
**THE EFFECT OF THE DRILL METHOD ON THE STUDENTS' ABILITY TO WRITE
POEM AT THE EIGHT GRADE OF SMP NEGERI 3 LINTONGNIHUTA IN ACADEMIC
YEAR 2021/2022**

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ABSTRACT

Ferdinand P. Sirait (16503011). The Effect Of The Drill Method On The Students' Ability To Write Poem At The Eight Grade Of SMP Negeri 3 Lintongnihuta In Academic Year 2021/2022. Indonesian Language and Literature Education Study Program, Faculty of Teacher Training and Education, The University of Sisingamangaraja XII Tapanuli.

This research is related to the students' writing skills through the drill method. The purpose of this study was to determine whether the drill method significantly affects on the writing ability of eighth grade students. The research was conducted by applying experimental research. The sample of this research is the eighth grade students of SMP Negeri 3 Lintong Nihuta. It consists of 28 students from class VIII-B. The data collection instrument consisted of quantitative data. Quantitative data were taken from students' writing tests. The results showed that the increase in student scores from the first test (pre-test) was 57.32, the second test (post-test) was 78.42. In which, based on the t-test analysis it was found out that: on $\alpha = 0.05$, $df = N-1$ or $28 - 1 = 27$, the significance level is 2.05 while the t-observe is 12.15 then it is concluded that t-observed is higher than t-table or $12.15 > 2.05$. In line with these data, it was found that the drill method affects the writing ability of eighth grade students of SMP N 3 Lintong Nihuta.

Keywords: Drill Method, Poetry Writing Ability

CHAPTER I INTRODUCTION
The Background of the Study

As Indonesian citizens, we are proud to have a unified language, namely Indonesian, which was promised in the youth oath. Indonesian is the national language, the official language, the unified language and the language of instruction in educational institutions.

In the KTSP (Education Unit Level Curriculum), Indonesian language subjects contain several competency standards and competencies that students must possess in order to develop their knowledge and language skills, the program is adjusted to the objectives and functions of the language whose scope includes aspects of listening, speaking, reading and writing aspects. These four aspects are important and must be mastered by students. In the standard of competence of Indonesian subjects for junior high school level, students must be able to write rhymes in accordance

with the requirements of rhymes. To achieve these basic competencies, students not only learn about the theory of rhyme writing, but students are guided to write rhymes according to the requirements of the rhyme. To be able to achieve good results, teachers must be responsible for guiding students through appropriate learning activities. Herman J Waluyo (2005:32) *Poem is an original Malay poetry that has long roots in the culture of society*. Paoem is also referred to as a satire proverb. Each line or line in the rhyme usually consists of 4 words. The first and second rows are *sampiran*. While the third and fourth lines are the vision or essence of the rhyme.

Writing rhymes is an activity carried out to express ideas or feelings consisting of *sampiran* and contents by using the guidelines for the terms of the rhyme that have been determined. The ability to write rhymes is very determined in choosing a continuous selection of words between the *sampiran* and the contents of the rhyme. In addition, writing a

rhyme must also be in accordance with the type of rhyme that will be made, if in writing it does not match the type of rhyme and its content, then the rhyme is not correct.

Based on the results of my experience and observations during PPL in class VIII of SMP Negeri 3 Lintongnihuta that one of the students will be less stimulated in terms of reading and lack of student creativity in learning, and students also have difficulty when answering the questions given by the teacher because what is being taught is not the same as what is being tested. This can be seen from the results of the daily tests obtained by students that are not in accordance with the standard of student learning mastery.

Paying attention to these problems, I want to see the difference in student learning outcomes using the Drill Method (Practice). The method is a way or path that must be taken. The use of methods in the teaching process is one of the most important elements in achieving goals.

According to Roestiyah NK (2012), *the drill method is a teaching technique, where students carry out exercises in order to have dexterity or skills that are higher than what has been learned.* And according to Zuhairini it is a teaching method by training students on the learning materials that have been given.

The ready-to-work method is a way of teaching that is carried out by the teacher by training the dexterity or skills of the students on the subject matter that has been given. Usually this method is used in motoric lessons such as reading and writing skills and lessons that are mental skills in the sense of training children's thinking speed. And the author focuses on the writing section.

The Drill method is also an activity of doing the same thing, repeatedly in earnest with the aim of strengthening an association or perfecting a skill so that it becomes permanent. One of the learning methods, namely the Drill Method, can be applied by Indonesian language teachers in class VIII of SMP Negeri 3 Lintongnihuta so that student learning outcomes in Indonesian subjects can be satisfactory.

The Problem Identification

From the description of the background of the problem above, it can be identified the problems in this study are:

causes of low Indonesian language skills is because many students do not understand learning Indonesian language taught by teachers and monotonous learning conditions so that children get bored easily in the learning process, if the lecture method is often used.

1. Lack of student activity in the learning process.
2. Lack of student motivation.
3. The use of inappropriate methods by the teacher used in the learning process.
4. The learning method used by the teacher is not appropriate and is still conventional.

The Scope of The Study

In order for the limitation of the problem to lead to the goal to be achieved, then from the background of the problem and the identification of the problem above, the problem boundaries are made as follows:

1. Improving student rhyme learning outcomes in language subjects Indonesia.
2. Improving the practice of writing rhymes so that students can express their ideas or ideas in writing rhymes.
3. The use of the Drill method in Indonesian subjects.

The Problem of The Study

Based on the background and identification of the problems described above, the main problems that must be resolved are outlined in the problem formulation as follows:

Does drill method affect on the students' poem writing ability class at the eighth grade student of SMP Negeri 3 Lintongnihuta?

The Objective of the Study

From the formulation of the problem, the objectives of this research are:

To find out whether there is an effect of using drill method on students' poem writing ability at the eighth grade of SMP Negeri 3 Lintongnihuta.

The Significance of the Study

In accordance with the research objectives above, the results of this study are expected to be useful for:

1. Teacher

As input for teachers to try to apply the Drill Method in order to develop teacher creativity in teaching, especially teachers in class VIII of SMP Negeri 3 Lintongnihuta.

2. School

As an evaluation material and can be used as a guide in improving the quality of teaching, especially in class VIII SMP Negeri 3 Lintongnihuta.

3. Students

As input for students to improve learning exercises and student activity in the learning process, especially in class VIII of SMP Negeri 3 Lintongnihuta.

4. Other Researchers

As a reference in the implementation of the teaching and learning process in the future and increase knowledge in the field of research

CHAPTER II**Review of Related Literature****The General Concept of Writing Skill**

Harmer (2004:8) states that writing is a process in which we write often heavily influenced by genre boundaries, and then these elements must be presented in learning activities. Writing is the expression of language in the form of letters, symbols, or words. The main purpose of writing is communication. People have used many tools for writing including paints, pencils, pens, typewriters, and computers. The writing can be shaped on a cave wall, a piece of paper or a computer screen. The writing process includes prewriting, composing, revising, editing, and publishing. There are many types of writing such as expository, narrative, descriptive, and persuasive.

Meanwhile, Meyers says that writing is a way to produce language when you speak. Writing communicates with others verbally. Meyers states: writing is a way of producing language that you naturally do when you speak.

Utami dewi (2010) explains that *academic writing is formal writing. Many writers have difficulty distinguishing informal writing from formal writing. They use informal writing, because it is easier and more familiar. The characteristics of informal writing include the use of everyday language.*

The Drill Method

Drill method is a method used in the learning process by training students on the subject matter that has been given to achieve certain skills/psychomotor goals. Usually this method is used in terms of motor skills, writing, reading, mental skills or quick thinking and other physical skills. With a relatively short time, children will be able to master certain skills, be disciplined in achieving goals and have ready knowledge. By using this method there is a tendency for children to lack initiative, rigid habits, and verbal/mechanical knowledge.

Literally, the method comes from the Greek language which consists of two vocabularies, namely: meta which means through and hodos which means way. From a philosophical point of view the method is a tool used to achieve educational goals.

(Runnes) When associated with the educational process, the method is a process used by education in carrying out educational tasks to achieve the goals that have been set (in terms of educators). In addition, the method can also mean the technique used by the participants students to master certain materials in the process of seeking knowledge for students.

Meanwhile, according to (Roestiyah NK in Suprihatiningsih) *the Drill method is a teaching technique, where students carry out exercises in order to have dexterity or skills that are higher than what has been learned. And according to Zuhairini in Suprihatiningsih it is a teaching method by training students on the subject matter that has been given.*

The Ready Training Method (Drill) is a way of teaching carried out by the teacher by training the dexterity or skills of the students on the subject matter that has been given. Usually this method is used in motoric lessons such as reading and writing lessons, skills, and lessons that are mental skills in the sense of training children's thinking speed.

In the teaching and learning process, training is needed to master these skills. So one of the technique for presenting lessons to meet these demands is the Practice/Drill technique. Drill method is a way of teaching in which students carry out training activities, so that students have dexterity or skills that are higher than what has been learned. Practical

exercises, easy to do and regularly do it foster children in increasing mastery of these skills, maybe even students can have the dexterity perfectly.

In using the Drill/Exercise Method in order to be effective and efficient, it is necessary to instill understanding for both instructors and students:

1. Regarding the nature of an exercise, that each exercise must be different from the previous one, then it is also necessary to pay attention to changes in conditions/something learning that demands/responsiveness of different responses.
2. Teachers need to pay attention and understand the value of the exercise itself and its relation to the whole lesson in school.
3. In the preliminary exercise the instructor must find more diagnoses, because in the initial exercise we cannot expect students to produce perfect skills.
4. It is necessary to prioritize accuracy, so that students do the exercise correctly, then pay attention to the speed so that students can perform the speed or skill according to the specified time, it is also necessary to pay attention to whether the student's response has been carried out correctly and quickly.
5. The teacher takes into account the time/short practice period so that it is not tiring and boring, but is often done on other occasions.
6. Teachers and students need to think about and prioritize the essential and core processes, so they don't sink into things that are low/no need to be treated less. Instructors need to pay attention to individual differences of students so that the abilities and needs of each student are channeled/developed. So in the implementation of training teachers need to supervise and pay attention to individual exercises.

Effective Drill Methods include:

1. It should be considered first whether this method is appropriate or not, then formulate the specific objectives to be achieved.

2. This method is only used for routine and automatic learning materials / dexterity.
3. The practice period should be kept as short as possible so that it is not disturbing and boring for the students.
4. Exercise must have a broader meaning and purpose. That Karen, before the practice begins, should;
 - a) Students are given an understanding of the meaning of the exercise.
 - b) The students are given the awareness that the exercise is useful for their life in the future.
 - c) Students are directed to a unified attitude that the exercise is treated as a complete learning tool.
5. The training process should be arranged in such a way that it is really interesting, and can lead to children's learning motivation.

The advantages of the Drill Method are as follows:

- 1) With this method, in a relatively short time, children immediately acquire the expected mastery and skills.
- 2) The students have a large amount of ready knowledge.
- 3) The students are trained to learn regularly and discipline.
- 4) Familiarize students with each other, and give them the opportunity to develop an attitude of deliberation and responsibility.
- 5) The teacher does not need to supervise each student individually, just pay attention to the group and the group leader.
- 6) Awareness of the existence of a group that creates a healthy sense of competition, thus generating a genuine willingness to learn.

The Weaknesses of the Ready Training Method (Drill) are as follows:

- 1) Inhibiting students' talents, interests, development and initiative.
- 2) The child's adjustment to the environment becomes static.
- 3) Shaping children's learning mechanically, automatically and straightforwardly/rigidly.

- 4) Forming verbalistic and routine knowledge.

Poem

The Definition of Poem

It is an old type of poetry in Indonesian literature which consists of 4 lines and rhymes a b a b (in general). Meanwhile, according to the Big Indonesian Dictionary (KBBI), poem is also referred to as a satire proverb. Each line or line in the rhyme usually consists of 4 words. The first and second rows are *sampiran*. While the third and fourth lines are the vision or essence of the rhyme.

The Definition of Poem According to Experts

According to some experts, their opinion about the meaning of the rhyme is as follows:

- Herman J Waluyo (2005:32) *Pantun* is an original Malay poem that has long roots in the culture of society.
- Sunarti (2005:11) *pantun* as a form of old poetry, has its own aesthetic or beauty from language art, where one of the beauties is marked by rhyme a b a b.
- Hidayat (2010:01) *pantun* or poem is one type of old Malay poetry which is widely known in Indonesia.

The Characteristics of Poem

According to what I have alluded to above, generally rhymes consist of 4 lines that have several characteristics that are so thick, namely:

- Each stanza consists of 4 lines

In the rhyme, each stanza generally consists of 4 lines. The line of words in the rhyme also has another name, namely an array.

- Have *sampiran* and contents
- A rhyme must have these 2 elements, namely *sampiran* and also contents.

Sampiran is in the first and second arrays, while the content is in the third and fourth arrays. This *sampiran* and contents are one of the unique characteristics of a rhyme.

- Consists of 8 to 12 syllables

Generally a rhyme consists of 8 to 12 syllables in one line. This means that a line of rhymes can consist of 32-60 syllables.

- Rhyme a-b-a-b

And indeed, old poetry is known to have unique rhymes, one of which is a rhyme that rhymes a-b-a-b. As for the meaning of rhyme or rhyme is the repetition of the earth which is intermittent, where in this case the first line with three rhymes and the second line with the fourth line.

In general, rhymes consist of 4 lines, but there are also rhymes that only consist of 2 lines. The rhyme in question is a rhyme *karamina* which has the following characteristics:

- One stanza consists of two lines
- One line consists of 4-6 words
- One line consists of 8-12 syllables
- Patterned a-a
- The first line is *sampiran*
- The second line is the content.

CHAPTER III

RESEARCH METHODS

This type of research is quantitative research. This research is said to be quantitative research because the data processed are in the form of numbers, namely in the form of writing skill scores with and without using the Drill method learning model. This is in line with the opinion of Arikunto (2014: 27) who argues that *quantitative research is research that uses numbers, starting from data collection, interpretation of the data, and the appearance of the results.*

The method used is the experimental method. According to Arifin (2012:42), the *experimental method is a systematic method to build relationships that contain causal phenomena. This research method is the main method used by people to achieve research objectives.*

The purpose of this study was to determine the effect the Drill method learning model on student learning outcomes in Indonesian at the eighth grade students of SMP Negeri 3 Lintongnihuta in academic year 2021/2022.

Population and Sample

Population

Population is a generalization area consisting of: objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and then draw conclusions. So, the population is not only

people, but also objects and other natural objects.

According to Arikunto (2010:173) said that *the population is the whole subject of research*. The population in this study was all grade VIII students of SMP Negeri 3 Lintongnihuta for the academic year 2021/2022 which consisted of 5 classes.

Sample

The sample is part of the research population which is determined based on the sampling technique. According to Sukardi (2008: 58-65), "there are several sampling techniques, one of which is the random sampling technique. Arikunto (2006: 342) also agrees with Sukardi and states that, "in sampling there are several techniques that can be used, and one of them is random sampling".

Random sampling is a technique for selecting samples by drawing lots of existing classes that are taken at random.

The Research Design

The design of this research is Pre-test and Post-test. Arikunto (2006:85) explains that in this research design, the treatment was given two measurements, namely before and after treatment. The test before being given treatment is called the pre-test and the test after the treatment is called the post-test. This study was conducted in one group only without a comparison group. This can be shown in the table.

Experimental Design One Group Pre-test and Post-test Design

Sample	PRE-TEST	Treatment	POST-TEST
Experimental Group	O1	X	O2

In which:

O1= Giving the initial test (pre-test)

O2= Giving the final test (post-test)

X = Treatment given with drill learning model.

In this study, students were given a pre-test to determine the ability to write rhymes before the treatment and method. After knowing the students' writing ability, the researcher gave treatment to the experimental and control classes. The experimental class was treated using the drill method, the researcher gave a post-test to both classes to

determine the progress of the treatment using the drill method writing technique and the control class.

The Research Instruments

The research instrument is a tool used to collect research data. Arikunto (2006: 219) states that *research instruments are tools for researchers to measure research data*. The research instrument will be used to determine the effect of implementing the drill method learning model on rhyme writing skills.

To obtain data in accordance with Jeremy Harmer (2009: 305) states that, "to obtain data in research, the instrument can be a test."

The research instrument that the author uses to determine the effect of the drill method on student learning outcomes is a test in the form of an essay, namely writing rhymes.

The data collection technique carried out by the researcher was to ask students to write rhymes.

Data processing

All types of researchers need data to support investigations. Jeremy Harmer (2001:346), the author used three methods to collect data that is appropriate to the school environment and student conditions. These three techniques will apply action research in this study.

Observation

It is to observe directly in the field to obtain data that related to the object of research.

Test

In data collection used essay test. Students are asked to write rhymes based on the types of rhymes that have been described.

a. Pre-test

The author gives a pre-test as a first step in collecting data. It is used to identify student achievement in writing "pantun" or poem.

b. Post-test

Post-test was conducted to measure students' ability after being given treatment. The test will be used to help researchers to

find out whether students have developed writing skills in writing poem or not.

Data Analysis Techniques

Data analysis technique is a way of carrying out analysis of data, with the aim of processing the data into information, so that the characteristics or properties of the data can be understood and useful for answering problems related to data description and induction or drawing conclusions about population characteristics (parameters). based on data obtained from the sample (statistics).

The analysis steps can be carried out, among others, as follows:

- Compile test data before using the Drill learning model and tests after using the Drill learning model in tabular form.
- Calculate the average value of the standard deviation of the sample data, namely test data before using the Drill learning model and tests after using the Drill learning model.

To calculate the average, the formula is:

$$X = \frac{\sum x}{N} \times 100\%$$

In which:

X = Students' average

$$\sum x = \text{Total Score}$$

N = Total number of the students

Research Result

Data

As the author explained in the third chapter, the data is collected using tests, namely tests that are prepared in collecting data. the author uses experimental research. This study used a written test. After giving the test to the sample, the researcher gets the data. That is as in the following table:

Pre-Test and Post-Test Result Scores from Experimental Group

No	Name	Pre-Test	Post-Test
1	Andre Josua Lumbantoruan	55	70
2	Anwar F. T. Nababan	60	75
3	Ayu Kristina Lumbantoruan	45	70

4	Bernad Sianturi	55	75
5	Bornok Selvia Rahel	55	73
6	Dame Hotnalida Lumbantoruan	50	73
7	Debby Agustina Lumbantoruan	65	90
8	Dorima Romasta Hutasoit	65	75
9	Edo Siburian	60	82
10	Ellina Sianturi	70	90
11	Enjelina Duma Nababan	45	70
12	Fansandri Lumbantoruan	50	75

Data Analysis

After there are test results, then the data is analyzed by applying tests to prove the hypothesis.

Difference in Score Between Pre-Test and Post-Test Experimental Group

No	Name	Pre-test	Post-test	Y(O2-O1)
1	Andre Josua Lumbantoruan	55	70	15
2	Anwar F. T. Nababan	60	75	15
3	Ayu Kristina Lumbantoruan	45	60	15
4	Bernad Sianturi	55	75	20
5	Bornok Selvia Rahel Pandiangan	55	73	18
6	Dame Hotnalida Lumbantoruan	50	73	23
7	Debby Agustina Lumbantoruan	65	90	25
8	Dorima Romasta Hutasoit	65	75	1
9	Edo Siburian	60	82	22
10	Ellina Sianturi	70	90	20

11	Enjelina Nababan	Duma	45	55	10	The data that will be presented below are data obtained from the pre-test given to students. The description of the data can be seen in the following data distribution table. Table 4.2 Pre-test Frequency Distribution			
12	Fansandri Lumbantoruan		50	75	25				
13	Ferbiano Lamrolto	Sihombing	50	75	25				
14	Gomgom Dimpu	Tambunan	45	82	20	FX	$X - \bar{X}$	$(X - \bar{X})^2$	FX^2
15	Gresia Sihombing		55	60	25	90	-12,32	151,78	303,56
			50		6	300	-7,32	53,58	321,48
16	Hendro Marbun	Sondi	65	82	17	385	-2,32	5,38	37,66
17	Ivan Vale Nababan	Rotua	50	75	25	360	2,68	7,18	43,08
18	Iwan Sihombing	Valdo	50	72	22	260	7,68	58,98	235,92
19	Jesika A. Nababan	M. A.	65	80	15	210	12,68	160,78	482,34
20	Krisjon Nababan		55	75	20	1605			1424,04
21	Kristin Siburian	Sestia	50	72	22				
22	Larisky Tambunan		60	80	20				
23	Mastiur Silaban		55	80	25				
24	Mesakh Putra Nababan	Julius	60	83	23				
25	Niko Perdana Nababan		60	82	22				
26	Oriza Sativa Nababan	Irene	70	95	25				
27	Rani Siregar		55	75	20				
28	Yuga L. Nababan		70	95	25				
$\sum x$ (Tota)			1.605	2.164	549				
mean			57,32	77,28	19,60				

From the table above we get FX is 2051 and FX2 is 3316.46 and then look for the mean, standard deviation, and standard error of the variables.

The mean value is 57.32, the standard deviation is 7.13 and the standard error is 1.37. And the pretest can be categorized into three categories, namely very good, good, and sufficient. The provisions for categorizing the data are as follows.

The students' ability to write Pantun is in the very good category, none at all or 0%, the good category is not at all or 0%, the category is enough for 3 people or 10.71%, the less category is 10. people or 35.71%, and very poor category as many as 15 people or 53.58%.

Data Analysis of Poetry Writing Ability After Using

Drill method

The data presented below are the data obtained from the posttest given to students. The description of the data can be seen in the following frequency distribution table:

Table 4.4

Post-test Frequency Distribution

X	F	FX	$X - \bar{X}$	$(X - \bar{X})^2$	FX^2
70	3	210	-11,71	137,12	411,36
72	2	144	-9,71	94,28	188,56

Data Analysis

1. Data Analysis of Poetry Writing Ability Before Using Drill Method

7 3	2	146	-8,71	75,86	151,72
7 5	9	675	-6,71	45,02	405,18
8 0	3	240	1,71	2,92	8,76
8 2	4	328	0,29	0,08	0,32
8 3	1	83	1,29	1,66	1,66
9 0	2	282	8,29	68,72	137,44
9 5	2	180	13,29	176,62	353,24
□	2 8	2288			1658,24

From the table above we get FX is 2696 and FX2 is 1658.24.

Table 4.5

Identification of Trends in Posttest Results

Range	F.Absolute	F.Relative	Category
86 – 100	4	14,28%	Sangat baik
76 – 85	8	28,57%	Baik
66 – 75	16	57,14%	Cukup
56 – 65	0	0%	Kurang
0 – 55	0	0%	Sangat kurang
Jumlah	28	100%	

Based on the table above, it can be seen that students' poetry writing skills are included in three categories, namely very good category 16 people or 57.14%, good category as many as 8 people or 28.57%, adequate category as many as 4 people or 14.28 %, and very less, none at all or 0%.

3. Differences in the Standard Error Mean of the Pre-test Class (X) and the Class Mean

Post-test (Y)

After calculating the standard error of the pre-test class mean (X) and the post-test class mean (Y), the next step is to calculate the standard error of the difference between the pre-test class (X) and post-test class (Y).

Table 4.6

Pre-Test and Post-Test Group Data Analysis

No	Groups	Mean	Standard Deviation	Standar Error	Standar Error Of difference
1	<i>Pretest</i>	57,32	7,13	1,37	2,01
2	<i>Posttest</i>	81,71	7,69	1,48	

Research Findings

The results showed that there was an effect of students' writing skills using the drill method. After collecting data, the average pre-test assessment was 57.32 and then carried out using the drill method. The average score of students' writing skills increased to 77.28.

From the research that has been done by the author, there is an influence on the writing skills of class VIII students using the drill method at SMP Negeri 3 Lintong Nihuta.

CHAPTER V

SUGGESTIONS AND CONCLUSIONS

Conclusion

Based on the data in the previous chapter IV, the researcher concludes that: there is an opportunity for students' rhyme writing skills if taught using the drill method. The main data were collected through the administration of pre-test and post-test on the subjects studied.

The average value of the pre-test was 57.32. The average pre-test clearly shows that the rhyme writing skills of grade VIII SMP Negeri students 3 Lintong Nihuta is low, because the minimum score criteria used by the school is 70. The average post-test score is 78.42. The results of classroom action research using the drill method can improve students' poetry writing skills in SMP Negeri 3 Lintongnihuta. This is shown by their enthusiasm in learning to write poems in the two cycles.

Suggestions

The results showed that the application of the drill method in writing rhymes improved student achievement.

1. For Indonesian language teachers, it is better to apply the drill method in the teaching and learning process because it is more effective and easier to observe student achievement because of the variety of questions in the drill method. That is, students can answer any question they can answer. On the other hand, students will be motivated to learn and feel that doing the writing test is easy.
2. For other students, it is recommended to use relevant topics to conduct further research using the drill method.

3. For other classroom action research, it is better to pay more attention to the lack of time and efficiency of using this method in teaching poetry texts.

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