

TEACHING STRUCTURE-BASED DRILLS AND COMMUNICATIVE DRILLS AT THE PRIMARY EDUCATION IN THE EFL SETTINGS

Sefvirda Arniatika

University of Lampung, Indonesia

correspondence: sefvirdaa@gmail.com

<https://doi.org/10.24071/ijiet.v7i2.5823>

received 30 January 2023; accepted 17 July 2023

Abstract

This paper investigated the differences between two teaching techniques: structure-based and communicative drills in students' speaking achievement and the improvement of speaking aspects after implementing those two techniques. The researcher employed the experimental design in this present study. A purposive sampling was used to choose the samples of one primary education in East Lampung, Indonesia. To gather the data, the researcher used the instrument of the test. The data were analyzed by using the *Independent-Samples T Test* and *Paired-Samples T-Test*. The results of the study showed that there was any statistically significant difference in students' speaking achievement between the experimental class and the control class ($.004 < .05$) and those two different techniques had improved some aspects of speaking skills in terms of grammar, vocabulary, comprehension, pronunciation and tasks.

Keywords: communicative drills, EFL settings, primary education, structure-based drills

Introduction

Speaking is considered the ability to maintain communication via verbal language. It is hard to resist the importance of being able to speak English fluently since the new millennium has turned English into the most prominent foreign language learned by EFL learners including in Indonesia. Consequently, many EFL learners are being aware of the necessity to learn English by practicing language to promote their communicative competence since they were at the primary education level. It seems that early education is pivotal to have a strong preparation for entering great opportunities both in secondary studies and wider opportunities in the future (Choi & Lee, 2008; Garton, Copland, & Burns, 2011; Saville-Troike, 2012).

However, establishing English in the curricular requirement of primary schools does not always guarantee that the student's achievement and capability of speaking will be satisfactory in the future. Most of the students, both in the secondary and higher education level, face many difficulties to speak English even though they have already learned English since they were in primary school.



Some main factors may influence the incapability of students to speak English, especially for the students at the primary education level in Lampung, such as inappropriate curriculum, unqualified teachers, students' low motivation in learning English, and lack of learning resources: textbooks and learning media (Sutarsyah, 2017).

To cope with the problems mentioned above, English teachers are suggested to creatively plan the appropriate and effective teaching methodology by the means of developing or modifying some teaching techniques. The term teaching technique refers to any of a wide variety of exercises, activities, or tasks used in the language classroom for achieving the lesson objectives (Brown, 2001). The way how the researcher might develop a drill based on CLT principles is because the case in which the goal of teaching based on the curriculum is mostly lying on how to use language as a communication device both in local and global interaction. Some previous teaching drills no longer fit the goal of being able to speak English naturally and fluently. Thus, in this present study, the researcher is concerned to research implementing and comparing two teaching techniques namely structure-based drills and communicative drills.

Numerous studies have been conducted to investigate the use of drills in the EFL context. Riswanto and Haryanto (2012) conducted one of some studies concerning the use of communicative drills for Senior High School students. The results revealed that students' pronunciation achievement was significantly improved by using communicative drills. Instead of explaining the proper vocabulary used in drills and at what level of their improvement comes to promote their competence, the researcher only described the improvement of the pre-test and post-test scores in three cycles. On the other hand, Khodamoradi and Khaki (2012) had been also researched the effect of mechanical drills and meaningful drills on the grammar acquisition of foreign language learners. The result showed that the meaningful drill was over than the mechanical drill to acquire grammar since the meaningful drill leads them to have a higher cognitive process and better acquisition in internalizing the form. To cope with the meaningful drill for better acquisition, the students are required to focus both on form and forms.

However, both mechanical drill and meaningful drill may have their contribution to work respectively in promoting linguistic competence and communicative competence. Thus, an empirical study is still needed to investigate the development of drill sequences to promote students' linguistic competence and communicative competence. To support the investigation, the most recent study has already been conducted by Scheffler (2016) in implementing bilingual pattern practice. The researcher provided the activities of semi-communicative drills among Polish adult learners at an English course. The bilingual pattern refers to the drill that comes in two main categories: meaningful and communicative. The bilingual practice was implemented by a set of drill patterns in Polish and English. The result showed that bilingual pattern practice may result in the acquisition of their linguistic competence before they cope with English to communicate.

However, the previous research only tackles the use of drills for secondary or adult-level students. Besides, the implementation of drills in the previous research is mainly focusing on the grammar form, not communicative purposes. Thus, this current study is conducted to investigate the effectiveness of drills for

students at another level, especially for the primary education level, to treat language as a means of communication.

Teaching speaking to young learners

Teaching speaking to young learners is verily different from teaching adults or teenagers in certain ways. The sense of teaching itself is not only about answering the question of what the students are truly needed to learn but also the way how they will engage themselves in learning. Therefore, Brown (2001) suggested 7 principles for creating an effective environment for teaching speaking to young learners:

1. The teacher is suggested to develop some techniques that cover the needs of young learners in learning to speak. The techniques used by the teacher must be oriented to the nature of the interaction in which carrying the meaning of the message is pivotal to developing the speaking competencies of young learners, especially their fluency. It is in line with the notion claimed by Cameron (2001) that stating young learners as slower learners than older learners in the light of learning grammar or forms that focus on accuracy.
2. The teacher is suggested to use the techniques that will trigger the students learning motivation. Motivation emerges when the students are eager to speak. The teacher may use some topics that will invite the students' interest and their willingness in learning (Ur, 1991).
3. The teacher is suggested to create meaningful learning. Meaningful learning is characterized by providing authentic materials in teaching speaking. Authentic materials refer to teaching resources (e.g.: texts, photographs, video selections) that are not prepared for instructional purposes but mainly to involve the students in using English for a variety of communicative purposes (Richards, 2001). Therefore, the teacher who teaches speaking through authentic materials must be able to engage the students with their real-life issues outside the classroom.
4. The teacher is suggested to give some appropriate feedback and correction for the students' errors in their speaking performance. Corrective feedback can be an alternative to avoiding the errors to be fossilized. It is believed that corrective feedback can be very beneficial to promote students' grammatical and oral competence since it may provide the students with the input and acquisition process for the language being learned (Broughton et. al., 1980; Lyster & Ranta, 1997; Celce-Murcia, 2001).
5. The teacher is suggested to provide activities in which the students are encouraged to listen and speak. Some activities that may include developing aural-oral skills are: singing, memorizing, and reciting (Gauntlett & Hornby, 2005).
6. The teacher is suggested to initiate oral communication for the students to practice. Initiation is identified as the stage to get the students involved, engaged, and ready to communicate (Harmer, 2007; Dayag et al., 2008). The teacher may ask a question or action as the stimulus to initiate student interaction in the classroom.

7. The teacher is suggested to consider some strategies in teaching speaking. Some strategies can be implemented in teaching speaking, such as: doing a role-play, implementing a creative task, and drilling (Anjaniputra, 2013).

Teaching skills: The psychomotor domain of learning objectives

There are three domains of learning namely: cognitive domain (knowledge), psychomotor domain (skills), and affective domain (attitude). The three domains of learning were first introduced by Benjamin Bloom and other researchers in the term “Taxonomy of Learning Domains” in 1956 (Bloom, et al., 1956). Those three domains were very beneficial to be included in the process of learning.

However, in the matter of how to formulate the learning objectives in teaching speaking to young learners of this present study, the researcher adopted the theory of The Psychomotor Domain of Learning Objectives proposed by Dave (1975). Based on Dave’s taxonomy, the objectives of learning must represent the degree of competencies in performing skills. Thus, there are five levels of skill in this taxonomy:

1. Imitation
This level requires the students to observe and repeat after the teacher. The students only need to imitate what the teacher says or what the teacher does. Thus, the teacher may use some operational verbs in designing the learning objectives, such as: copy, follow, mimic, repeat, replicate, reproduce, and trace.
2. Manipulation
At this level, the students are required to perform a certain behavior by memorizing the pattern or following the teacher’s instructions. This level makes the students act on their own without imitating the teacher first. The students are only guided by the teacher via instruction to perform a skill. Thus, the teacher may use some operational verbs in designing the learning objectives, such as act, build, execute, and perform.
3. Precision
This level requires the students to perform a skill or task without assistance from the teacher. The students need to work and rework their production by refining them to be more exact, accurate, and proper. Thus, the teacher may use some operational verbs in designing the learning objectives, such as: calibrate, demonstrate, and master.
4. Articulation
This level requires the students to coordinate a series of actions in harmony. They need to combine, sequence, and perform the series of skills consistently. Thus, the teacher may use some operational verbs in designing the learning objectives, such as: adapt, construct, combine, customize, modify, and formulate.
5. Naturalization
This level requires the students to perform a skill without thinking much about it. The performance is automatic with ease. Thus, the teacher may use some operational verbs in designing the learning objectives, such as: create, design, and develop.

Drill sequences

At the very first stage of foreign language classroom practice, language drills are very promising to supply an activity in which the students can learn a language quickly and effectively. The drill is typically a technique that significantly can improve the effectiveness of learning by relating language patterns with real-life situations (Oller & Obrecht, 1968). To adhere to some procedures for conducting drills, the researcher provides a figure of drill sequences proposed by Paulston (1971), as follows:

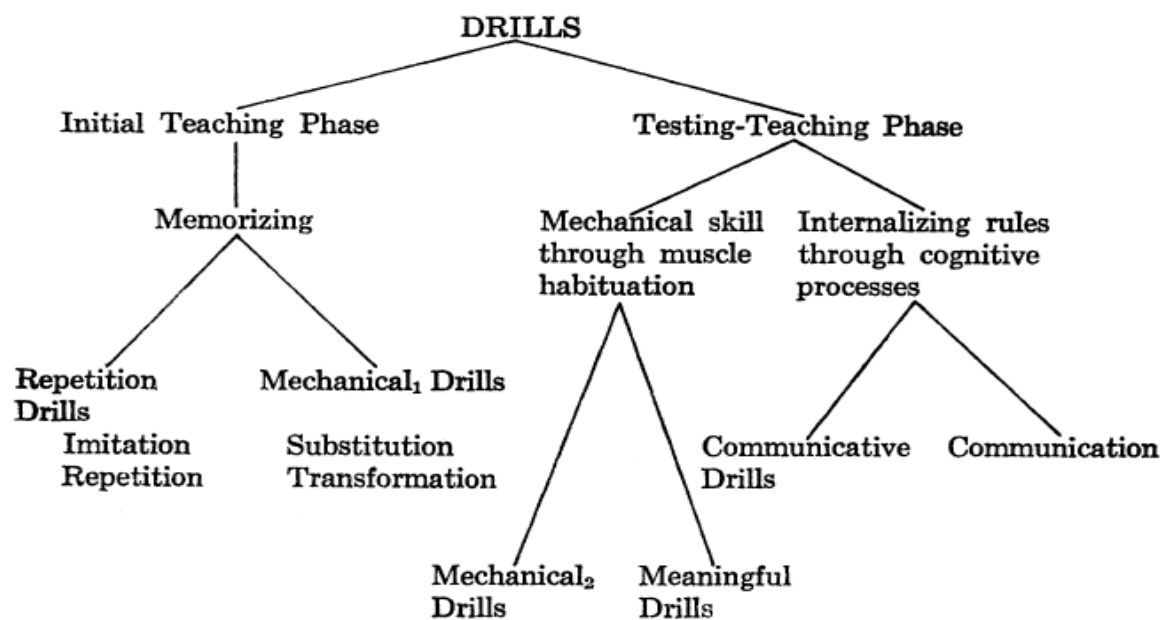


Figure 1. Drill sequence

According to Figure 1, some procedural descriptions of drills are available to be considered by two governed conceptual frameworks in grading and sequencing drills: teaching drills and testing drills. The former is related to some types of drills that will help the students memorize the pattern with zero possibility of making mistakes. Then, the latter is regarded as drills that will help the students reinforce the learning pattern optimally. Then, there are three classes of drills: mechanical, meaningful, and communicative. The term mechanical drills refer to drills in that the teacher is suggested to be highly responsible for complete control of the response given after the cues (Kameen, 1978). This implies that the students only need to respond correctly without understanding the meaning. The ability in memorizing certain patterns is the only requirement for being able to respond. This may constrain the students to express their ideas fluently.

At the stage of meaningful drills, the teacher is demanded to only have less control over students' responses. It is entirely different from mechanical drills. In meaningful drills, the teacher may supply the students with the necessary information for responding. This implies that the meaningful drills may have the check for feedback that shows the student's understanding of the language items being drilled. Whereas, communicative drills are mainly regarded as drills that require the students to communicate rather than to utter the speech patterns. The

experience of teaching communicative drills is encountered when the students can generate new utterances by internalizing the rules of grammar.

Structure-based drills vs. communicative drills

However, on this occasion, the researcher adopted the sequence of drills by two different assumptions: ALM and CLT. Those two different assumptions will lead the researcher to implement the different procedures of structure-based drills and communicative drills. In conclusion, here is the table of those two different drills in this present study:

Table 1. The difference between structure-based drills and communicative drills

No.	Aspect	Structure-Based Drills	Communicative Drills
1	Language Approach	Audio Lingual Method (ALM)	Communicative Language Teaching (CLT)
2	Scope	Focus on Forms (more focusing on accuracy)	Focus on Form (more focusing on fluency)
3	Purpose	To practice the target language through language patterns memorization and muscle habituation.	To practice the target language through the cognitive process of internalizing the language patterns.
4	Types	Substitution Drills Transformation Drills	Question-Answer Drills
5	Teacher’s Correction	Correction is needed to avoid errors in students’ speaking performance.	Correction is only needed when errors may hinder communication.

Method

The present study used an experimental design by employing two classes: experimental class and control class. The population of this present study was the students of one primary school in East Lampung, Indonesia. In further, the researcher employed purposive sampling by judging the most representative characters from the population (Ary, 2010). To collect the data, the researcher used the instrument of the test. The test used in this present study was an oral performance test.

To establish the content validity of the test, the researcher developed the test based on the English syllabus in the KTSP Curriculum and regarded the regulation of the targeted school by considering English as a local subject. Meanwhile, to measure the content validity of the test, the researcher invite the curriculum expert (at the targeted school) and the English teachers to have their judgments. The judgment was valid when it took a score of 66% agreed by the three judges. Then, in ensuring the construct validity of the test, the researcher adopted the theory of oral test scoring rubric proposed by Brown (2001) by the number of traits: grammar, vocabulary, comprehension, fluency, pronunciation, and task. Besides, the reliability of the test was further justified by using the role of the inter-rater.

In an attempt to answer the research questions, the researcher analyzed the data by running the *Independent-Samples T-Test*. The *Independent-Samples T-Test* was used to analyze the data of students’ speaking achievement from the two

classes. On the other hand, the researcher employed the *Paired-Samples T-Test* to investigate the improvement of speaking skill aspects in both classes.

Findings and Discussion

The results and the discussion in this present study are presented clearly to answer all the research questions, as follows:

The differences in the students' speaking achievement

To attempt to answer the first research question of this present study, which is to investigate the statistically significant difference between the experimental class and control class in the students' speaking achievement, the researcher calculated the data by using the analysis of the *Independent-Samples T-test*. Here is the result of the *Independent-Samples T-test* analysis:

Table 2. The differences in the students' speaking achievement between the experimental class and the control class

Speaking Achievement	Class	N	Mean	Std. Deviation	Sig.
	Experimental	20	3.20	1.40	.004
Control	20	1.90	1.25		

Note. $p < .05$

According to the data provided in Table 2, it can be seen that there was any difference in the mean score between the experimental class and the control class. The mean score of the experimental class was higher than the control class. The mean score of the experimental class was 3.20, while the control class was 1.90. The significance value of the difference was .004. It means that the value was lower than p ($.004 < .05$). Thus, it can be concluded that there was any statistically significant difference between the experimental class and the control class in the students' speaking achievement.

In defining the statistical analysis of the significant differences between the students provided with structure-based drills and communicative drills in their speaking achievement, here the researcher provided some plausible explanations to support the data.

1. Problems.

After conducting the pre-test in both classes, the researcher found that most of the students still had unsatisfactory results in their speaking. Thus, the researcher had implemented two different drills namely structure-based drills and communicative drills for the students. The treatment was conducted in 3 weeks. In the beginning, the researcher found that most of the students still lack mastering some familiar vocabulary. Thus, in the first week of the treatment, the researcher asked the students to memorize some familiar vocabulary related to the topic.

The students were instructed to write down the vocabulary in their English notebooks. Besides having the vocabulary in their English notebook, the students were also invited by the researcher to practice speaking online (e.g.: WhatsApp Video Call). However, most of the students were unable to interact online since they were afraid of being ashamed in front of their friends. Thus, the researcher decided to invite the students by making them a small group (consisting of 2-4 students) by considering their friendship.

In light of doing the treatment in the experimental class, the researcher implemented communicative drills with much effort. An intensive speaking class was conducted since the students were not able to accomplish the tasks by themselves. Thus, along with the treatment, the researcher got the role of a facilitator to help the students accomplish the task. When the researcher conducted the online teaching-learning, most of the students were unable to do the task since they were being affected by the common rules of avoiding zero mistakes. Thus, to make the students feel comfortable to express their speech freely, the researcher convinced them that there was none of the critics would underestimate them. Instead, the researcher would correct them after they already practiced their speaking or whenever they needed a correction. As a result, in week 2-week 3, the students were more confident to practice their speaking with very little help from the researcher. Occasionally, the students also reported and consulted their work via WhatsApp Messaging. However, there were only a few students that still had a little anxiety and inhibition during the process of teaching-learning. Those students were not actively engaged in the learning process since they were much afraid of being laughed at or criticized by their friends.

In the counterparts of the experimental class, the researcher implemented structure-based drills in the control class. In week 1, the students were not able to perform well in their speaking. They were not able to memorize the sentence patterns in one meeting only. It was merely caused since the students had little practice in pronouncing some words. Thus, they were still being affected by pronouncing the words in their spelling (Indonesian language) rather than natives. For this reason, the over-repetition happened both inside and outside the online classroom. The researcher provided the students with the materials (online video) to help them memorize the patterns. As a result, in week 2, the students had better performance in their speaking. However, whenever the researcher instructed them to substitute or transform the sentence patterns, the students still had some difficulties with it. It was merely caused since the students had already contrasted the patterns of their language with the target language. Thus, the researcher sometimes explained briefly the grammatical rules for making an appropriate sentence in the target language. The corrections made by the researcher were done until the students had no mistakes in performing their speaking.

2. Learning activities.

In this present study, the researcher did different procedures in implementing the teaching techniques. In the procedures of conducting teaching through communicative drills, the researcher found that most of the students were very active to express their speaking. Whenever the researcher instructed them to speak, they were able to do the instruction very well. They asked the teacher for any corrections or suggestions whenever they found some difficulties in their practice. Besides practicing language by themselves, they also practiced speaking with their friends in a group. They could work collaboratively to accomplish the task. In addition, the students were very happy to use the technology (e.g.: smartphone) as their learning media. Thus, the availability of authentic materials (e.g.: videos on Youtube) and some communicative tasks was very beneficial to stimulate the students to enjoy the teaching-learning process. On the contrary, most of the students who were provided with structure-based drills only kept

remaining silent the whole time. They only did what the researcher asked them to do and they avoided asking a question whenever they did not comprehend the materials. They were passively involved in the learning process. Besides, they were only good at practicing speaking with their pairs than with others. Thus, they could not make a sustainable conversation at all.

3. Learning outcomes.

In the case of describing the learning outcomes, the researcher found that there were some slight differences in students' learning outcomes, as follows:

- The students who were provided with communicative drills were able to work collaboratively in a group rather than those in a structure-based drills class.
- The students who were provided with communicative drills were able to improve their grammar at a more advanced level. They were able to work and rework the sentence patterns by themselves with very little help from the teacher. Meanwhile, those who were provided with structure-based drills, the students had a better improvement in their pronunciation. They sounded like a native and they could avoid their mother tongue when they spoke.
- Both classes could comprehend the learning materials provided by the researcher. They were able to perform speaking at different levels of competence. However, employing the cognitive process in internalizing the sentence patterns could only be achieved when the students were treated through communicative drills.
- After conducting the teaching-learning through communicative drills and structure-based drills, the students were able to memorize some vocabulary items related to the topics. They were able to memorize the words and also know how to use the words appropriately regarding the context.

The improvement in speaking achievement

To answer the second research question in this present study, the researcher used the analysis of the *Paired-Samples T-Test* to analyze the data of students' scores in each speaking skill aspect. The table below was provided to show the result of running the *Paired-Samples T-Test* analysis.

Table 3. The improvement of each speaking skill aspect in both classes

Class	The aspect of Speaking Skill	Mean	Std. Deviation	Significance
Experimental	Grammar	-.500	.60	.002**
	Vocabulary	-1.05	.51	.00**
	Comprehension	-.700	.57	.00**
	Fluency	-.300	.86	.137
	Pronunciation	-.150	.67	.330
Control	Task	-.350	.48	.005**
	Grammar	-.050	.51	.666
	Vocabulary	-.750	.44	.00**
	Comprehension	-.350	.58	.015**
	Fluency	-.050	.82	.789
	Pronunciation	-.350	.48	.005**
	Task	-.250	.55	.056

Note. $p < .05$

According to the result presented in Table 3, it can be seen that there were six aspects of speaking skills being tested on the students both in the experimental class and the control class. In the experimental class, there were four aspects of speaking skills that had statistically significant improvement, they were: grammar, vocabulary, comprehension, and task. The improvement of those four aspects was statistically significant since the significance value shows lower than .05.

According to the statistical analysis, both classes had statistically significant improvement in some speaking skill aspects. For the students provided with communicative drills, there were some aspects of speaking skills that had statistically significant improvement: grammar, vocabulary, comprehension, and task. Meanwhile, for those provided with structure-based drills, there were only three aspects of speaking skill that had statistically significant improvement namely vocabulary, comprehension, and pronunciation.

1. Grammar.

Both classes had been exposed to grammar since they were in the first year of studying at the primary school. Most of the students were able to produce some simple expressions, e.g.: greetings, expressing an apology, asking for conditions, self-introduction, and leave-taking. However, since English was only practiced inside the classroom during the English lesson period, the students did not get used to being fluent speakers in their daily life communication.

For those provided with communicative drills, in the first week, most of the students were not able to produce a new utterance in a grammatically correct sentence. They produced the utterances by having any missing words in their sentences. Thus, the researcher provided them with input as the corrections for their errors. The researcher motivated the students to practice the sentence patterns until they got used to producing the grammatically correct sentence. By asking the students to repeat the sentence patterns many times, the students were able to comprehend the patterns. However, the main point of this case was merely because the researcher kept the students to let them produce errors naturally. The researcher did not ask them to avoid making any mistakes, instead, the students could learn the correct ones from doing any mistakes with some comprehensible inputs provided by the researcher. Thus, in weeks 2-3, the students had internalized the patterns and could practice their speaking freely in their communication inside the classroom.

For those provided with structure-based drills, most of the students could repeat and imitate the sentence patterns very well. The researcher asked the students to repeat the patterns until they could repeat the patterns fluently. The students were not suggested to make any mistakes. Thus, when there was a little mistake made by the students, there were also many repetitions followed on it. However, most of the students only comprehended the patterns being practiced. When the researcher instructed them to substitute or transform the sentence, most of them were unable to produce the sentence correctly. There were some missing words (e.g.: to be) in the sentences that made them produce grammatically incorrect sentences.

2. Vocabulary.

Both classes had statistically significant improvement in the aspect of vocabulary. After conducting a teaching-learning process through communicative drills, the students were able to memorize some familiar vocabulary related to the topics. The evidence of mastering the vocabulary could be seen when the students produce their speaking by automatically mentioning the words without asking or finding the proper words in a dictionary. Most of the students could memorize the keywords of a certain context and produce the utterances appropriately. Besides mentioning the words, the students also could demonstrate or refer to the meaning of the words properly. Meanwhile, for those provided with structure-based drills, most of the students were able to memorize and comprehend the words in the patterns. They were able to identify the meaning of the words by substituting the words into a new sentence. They could distinguish the word classes (e.g.: verbs, nouns, or adjectives) by referring to or demonstrating the words in their gestures or expressions.

3. Comprehension.

Both classes had statistically significant improvement in the aspect of comprehension. Most of the students in both classes were able to memorize the sentence patterns and use the sentence by its function. Particularly for the students provided with communicative drills, most of them were able to modify their utterances by understanding the language function (e.g.: asking for something, giving something, or avoiding the request). They could make a sustainable conversation with their friends by having two-way communication between them in a short conversation. On the other hand, for the students provided with structure-based drills, most of them could perform their speaking with a proper production of the sentence by considering its context. Whenever the researcher instructed them to demonstrate speaking with their pairs for a specific topic, they could produce the utterance by comprehending the keywords based on the context. They sometimes transform their sentences regarding their roles in the interaction.

4. Fluency.

By discussing the insignificant improvement in the aspect of fluency, the students provided with communicative drills could not perform their speaking fluently. Since they were merely focusing on producing language in grammatically correct sentences or an intelligible conversation, they mostly used some filler words to help them utter the proper sentences. They used filler words before they found the proper words to express. Besides using some filler words, the students also used the strategy of repair whenever they could not express the sentence intelligibly. Thus, instead of being fluent language users, most of the students did so many repetitions to correct their sentences for the sake of having an intelligible conversation. On the other sides, the students provided with structure-based drills were also unable to perform their speaking fluently. Since they had to memorize the sentence patterns for different contexts, they needed much time to think before speaking. Thus, most of the students could not give an immediate response until they remembered the patterns of the expressions. In addition, whenever the students had a role as a speaker, mostly they needed to

repeat the expressions 2-3 times until they could produce utterances in grammatically correct sentences.

5. Pronunciation.

In the case of discussing the insignificant improvement in the aspect of pronunciation, the students provided with communicative drills were merely being oriented to produce language as intelligible as possible. Thus, their pronunciation was affected by their mother tongue although they had already been exposed to the natives' pronunciation. Meanwhile, for the students provided with structure-based drills, most of them sounded like a native since they were being drilled until they produced zero mistakes in both accuracy and pronunciation. They were drilled by having over-repetition to avoid any mistakes. Thus, most of them were good at pronouncing the words properly.

6. Task.

In the light of discussing the statistically significant improvement in the aspect of the task, the students provided with communicative drills were able to accomplish the task by having much effort into it. They did the tasks by working collaboratively both in pairs and in a group. Besides doing the task during the teaching-learning process online, the students also did the task offline. They were triggered to accomplish the tasks since they were enjoying learning by using the application of WhatsApp Messaging. They were free to communicate with their friends without being controlled by the researcher. Meanwhile, for the students provided with structure-based drills, the insignificant improvement could be explained further since the students were not able to communicate and express their speaking freely. They were unable to do the tasks properly since they got used to doing something based on the given instruction. Thus, they could not carry out the task communicatively since they were being controlled by the researcher's instruction.

Conclusion

In the light of creatively planning the suitable teaching methodology, the primary English teachers are provided with some teaching techniques that advocate the students to learn English optimally. As an alternative solution in providing the techniques to promote speaking achievement for the primary students, this current study had already investigated the use of structure-based drills and communicative drills. These two different techniques had significant differences in improving the students' speaking achievement. The use of communicative drills was more effective to improve students' speaking achievement rather than the use of structure-based drills in certain traits of speaking skills. Both of these techniques are beneficial to give some advantages in improving students' speaking achievement. Moreover, the implementation of communicative drills in the foreign language classroom could improve students' speaking skills in some aspects, they were: as grammar, vocabulary, comprehension, and tasks.

Meanwhile, in the case of implementing structure-based drills, some aspects of speaking skills might improve significantly: vocabulary, comprehension, and pronunciation. In short, the nature of teaching speaking for young learners is

verily different from the case of teaching speaking for adult learners. They are some principles that must be followed as guidance to help teachers decide the appropriate methodology for teaching speaking. To mention a few, the young learners must be firstly oriented to the teaching speaking in which producing language is pivotal rather than studying grammar. However, there was a trend for young learners in the EFL context to study grammar before they were able to speak fluently. Thus, for the sake of achieving a better result in teaching-learning speaking to young learners, there must be a proper curriculum of English teaching for primary students.

References

- Anjaniputra, A. G. (2013). Teacher's strategies in teaching speaking to students at the secondary level in Sumedang. *Journal of English and Education*, 2, 1-8.
- Ary, D. (2010). *Introduction to research in education (8th Edition)*. USA: Wadsworth.
- Bloom, B., Englehart, M., Furst, E., Hill, W., & Krathwohl, D. (1956). *Taxonomy of educational objectives: The classification of educational goals, handbook I: The cognitive domain*. New York: Longman.
- Broughton, G., Brumfit, C., Flavel, R., Hill, P., & Pincas, A. (1980). *Teaching English as a foreign language (2nd Edition)*. New York: Routledge.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy (2nd Edition)*. New York: Longman.
- Cameron, L. (2001). *Teaching language to young learners*. Cambridge: Cambridge University Press.
- Celce-Murcia, M. (2001). *Teaching English as a second or foreign language (3rd Edition)*. Boston: Heinle & Heinle.
- Choi, Y. H., & Lee, H. W. (2008). Current trends and issues in English language education in Asia. *The Journal of ASIA TEFL*, 5(2), 1-34.
- Dave, R. H. (1975). Psychomotor levels. In Hill, K. L., Fadel, C., and Bialik, M. (2018), *Psychomotor skills for the 21st century: What should students learn?* Boston: Center for Curriculum Redesign.
- Dayag, D. T., Gustilo, L. E., Flores, E.G., Borlongan, A. M., & Carreon, M. C. (2008). Classroom discourse in selected Philippine primary schools. *Philippine ESL Journal*, 10, 107-117.
- Garton, S., Copland, F., & Burns, A. (2011). Investigating global practices in teaching English to young learners. *ELT Research Papers*. England: British Council.
- Gauntlett, J. O., & Hornby, A. S. (2005). *Teaching English as a foreign language, 1936-1961: Foundations of ELT Volume 5*. New York: Routledge.
- Harmer, J. (2007). *How to teach English*. Essex: Pearson Education Ltd.
- Harmer, J. (2007). *The practice of English language teaching (4th Edition)*. England: Pearson Education Limited.
- Kameen, P. T. (1978). A mechanical, meaningful, and communicative framework for ESL sentence combining exercises. *TESOL Quarterly*, 12(4), 395-401.

- Khodamoradi, A., & Khaki, N. (2012). The effect of mechanical and meaningful drills on the acquisition of comparative and superlative adjectives. *International Journal of Linguistics*, 4(4), 264-274. <https://doi.org/10.5296/ijl.v4i4.2735>
- Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake. *Studies in Second Language Acquisition*, 19(1), 37-66. <https://doi.org/10.1017/S0272263197001034>
- Oller, J. W., & Obrecht, D. H. (1968). Pattern drill and communicative activity: A psycholinguistic experiment. *International Review of Applied Linguistics in Language Teaching*, 6(2), 165-174. <https://doi.org/10.1515/iral.1968.6.1-4.165>
- Paulston, C. B. (1971). The sequencing of structural pattern drills. *TESOL Quarterly*, 5(3), 197-208. <https://doi.org/10.2307/3585692>
- Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press.
- Riswanto, R., & Haryanto, E. (2012). Improving students' pronunciation through communicative drilling technique at Senior High School (SMA) 07 South Bengkulu, Indonesia. *International Journal of Humanities and Social Sciences*, 2(21), 82-87. Retrieved from <https://www.ijhssnet.com/journal/index/1389>
- Saville-Troike, M. S. (2012). *Introducing second language acquisition (2nd Edition)*. Cambridge: Cambridge University Press.
- Scheffler, P. (2016). Implementing bilingual pattern practice. *RELC Journal*, 47(2), 253-261. <https://doi.org/10.1177/0033688215612001>
- Sutarsyah, C. (2017). Pembelajaran Bahasa Inggris sebagai muatan lokal pada sekolah dasar di Propinsi Lampung. *AKSARA*, 18(1), 35-43.
- Ur, P. (1991). *A course in language teaching: Practice and theory*. Cambridge: Cambridge University Press.