3	2	3	3
45	Rahmi Amalia	B	3	3	4	4	4	3	3	3	3	3
46	Rina Khafizah	B	4	4	4	3	3	4	2	3	2	2
47	Selvia Widiarti	B	3	3	3	3	2	3	2	3	2	2
48	Septia Dwi Sapitri	B	4	4	4	3	3	3	3	3	3	3
49	Sri Nuryana Sari	B	4	4	4	3	3	4	2	3	2	2
50	Sufiya veronica	B	3	3	3	4	3	4	2	2	3	3
51	Umi Mujiarni	B	4	4	3	3	4	4	3	4	3	2
52	Usup Kurniawan	B	4	4	4	3	3	4	3	3	3	3
53	Vera Riana	B	3	4	4	3	3	3	2	3	3	3
54	Vera Santika	B	3	3	4	3	4	4	5	2	2	2
55	Yana	B	4	4	4	4	4	4	2	2	2	2
56	Ahmad jatianur	C	5	4	4	4	4	4	4	4	4	4
57	Khairima Amaliah	C	4	4	4	3	3	4	2	3	2	3
58	Alya Rohali Harahap	C	4	4	4	5	3	3	5	4	4	3
59	Noorsaleha	C	4	4	4	3	4	4	3	3	3	2
60	Siti Mariam	C	3	4	4	4	3	3	2	4	4	4
61	Sri Rejeki Amalia	C	5	5	5	5	5	5	2	2	5	1
62	Selvia Monika	C	4	4	4	5	4	3	2	2	2	2
63	Auliyatul Fadhillah	C	5	4	5	5	4	4	3	2	1	1
64	Mustapa	C	3	3	3	3	3	4	3	2	3	3
65	Dendy Nuari	C	4	4	5	4	5	4	3	3	3	3
66	Isti Fani	C	4	4	3	3	3	2	3	3	2	2
67	Nurhasanah	C	4	3	3	3	4	3	3	4	4	4
68	Noufal Fajar Rizqullah haryanto	C	3	3	4	4	4	3	3	3	3	3
69	Eva Daroyanti	C	5	4	5	2	4	4	2	2	4	3
70	Siti Mudini	C	4	3	4	4	2	4	4	4	4	4
71	Mearclina	C	4	4	3	4	5	4	2	5	2	2
72	Nurul Sahida	C	4	3	3	3	3	4	3	3	3	3
73	Syahrizal	C	3	3	3	4	3	3	2	3	2	3
74	Silvia Septiani	C	3	3	4	4	4	3	3	3	4	4

75	Widia nor rahmah	C	5	5	5	5	5	5	2	2	2	2
76	Ari Rahmad Nawawi	C	3	3	3	4	4	3	4	3	4	3
77	Kusrini Oktaviani	C	5	3	4	4	4	3	3	2	2	2
78	Fitria Indriani	C	4	4	4	4	4	4	3	3	2	2
79	Kusumanisa H. L	C	3	3	4	4	4	4	2	2	2	3
80	Nur peniy rianti	C	4	4	4	3	4	3	4	4	4	2
81	Agus akmad rifai	C	3	3	5	4	5	3	5	3	1	5
82	Septiani Widya Putri	C	3	3	4	5	4	4	2	2	2	2
83	Taufiq Sholihin	C	4	4	4	4	2	4	2	2	2	2

This is a table of responses students second semesters class A, B and C 2019/2020 of IAIN Palangka Raya, from this data the researcher can describe the finding of the problem research.

Table 4.2. Presentation data Class A

NO	NAME	CLA SS	NUMBER OF QUESTION									
			1	2	3	4	5	6	7	8	9	10
1	Aminatuzzahroh	A	3	3	3	3	3	3	2	3	3	3
2	Annisa Nur Fitriana	A	4	4	4	4	4	4	2	2	2	2
3	Dhea Ananda Milenia Putri	A	3	3	3	3	3	3	3	3	2	2
4	Dina Afriliani	A	4	4	4	3	3	3	3	3	3	3
5	Dini Hasanatun Nisa	A	3	4	4	4	5	4	2	3	3	2
6	Kurnia Rahmawaty	A	3	3	2	3	4	3	3	2	3	3
7	Melati	A	3	3	3	4	3	4	2	2	3	3
8	Mila Sartika	A	4	4	4	3	3	4	4	4	2	4
9	Mita Ashary	A	4	3	4	5	4	5	2	2	2	2
10	Monica	A	4	3	3	3	3	4	2	3	3	2
11	Muhammad Khairul Azmi	A	3	4	3	4	4	4	3	3	3	3
12	Nasim Hamid	A	3	3	3	3	3	3	3	3	3	3
13	noka sholehiya	A	4	4	4	3	3	3	4	3	3	2
14	Nordiana	A	4	4	4	4	4	3	3	3	3	2
15	Nur Aisyah Amalia	A	4	3	4	4	4	4	2	2	1	2
16	Nurlatifah	A	4	4	4	4	4	4	4	4	4	4
17	Nurlita Kurniawati	A	4	4	4	3	4	2	3	3	2	2
18	Nuur Haqyqy	A	4	3	4	3	4	3	3	3	2	2
19	Putri Yulinda Sari	A	3	3	3	3	3	4	2	3	3	2

20	Reza Febrian	A	3	3	3	3	3	5	2	2	2	2
21	Rima Sonya rahmida	A	4	3	4	3	4	4	3	3	2	2
22	Rizka Alfiani	A	4	3	4	3	3	4	3	3	2	2
23	Siti Nur Aisyah	A	3	3	3	3	3	4	4	3	4	3
24	Siti Zainab	A	4	4	5	5	5	4	2	2	2	2
25	Taufik Wijaya	A	3	4	3	3	2	3	2	3	3	2
26	Victory Hero Tifalan	A	3	4	3	3	3	3	3	3	2	4
27	Waredayani Anisa Lucia	A	3	3	3	3	3	2	3	4	3	3
28	Wia Triyana	A	3	2	3	3	3	3	4	5	5	5
29	Wilda Listiana	A	4	4	4	4	4	5	2	2	2	2

This is a table of responses students second semesters class A 2019/2020 of IAIN Palangka Raya, from this data the researcher can describe the finding of the problem research.

Table 4.3. Presentation data Class B

NO	NAME	CLAS S	NUMBER OF QUESTION									
			1	2	3	4	5	6	7	8	9	10
1	Eliyana	B	4	4	3	4	4	2	2	3	4	5
2	Fina fatika nurmala sari	B	3	3	3	4	4	4	3	4	2	3
3	Fitri Nurhayatu	B	4	3	4	3	3	4	3	2	3	3
4	Fitria ningsih	B	4	4	4	3	3	4	2	3	2	2
5	Fransiska Dewi Risnanda	B	3	3	3	3	3	3	2	2	2	2
6	Isyaturrodiyah Hamdani	B	4	4	4	3	3	4	2	3	2	2
7	Latifah Nur Indah Sari	B	4	4	3	4	4	5	2	2	2	2
8	Lisa	B	4	5	4	4	3	4	3	3	3	2
9	M. Irsyad Airlangga	B	3	3	3	3	3	4	2	3	3	3
10	Muhammad erizaldi	B	4	3	4	3	4	4	2	3	2	2
11	Muhammad Qozoli Wahid	B	4	4	4	4	4	4	2	2	2	2
12	Nadia Emilia	B	4	4	4	3	4	3	2	3	3	2
13	Nor Sakinah	B	4	3	3	4	3	5	2	3	3	2
14	Nur Ladya Anom Rianti	B	4	4	3	5	5	4	4	3	3	5
15	Nur pebiy rianti	B	3	3	3	3	3	3	3	2	3	3
16	Rahmi Amalia	B	3	3	4	4	4	3	3	3	3	3
17	Rina Khafizah	B	4	4	4	3	3	4	2	3	2	2

18	Selvia Widiarti	B	3	3	3	3	2	3	2	3	2	2
19	Septia Dwi Sapitri	B	4	4	4	3	3	3	3	3	3	3
20	Sri Nuryana Sari	B	4	4	4	3	3	4	2	3	2	2
21	Sufiya veronika	B	3	3	3	4	3	4	2	2	3	3
22	Umi Mujiarni	B	4	4	3	3	4	4	3	4	3	2
23	Usup Kurniawan	B	4	4	4	3	3	4	3	3	3	3
24	Vera Riana	B	3	4	4	3	3	3	2	3	3	3
25	Vera Santika	B	3	3	4	3	4	4	5	2	2	2
26	Yana	B	4	4	4	4	4	4	2	2	2	2

This is a table of responses students second semesters class B 2019/2020 of IAIN Palangka Raya, from this data the researcher can describe the finding of the problem research.

Table 4.4. Presentation data Class C

NO	NAME	CLAS S	NUMBER OF QUESTION										
			1	2	3	4	5	6	7	8	9	10	
1	Ahmad jatianur	C	5	4	4	4	4	4	4	4	4	4	4
2	Khairima Amaliah	C	4	4	4	3	3	4	2	3	2	3	
3	Alya Rohali Harahap	C	4	4	4	5	3	3	5	4	4	3	
4	Noorsaleha	C	4	4	4	3	4	4	3	3	3	2	
5	Siti mariam	C	3	4	4	4	3	3	2	4	4	4	
6	Sri Rejeki Amalia	C	5	5	5	5	5	5	2	2	5	1	
7	Selvia Monika	C	4	4	4	5	4	3	2	2	2	2	
8	Auliyatul fadhilah	C	5	4	5	5	4	4	3	2	1	1	
9	Mustapa	C	3	3	3	3	3	4	3	2	3	3	
10	Dendy Nuari	C	4	4	5	4	5	4	3	3	3	3	
11	Isti Fani	C	4	4	3	3	3	2	3	3	2	2	
12	Nurhasanah	C	4	3	3	3	4	3	3	4	4	4	
13	Noufal Fajar Rizqullah haryanto	C	3	3	4	4	4	3	3	3	3	3	
14	Eva Daroyanti	C	5	4	5	2	4	4	2	2	4	3	
15	Siti Mudini	C	4	3	4	4	2	4	4	4	4	4	
16	Marcelina	C	4	4	3	4	5	4	2	5	2	2	
17	Nurul Sahida	C	4	3	3	3	3	4	3	3	3	3	
18	Syahrizal	C	3	3	3	4	3	3	2	3	2	3	

19	Silvia septiani	C	3	3	4	4	4	3	3	3	4	4
20	Widia nor rahmah	C	5	5	5	5	5	5	2	2	2	2
21	Ari Rahmad Nawawi	C	3	3	3	4	4	3	4	3	4	3
22	Kusrini Oktaviani	C	5	3	4	4	4	3	3	2	2	2
23	Fitria Indriani	C	4	4	4	4	4	4	3	3	2	2
24	Kusumanisa H. L	C	3	3	4	4	4	4	2	2	2	3
25	Nur peniy rianti	C	4	4	4	3	4	3	4	4	4	2
26	Agus akmad rifai	C	3	3	5	4	5	3	5	3	1	5
27	Septiani Widya Putri	C	3	3	4	5	4	4	2	2	2	2
28	Taufiq Sholihin	C	4	4	4	4	2	4	2	2	2	2

This is a table of responses students second semesters class C 2019/2020 of IAIN Palangka Raya, from this data the researcher can describe the finding of the problem research.

From the data obtained, it can be seen responses of respondents to the questionnaire given. The next will be discussed in research finding

B. Research Findings

The result of research on student perception toward drilling technique in English reading classrooms of IAIN Palangka Raya was obtained by employing questionnaire as the main instrument to collect the data. The presented data consist of central tendency (mean, median, modus, and standard deviation). There were 85 students from second semester 2019/2020 of Palangka Raya as a sample.

The first step was to tabulate score into the table of calculation Mean. The table was shown below:

Table 4.5. The Calculating of Mean

X	F	FX
5	2	10
4	36	144
3	42	126
2	3	6
1	0	0
	N=83	Σ286

$$\text{Mean : } M = \frac{\sum X}{N} = \frac{286}{83} = 3,445 = 3.44$$

Then the score of Mean, Median, Modus and standard deviation are tabulated in the table. The tables are follows:

Table 4.6. Result of Questionnaire Analysis from Class A, B, and C 2019/2020

NO	PERTANYAAN	Scale					Total	MN	MD	MO	SD
		SA	A	U	D	S D					
1	Saya mudah menerima pelajaran saat dosen menggunakan drilling teknik	6	45	32	0	0	306	3,7	4	4	0,6
	Persen	7	54	38	0	0					
2	Saya lebih cepat dan tangkap menerima pelajaran saat dosen menggunakan metode drilling teknik	3	41	38	1	0	295	3,5	4	4	0,6
	Persen	5	49	46	0	0					
3	Saya mudah mengerti pelajaran saat dosen menggunakan drilling teknik dalam pembelajaran.	7	44	31	1	0	306	3,7	4	3	0,6
	Persen	8	53	37	0,1	0					

4	Saya sangat antusias menerima pelajaran saat dosen menggunakan drilling teknik	9	31	42	1	0	297	3,6	3	3	0,7
	Persen	11	37	51	0,1	0					
5	Saya tertarik dengan pembelajaran saat dosen menggunakan drilling teknik.	8	35	36	4	0	302	3,6	4	3	0,7
	Persen	10	42	43	0,4	0					
6	Menurut anda apakah efektif saat dosen menggunakan drilling teknik dalam pembelajaran?	7	43	29	4	0	302	3,6	3	3	0,7
	Persen	8	52	35	0,4	0					
7	Menurut anda dengan menggunakan drilling teknik apakah menghalangi inisiatif dan interaksi mahasiswa di dalam pembelajaran?	3	10	31	39	0	226	2,7	3	2	0,8
	Persen	5	12	37	47	0					
8	Menurut anda apakah membosankan saat dosen menggunakan drilling teknik dalam pembelajaran?	2	11	44	26	0	238	2,7	3	3	0,7
	Persen	0,2	13	53	31	0					
9	Menurut anda dengan menggunakan drilling teknik apakah membuat mahasiswa tidak aktif dalam pembelajaran?	2	12	31	35	3	224	2,7	3	2	0,8
	Persen	0,2	14	37	42	0,4					
10	Menurut anda dengan menggunakan drilling teknik apakah menghambat kreativitas mahasiswa saat pembelajaran ?	4	8	27	42	2	219	2,6	2	2	0,8
	Persen	0,5	10	32	51	0,2					

Table 4.7. Result of Questionnaire Analysis from Class A

NO	PERTANYAAN	Scale					Total	M N	M D	M O	SD
		SA	A	U	D	SD					
1	Saya mudah menerima pelajaran saat dosen menggunakan drilling teknik	0	15	14	0	0	58	2	4	4	0,5
	Persen	0	51,7	48,2	0	0					
2	Saya lebih cepat dan tangkap menerima pelajaran saat dosen menggunakan metode drilling teknik	0	13	15	1	0	97	3,3	3	3	0,5
	Persen	0	44,8	51,7	0	0					
3	Saya mudah mengerti pelajaran saat dosen menggunakan drilling teknik dalam pembelajaran.	1	14	13	1	0	77	2,6	4	4	0,6
	Persen	3,4	48,2	44,8	3,4	0					
4	Saya sangat antusias menerima pelajaran saat dosen menggunakan drilling teknik	2	8	19	0	0	99	2,4	3	3	0,6
	Persen	6,9	27,5	65,5	0	0					
5	Saya tertarik dengan pembelajaran saat dosen menggunakan drilling teknik.	2	11	15	1	0	101	3,4	3	3	0,6
	Persen	6,9	37,9	51,7	3,4	0					
6	Menurut anda apakah efektif saat dosen menggunakan drilling teknik dalam pembelajaran?	3	13	11	2	0	104	3,5	4	4	
	Persen	10,3	44,8	37,9	6,8	0					

7	Menurut anda dengan menggunakan drilling teknik apakah menghalangi inisiatif dan interaksi mahasiswa di dalam pembelajaran?	0	7	12	12	0	88	3	3	3	0,7
	Persen	0	24,1	41,3	41,3	0					
8	Menurut anda apakah membosankan saat dosen menggunakan drilling teknik dalam pembelajaran?	1	3	17	8	0	84	2,8	3	2	0,7
	Persen	3,4	10,3	58,6	27,5	0					
9	Menurut anda dengan menggunakan drilling teknik apakah membuat mahasiswa tidak aktif dalam pembelajaran?	1	2	13	12	1	73	2,5	3	3	0,8
	Persen	3,4	6,8	44,8	41,3	3,4					
10	Menurut anda dengan menggunakan drilling teknik apakah menghambat kreativitas mahasiswa saat pembelajaran ?	1	3	8	17	0	75	2,5	2	2	0,8
	Persen	3,4	10,3	27,5	58,6	0,2					

Table 4.8. Result of Questionnaire Analysis from Class B

NO	PERTANYAAN	Scale					Total	M N	M D	M O	SD
		SA	A	U	D	S D					
1	Saya mudah menerima pelajaran saat dosen menggunakan drilling teknik	0	17	9	0	0	95	3,6	4	4	0,3
	Persen	0	65,3	34,6	0	0					
2	Saya lebih cepat dan tangkap menerima pelajaran saat dosen menggunakan metode drilling teknik	1	14	11	0	0	94	3,6	4	4	0,5
	Persen	3,8	53,8	42,3	0	0					
3	Saya mudah mengerti pelajaran saat dosen menggunakan drilling teknik dalam pembelajaran.	0	15	11	0	0	93	3,5	4	4	0,4
	Persen	0	57,6	42,3	0	0					
4	Saya sangat antusias menerima pelajaran saat dosen menggunakan drilling teknik	1	9	16	0	0	89	3,4	3	3	0,5
	Persen	3,8	34,6	61,3	0	0					
5	Saya tertarik dengan pembelajaran saat dosen menggunakan drilling teknik.	1	10	14	4	0	95	3,6	3	3	0,5
	Persen	3,8	38,4	53,8	15,3	0					

6	Menurut anda apakah efektif saat dosen menggunakan drilling teknik dalam pembelajaran?	2	16	7	1	0	97	3,7	4	4	0,6
	Persen	7,6	61,5	26,9	3,8	0					
7	Menurut anda dengan menggunakan drilling teknik apakah menghalangi inisiatif dan interaksi mahasiswa di dalam pembelajaran?	1	1	8	16	0	65	2,2	2	2	0,7
	Persen	3,8	3,8	30,7	61,5	0					
8	Menurut anda apakah membosankan saat dosen menggunakan drilling teknik dalam pembelajaran?	0	2	16	8	0	72	2,4	3	3	0,5
	Persen	0	7,6	61,5	30,7	0					
9	Menurut anda dengan menggunakan drilling teknik apakah membuat mahasiswa tidak aktif dalam pembelajaran?	0	1	13	12	0	67	2,5	23	3	0,5
	Persen	0	3,8	50,0	46,1	0					
10	Menurut anda menggunakan drilling teknik apakah menghambat kreativitas mahasiswa saat pembelajaran ?	2	8	9	15	0	99	3,8	2	2	0,8
	Persen	7,6	30,7	34,6	57,6	0					

Table 4.9. Result of Questionnaire Analysis from Class C

NO	PERTANYAAN	Scale					Total	MN	MD	MO	SD
		SA	A	U	D	S D					
1	Saya mudah menerima pelajaran saat dosen menggunakan drilling teknik	5	13	9	0	0	104	3,5	4	4	0,7
	Persen	17,8	46,4	32,1	0	0					
2	Saya lebih cepat dan tangkap menerima pelajaran saat dosen menggunakan metode drilling teknik	2	14	12	1	0	99	3,4	4	4	0,6
	Persen	7,1	50,0	42,8	0	0					
3	Saya mudah mengerti pelajaran saat dosen menggunakan drilling teknik dalam pembelajaran.	6	15	6	0	0	108	3,7	4	4	0,6
	Persen	21,4	53,5	21,4	0	0					
4	Saya sangat antusias menerima pelajaran saat dosen menggunakan drilling teknik	6	13	7	1	0	104	3,6	4	4	0,7
	Persen	21,4	46,4	25,0	3,5	0					
5	Saya tertarik dengan pembelajaran saat dosen menggunakan drilling teknik.	5	14	2	0	0	87	3,0	4	4	0,8
	Persen	17,8	50,0	7,1	0	0					

6	Menurut anda apakah efektif saat dosen menggunakan drilling teknik dalam pembelajaran?	2	14	11	1	0	101	3,4	4	4	0,6
	Persen	7,1	50,0	39,2	3,5	0					
7	Menurut anda dengan menggunakan drilling teknik apakah menghalangi inisiatif dan interaksi mahasiswa di dalam pembelajaran?	2	4	11	11	0	81	2,7	3	2	0,9
	Persen	7,1	14,2	39,2	39,2	0					
8	Menurut anda apakah membosankan saat dosen menggunakan drilling teknik dalam pembelajaran?	1	6	11	10	0	82	2,8	3	3	0,8
	Persen	3,5	21,4	39,2	35,7	0					
9	Menurut anda dengan menggunakan drilling teknik apakah membuat mahasiswa tidak aktif dalam pembelajaran?	1	9	5	11	2	79	2,7	3	2	1,1
	Persen	3,5	32,1	17,8	39,2	7,1					

10	Menurut anda dengan menggunakan drilling teknik apakah menghambat kreativitas mahasiswa saat pembelajaran ?	1	5	10	10	2	77	2,6	3	3	0,9
	Persen	3,5	17,8	35,7	35,7	7,1					

Note:

S = Strong Agree

A = Agree

U = Uncertain

D = Disagree

SD = Strong Disagree

Table 4.10. Table of Presentation, student perception, item 1

Saya mudah menerima pelajaran saat dosen menggunakan drilling tekni					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	0	0	0	0
	2	0	0	0	0
	3	32	38,6	38,6	38,6
	4	45	54,2	54,2	92,8
	5	6	7,2	7,2	100,0
	Total	83	100,0	100,0	

Item 1, stated that the student perception toward drilling technique English Reading Classrooms. The table above shows that

there are 6 students (7,2%) voted strongly agreed, 45 students (54,2%) voted agreed, 32 students (34,3%) voted uncertainly, 0 students (0%) voted disagreed, and 0 student (0%) vote strongly disagreed. From this data we can see 54,2% 45 students agreed that they readily accept lessons when lecturers use engineering drilling.

Table 4.11. Table of Presentation, student perception, item 2

Saya lebih cepat dan tangkap menerima pelajaran saat dosen menggunakan metode drilling teknik					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	0	0	0	0
	2	1	1,2	1,2	1,2
	3	38	45,8	45,8	44,0
	4	41	49,4	49,4	93,4
	5	3	3,6	3,6	100
	Total	83	100.0	100.0	

Item 2, stated that the student perception toward drilling technique English Reading Classrooms. The table above shows that there are 3 students (3,6%) voted strongly agreed, 41 students (49,4%) voted agreed, 38 students (45,8%) voted uncertainly, 1 students (1,2%) voted disagreed, and 0 student (0%) vote strongly disagreed. From this data we can see 49,4 % 41 students agreed that they faster and receive lessons when lecturers use engineering drilling.

Table 4.12. Table of Presentation, student perception, item 3

Saya mudah mengerti pelajaran saat dosen menggunakan drilling teknik dalam pembelajaran.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	0	0	0	0
	2	1	1,2	1,2	1,2
	3	31	37,4	37,4	38,6
	4	44	53,0	53,0	91,6
	5	7	8,4	8,4	100,0
	Total	83	100,0	100,0	

Item 3, stated that the student perception toward drilling technique English Reading Classrooms. The table above shows that there are 7 students (8,4%) voted strongly agreed, 44 students (53,0%) voted agreed, 31 students (37,4%) voted uncertainly, 1 students (1,2%) voted disagreed, and 0 student (0%) vote strongly disagreed. From this data we can seen 53.0 % 44 students strongly agreed that they easy to understanding lessons when lecturers use engineering drilling.

Table 4.13. Table of Presentation, student perception, item 4

Saya sangat antusias menerima pelajaran saat dosen menggunakan drilling teknik					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	0	0	0	0
	2	1	1,2	1,2	1,2
	3	42	50,6	50,6	51,8
	4	31	37,3	37,3	89,1
	5	9	10,9	10,9	100,0
	Total	83	100,0	100,0	

Item 4, stated that the student perception toward drilling technique English Reading Classrooms. The table above shows that

there are 9 students (10,9%) voted strongly agreed, 31 students (37,3%) voted agreed, 42 students (50,6%) voted uncertainly, 1 students (1,2%) voted disagreed, and 0 student (0%) vote strongly disagreed. From this data we can seen 50,6 % 42 students agreed that they enthusiastically to accept lessons when lecturers use engineering drilling

Table 4.14. Table of Presentation, student perception, item 5

Saya tertarik dengan pembelajaran saat dosen menggunakan drilling teknik					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	0	0	0	0
	2	4	4,8	4,8	4,8
	3	36	43,3	43,3	48,1
	4	35	42,2	42,2	90,3
	5	8	9,6	9,6	100,0
	Total	83	100,0	100,0	

Item 5, stated that the student perception toward drilling technique English Reading Classrooms. The table above shows that there are 8 students (9,6%) voted strongly agreed, 35 students (42,2%) voted agreed, 36 students (43,4%) voted uncertainly, 14students (4,8%) voted disagreed, and 0 student (0%) vote strongly disagreed. From this data we can seen 43,3 % 36 students agreed that they intrigued the lessons when lecturers use engineering drilling.

Table 4.15. Table of Presentation, student perception, item 6

Menurut anda apakah efektif saat dosen menggunakan drilling teknik dalam pembelajaran?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	0	0	0	0
	2	4	4,8	4,8	4,8
	3	29	34,9	34,9	39,7
	4	43	51,9	51,9	91,6
	5	7	8,4	8,4	100,0
	Total	83	100,0	100,0	

Item 6, stated that the student perception toward drilling technique English Reading Classrooms. The table above shows that there are 7 students (8,4%) voted strongly agreed, 43 students (51,9%) voted agreed, 29 students (50,6%) voted uncertainly, 4 students (4,8%) voted disagreed, and 0 student (0%) vote strongly disagreed. From this data we can seen 51,9 % 43 students strongly agreed that they opinion that effective lessons when lecturers use engineering drilling.

Table 4.16. Table of Presentation, student perception, item 7

Menurut anda dengan menggunakan drilling teknik apakah menghalangi inisiatif dan interaksi mahasiswa di dalam pembelajaran ?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	0	0	0	0
	2	39	47,0	47,0	47,0
	3	31	37,4	37,4	84,4
	4	10	12,0	12,0	96,4
	5	3	3,6	3,6	100,0
	Total	83	100,0	100,0	

Item 8, stated that the student perception toward drilling technique English Reading Classrooms. The table above shows that there are 3

students (3,6%) voted strongly agreed, 10 students (12,0%) voted agreed, 31 students (37,4%) voted uncertainly, 39 students (47,0%) voted disagreed, and 0 student (0%) vote strongly disagreed. .From this data we can seen 47 % 39 students uncertainly by using the drilling technique to inhibit initiative and interactive

Table 4.17. Table of Presentation, student perception, item 8

Menurut anda apakah membosankan saat dosen menggunakan drilling teknik dalam pembelajaran?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	0	0	0	0
	2	26	31,7	31,7	31,7
	3	44	53,0	53,0	84,7
	4	11	13,3	13,3	98,0
	5	2	2,0	2,0	100,0
	Total	83	100,0	100,0	

Item 8, stated that the student perception toward drilling technique English Reading Classrooms. The table above shows that there are 2 students (2,0%) voted strongly agreed, 11 students (13,3%) voted agreed, 44 students (53,0%) voted uncertainly, 26 students (31,7%) voted disagreed, and 0 student (0%) vote strongly disagreed. .From this data we can seen 53,0 % 44 students uncertainly by using the drilling technique make bored for learning classrooms.

Table 4.18. Table of Presentation, student perception, item 9

Menurut anda dengan menggunakan drilling teknik apakah membuat mahasiswa tidak aktif dalam pembelajaran?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	3,7	3,7	3,7
	2	35	42,2	42,2	45,9
	3	31	37,3	37,3	83,2
	4	12	14,4	14,4	97,5
	5	2	2,0	2,0	100,0
	Total	83	100,0	100,0	

Item 9, stated that the student perception toward drilling technique English Reading Classrooms. The table above shows that there are 2 students (2,0%) voted strongly agreed, 12 students (14,4%) voted agreed, 31 students (37,3%) voted uncertainly, 35 students (42,2%) voted disagreed, and 3 student (3,6%) vote strongly disagreed. From this data we can seen 42,2 % 35 students uncertainly by using the drilling technique make student inactive for learning classrooms.

Table 4.19. Table of Presentation, student perception, item 10

Menurut anda dengan menggunakan drilling teknik apakah menghambat kreativitas mahasiswa saat pembelajaran ?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	2,0	2,0	2,0
	2	42	50,6	50,6	50,6
	3	27	32,5	32,5	85,1
	4	8	9,6	9,6	94,7
	5	4	4,8	4,8	100,0
	Total	83	100,0	100,0	

Item 10, state that the students perception toward drilling techniques English Reading Classrooms. The table above shows that there are 4 students (4,8%) voted strongly agreed, 8 students (9,6%) voted agreed, 27 students (32,5%) voted uncertainly, 42 students (50,6%) voted disagreed, and 2 student (2,0%) vote strongly disagreed. From this data we can seen 50,6 % 42 students disagreed by using the drilling technique inhibit creativity students for learning classrooms.

C. Discussion

Based on the finding above, the reseracher explained that student perception toward drilling technique in English Reading Classrooms of IAIN Palangka Raya with questionnaire.

Figure 4.1 Result of Questionnaire of Class A 2019/2020

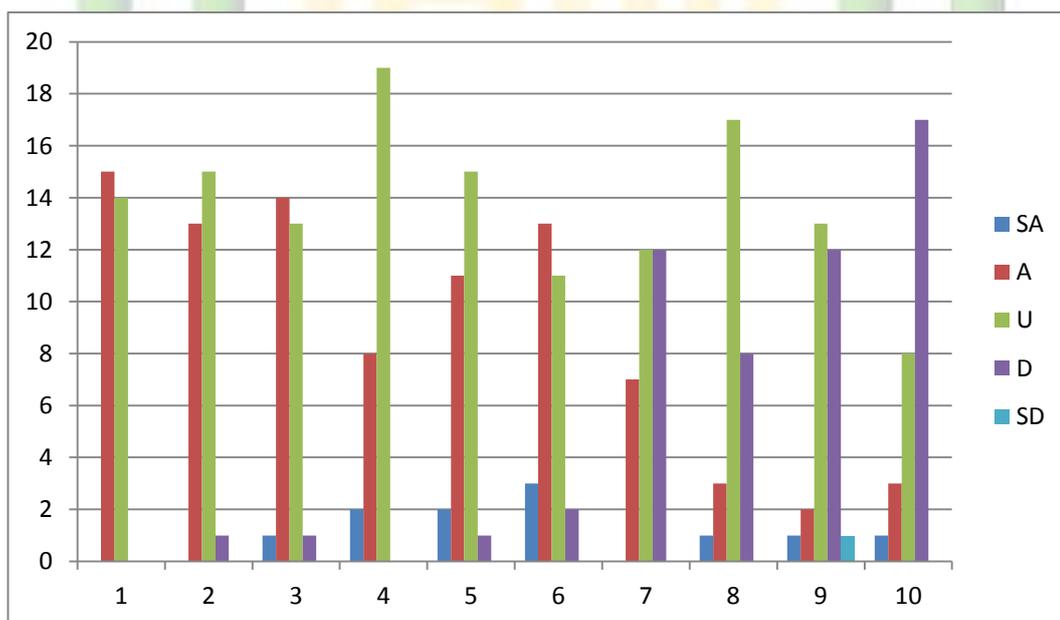


Figure 4.2 Result of Questionnaire of Class B 2019/2020

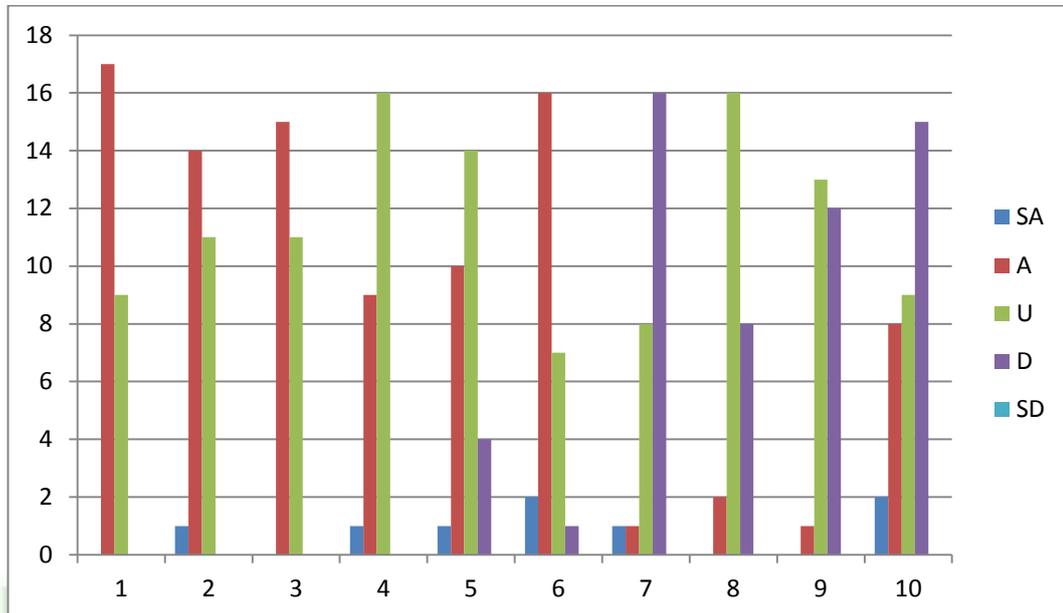
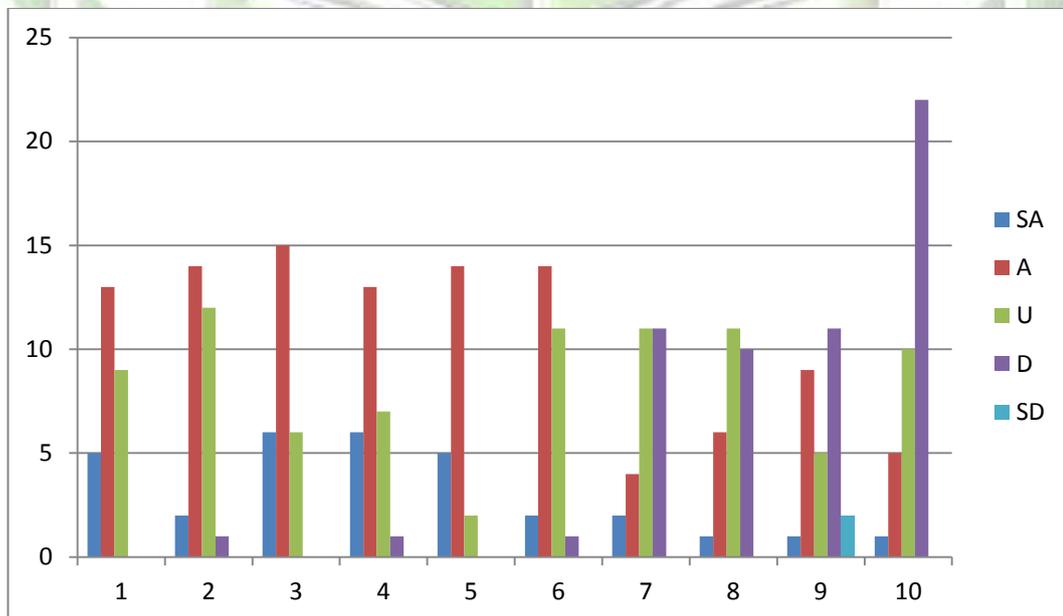


Figure 4.3 Result of Questionnaire of Class C 2019/2020



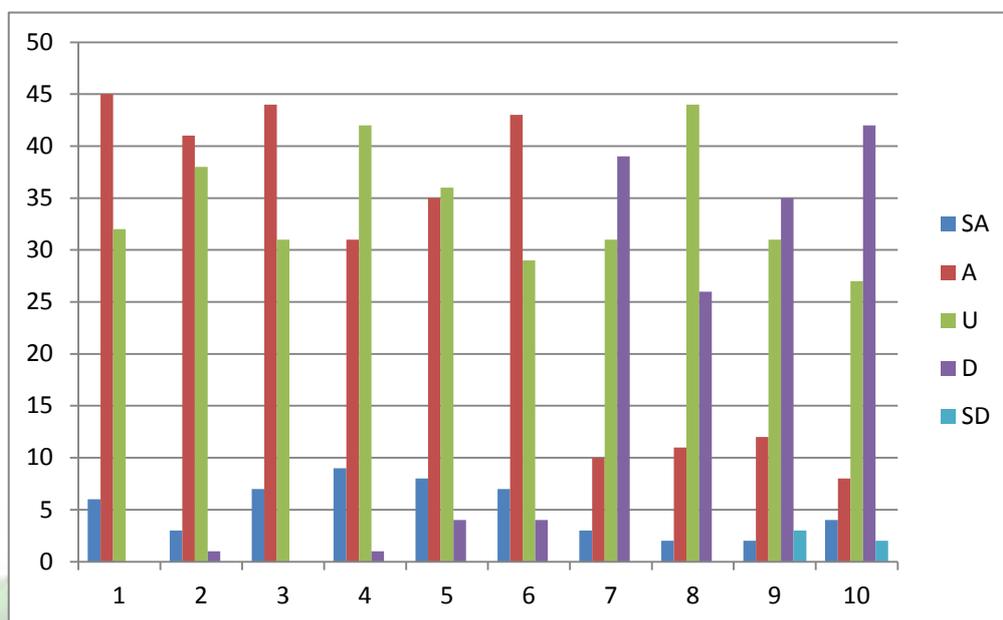
From the chart, most of student from 3class of the sample chose agreed for questionnaire number 1 except chose agree. For questionnaire number 2, from class A chose uncertain, class B and C most of respondent chose agree. Questionnaire item 3, most of the respondent from class A until C chose agreed.

For the item questionnaire number 4 until 5 all of respondent class A and C chose uncertain. Furthermore, different from the item questionare 4 and 5 most of respondent from class C chose agreed. Meanwhile, item questionnaire number 7 most of respondent from class A and C chose uncertain and disagree but class chose disagree. For item number 8, all of responded from class A until class C schools chose uncertain. For item questionnaire 9, most of respondent from class A and B chose uncertain and class C chose disagree.

For item questionnaire 10, all of responded from class A until class C chose disagree.

Overall, based on chart the result of the questionnaire from three class English Reading Classrooms of IAIN Palangka Raya from the result of questionnaire item most of teacher of the class that use drilling technique on the class when teaching English Reading Classrooms process were Class A (50%), Class B (40%), and Class C (60%).

Figure 4.5. Result All of Questionnaire



In general this research was aimed to know about student perception use drilling techniques on English reading classroom. It can be seen, the most of student choose agree for questionnaire 1 in which the collage students liked the teacher use drilling technique while teaching the subject because it very essential for improve the student ability. Based on the result that had been depicted on the chart number 1 it revealed that it was 54% or most of collage students choose the statement of questionnaire item 1 that they agreed that they easy to accept the lecturer use drilling technique while teaching English reading subject. (see chart 4.5).

For the questionnaire item 2, it was 50% or most of student choose statement of the questionnaire item 2 that they agreed to receive more responsive which lecturer use drilling technique on the teaching and

learning process of the classroom (see chart 4.5). For the questionnaire item 3, it was 53% or most of student choose agreed easy to understanding which lecturer use drilling technique on the teaching and learning process of the classroom (see chart 4.5).

From questionnaire number 1 until 3 overall the respondent had chosen positive perception. Its mean from 3 class of English Reading Classrooms lecturer which teach use Drilling Technique in Reading Classrooms.

For the questionnaire item 4, it was 50% or most of student choose statement of the questionnaire item 4 that they very enthusiastic which lecturer use drilling technique on the teaching and learning process of the classroom (see chart 4.5). For the questionnaire item 5, it was 43% or most of student choose uncertainly they are interested which lecturer use drilling technique on the teaching and learning process of the classroom (see chart 4.5).

For the questionnaire item 6, it was 56% or most of student choose statement of the questionnaire item 6 that agree they feel effective which lecturer use drilling technique on the teaching and learning process of the classroom (see chart 4.5). For the questionnaire item 7, it was 55% or most of student choose disagree drilling technique blocking initiative and interaction which lecturer use drilling technique on the teaching and learning process of the classroom (see chart 4.5). The proses of learning

success using the exercise method will get unexpected result because each exercise by students will increasingly develop over time (Zain, & friends, 1997, p, 56).

For the questionnaire item 8, it was 63% or most of student choose uncertain they not feel bored which lecturer use drilling technique on the teaching and learning process of the classroom (see chart 4.5).

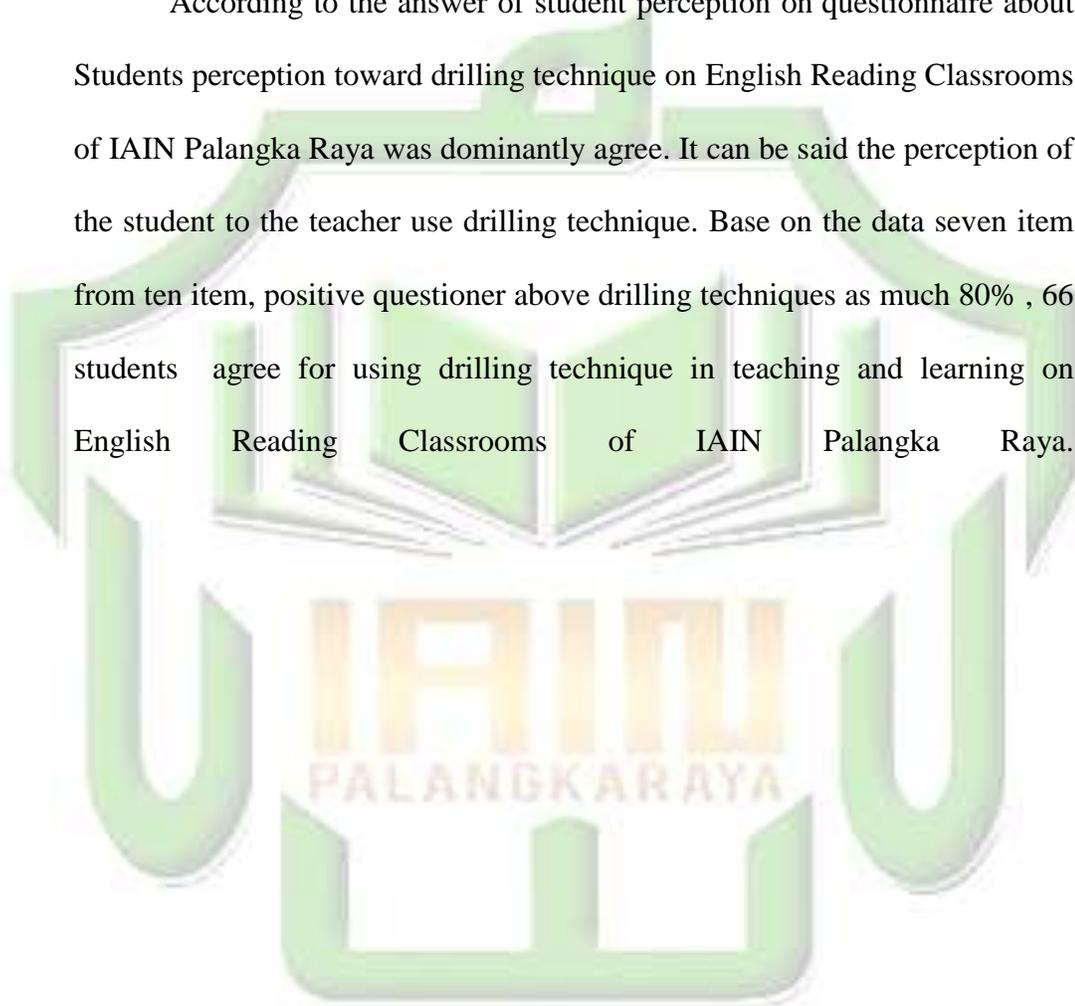
For the questionnaire item 9, it was 43% or most of student choose disagree use drilling technique make collage students inactive which lecturer use drilling technique on the teaching and learning process of the classroom (see chart 4.5). Rochman Natawijaya and Depdiknas (2010, p. 31) active learning is a teaching and learning system that emphasizes students activity physically, mentally, intellectually and emotionally in order to obtain learning outcomes in the form of a combination of cognitive, affective and psychomotor.

Meanwhile, the highest score of item was item 10 was 53% (see chart 4.5) of respondent choose to disagree that can inhibit collage students creativity when teachers using drilling technique on English Reading Classrooms.

The overall result of questionnaire above were agree item 1 (54%), item 2 (50%), item 4 (53%), item 5 (43%), item 6 (56%), item 9 (53,2%), item 10 (53%). Basen on the data seven item from ten item, positive

questioner above drilling techniques as much 80% , 66 students agree for using drilling technique in teaching and learning on English Reading Classrooms of IAIN Palangka Raya.

According to the answer of student perception on questionnaire about Students perception toward drilling technique on English Reading Classrooms of IAIN Palangka Raya was dominantly agree. It can be said the perception of the student to the teacher use drilling technique. Base on the data seven item from ten item, positive questioner above drilling techniques as much 80% , 66 students agree for using drilling technique in teaching and learning on English Reading Classrooms of IAIN Palangka Raya.





CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contained the conclusion of the finding and suggestion. The conclusion was too summarize the finding, and the suggestion was aimed to the students, specifically for the English teacher of Palangka Raya, and those who are interest further in researching about Teacher talk.

A. Conclusion

Based on the result of the questionnaire answered by students from 3 class; Class A, B and C in English Reading Classrooms of IAIN Palangka Raya, it can be concluded that the perception of student agree to use drilling technique in English Reading classrooms. Base on the data seven item from ten item, positive questioner above drilling techniques as much 80% , 66 students agree for using drilling technique in teaching and learning on English Reading Classrooms of IAIN Palangka Raya.

This preference was concluded from the dominant scale that had been chose –that was, the scale of “agree”. This “agree” included toward the statement that to the techniques as the subject of the questions like lecture use drilling technique in the classrooms.

B. Suggestion

1. For Student

It is suggested that using Drilling Technique English also make it easier for collage students to understanding the English Reading while lecturer in classroom.

2. For teacher

It is suggested that Drilling Technique more to be applied in Reading Classrooms subject including in explaining, asking and answering question, giving instruction, motivation, and compliment.

3. For the other researcher

For future researchers are expected to able to develop research knowledge relating to students. This is intended so thst students easily understand the learning material well. And for other researchers, it should be used as a basis to further research.



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