HISTORICAL STUDY OF DRILL PATTERNS TECHNIQUE IN ACQUIRING ARABIC LANGUAGE SKILL AS A FOREIGN LANGUAGE

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Abstract
This study aims to explain the drill pattern technique as an old historical technique that still exists and used by foreign language teachers to date. This technique is in fact used as the effective main technique of audio-lingual approach and its variants in learning a foreign language. This research is a qualitative research because it does not touch on the results of nouns or quantity values. As for the type, including library research whose primary data is in the form of qualitative data which sourced from books and literature references relating to the theme under study. The results of this study found that drill patterns techniques in its development lived in two periods, namely during the environmentalist period and the nativist period.

Keywords: Drill patterns techniques, language acquisition, language learning, language skill

INTRODUCTION
Teaching is not just about conveying subject matter, but teaching is a process of changing student behavior in accordance with expected goals. Therefore, in the teaching process there are activities to guide students so that students can develop both intellectual and motor skills. The purpose of the development are to make the students able to live in a fast-changing and competitive
society, motivating students so that they can solve various problems of living in a society that full of challenges and obstacles, and also forming students who have innovative and creative abilities, and so on.

Study and thoughts of language acquisition both first and second languages have developed very rapidly and advanced. Along with that, various hypotheses, theorems, propositions, models, and language acquisition theories also develop. It is not surprising that theories of language acquisition are now very diverse. Diversity is at least visible in the growing numbers. The amount that is often discussed in the treasury of language acquisition reaches 24 models. The twenty-four existing models can be broadly grouped into four groups, namely the behaviorist, cognitive, nativist, and humanistic families\(^1\). Meanwhile, according to Hasanah, there are four main families namely: environmentalist, innatis, intraksionis and post-intraktionists. Different with Hasanah, Hidayat looks at three major schools according to him which are very influential, namely: behaviorism, nativism and interactionism\(^2\).

The theory of language learning becomes a very viral aspect to be known by linguists and psychologists, that gave birth to a new discipline that is the psychology of language which is a combination of the science of psychology (for learning theory) and general linguistics (for theories of language and description of language), known as psycholinguistics.

Tarigan from Spolsky state that language (second language pedagogy) has three main sources, namely 1) language description (linguistics), 2) language learning theory (psycholinguistics), 3) theory of language use (sociolinguistics). This language learning theory was eventually revealed to be a theory of learning (psychology) and theories of language and language description (general linguistics). Requires 4 disciplines that underlie understanding language, namely 1) psychology, 2) psycholinguistics, 3) general linguistics, and 4) sociolinguistics\(^3\).

\[\text{Psychology} \quad \text{Psycholinguistic} \quad \text{Sosiolinguistic} \quad \text{General Linguistics} \]

\[\text{Picture 1: The disciplines of science that underlie language teaching}\]

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In its development, Arabic learning methods gained the attention of language learning experts by conducting various studies and research to find out the effectiveness and success of various methods and strategies for language learning. The experts begin by giving a classification of meanings to terms that have close meanings, such as approaches, methods and learning techniques. So sometimes we see the use of the word "method" in one respect, on the other hand the word "approach" is also used.

In summary, the three terms are understood that the approach which in Arabic is called madkhal is a philosophical perspective or basis that really determines the direction and orientation of learning, while the method (Ṭariqah) is a general systematic for the selection, preparation and presentation of linguistic material. Or in other words, the approach is something abstract that is philosophical, while the concrete or practical is reflected in a method. As for the technique, it is the operationalization of a method for realizing learning objectives.

In general, according to Edward Anthony in Fachrurrozi and Effendy, the three terms above are hierarchical at the top to the bottom, starting from the top (theoretical axiomatic) approach, then the method (as a procedural) and below it is a technique (as operational / implementative). Drilling is a technique that has been used in the second language classroom for many years.

In this paper, the author tries to study a learning technique, namely the technique of drill patterns from the point of historical dimension. Namely learning techniques which incidentally originated from the audiolingual approach that emerged in the 1940s, which still exists and is still used today as among the effective techniques in acquiring language skills of students.

The reason to do this study because it is still in use by language teachers and various printed books of durūṣ al-lugah, there is also a sentence that was revealed by al-Ushaili that:

أما الإتجاهات الحديثة، وبخاصة المدخل الإتصالي بجميع طرائقه، فإنها – في اعتقادي – لم تدخل ميدان تعليم اللغة العربية لغير الناطقين بها دخولاً حقيقياً، باستثناء بعض الآراء المعرفية، التي

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Ibrahim al-Ushaili’s expression above clearly explains that the communicative approach has not entered the realm of Arabic teaching for non-Arabic in the real sense, while the practices of the audiolingual method still dominate the Arabic teaching method for non-Arabic, especially in the program official teaching at universities, institutions and government-owned language centers.

This study aims to find out the origins of the drill patterns technique as a technique in learning foreign languages and its various variants, where the technique is the main technique in the audiolingual approach.

METHOD

This research is a qualitative research because it does not touch on the results of nouns or quantity values. As for the type, including library research whose primary data is in the form of qualitative data which sourced from books and literature references relating to the theme under study.

RESULT AND DISCUSSION

Definition of Drill Patterns Technique

Drilling technique is a technique for teaching language through dialogues which emphasize on the students. Drill patterns are one of the many techniques available in language learning. Drill patterns are a patterned training technique designed to stimulate learners to be more active and creative in intense listening and speaking. Can be a way to practice self-confidence. The theoretical basis of learning this technique is the theory of behaviorism.

According to Hamdani, the drill method is a method that teaches students to carry out training activities so that students have a higher firmness or skill than the things they have learned. While Asmani said that the method of training (drill) is also called the training method. That is a
way to instill certain habits, but it can also be used to maintain good habits. In addition, this method can be used to acquire dexterity, accuracy, opportunity and skills\textsuperscript{13}. Whereas Sudjana defines drill technique as an activity to do the same thing, repetitively in earnest with the aim of perfecting a skill to become permanent\textsuperscript{14}.

Based on the theory above, it is concluded that the drill patterns technique is a technique to train students to have a skill and dexterity through patterned exercises and inculcation of certain habits. The distinctive feature of this technique is the repeated repetition of the same thing. This technique is still actively used in language learning. In fact, this technique is said by some experts to be the most effective and effective technique in developing a child's language learning in terms of listening ability (mahārah al-istimā‘) and speaking ability (mahārah al-kalām).

The purpose of using drill techniques according to Armai is so that students:

1. Having motor / motion skills such as memorizing words, writing, using tools, making shapes or carrying out movements in sports.
2. Develop intellectual skills such as multiplying, dividing and adding up, punctuation and others.
3. Having the ability to connect between one situation and another, for example, the causal relationship between letters and sounds, and so on.
4. Can use the power of thought which is getting better and better, because with good teaching, it will be better, organized and more careful in encouraging his memory.
5. Students’ knowledge will increase from various aspects and will get a better and deeper understanding\textsuperscript{15}.
6. Can teach students to apply good habits in the form of intensive variations of learning activities

**Historical Dimension**

Drill patterning techniques or patterned exercises initially emerged in the environmentalist period under the auspices of the audiolingual approach as the main technique. But in its development, it changes as the development of assessment and thinking of various hypotheses, theorems, propositions, models, approaches and theories of language acquisition.

\textsuperscript{14} Nana Sudjana, *Dasar-dasar Proses Belajar Mengajar* (Bandung: Sinar Baru, 1991), 86.
\textsuperscript{15} Arief Armai, *Pengantar Ilmu dan Metodologi Pendidikan Islam* (Jakarta: Intermasa, 2002), 175.
The drill pattern technique which was originally only mechanical, then developed until it was revised in the innocent period to become a more meaningful and communicative drill patterns technique. So that the technique is still active and intensely used as an effective technique in the acquisition and teaching of foreign languages. Those reasons make al-Ushaili said that communicative approach not yet entered into the realm of Arabic learning for non-Arabic in the real sense, because at the same time, the practices of audiolingual methods are still dominate, specifically in programs officially released at universities, institutions and government-owned language centers.

From this it can be seen, that the technique of drill patterns in its development exists in two periods, namely the environmentalist and innocent periods. Following below are some general language acquisition patterns and the position of drill patterns in foreign language learning programs in innocent and environmental times based on researchers' search results in a number of references which then restructuring researchers further describe comprehensively in this paper in the next section.
The Drill Patterns Technique of the Environmentalist Era

Drill patterns or patterned training techniques were first intensely used by Bloomfield and Sapir in training programs as part of the linguistic research they developed. The method they use is the "informant method" because it uses native speakers as informants. The informants acted as resource persons, while the researchers (linguists and anthropologists) gave direction and supervision over the course of the presentation of the language teaching. The linguist / anthropologist does not master the target language but they are trained to find out the basic structures of the target language with questions and answers interspersed with drill training with the informants. So that participants and experts are able to actively participate in conversations in a guided manner and gradually be able to speak and understand the target language.

The program called the sandwich program because of the density of hours and intense ie the participants attend the program 10 hours a day and 6 days (or 6 meetings in a week), 5 hours of which are provided for what is called drill with native speakers the rest are questions and answers guided. The sandwich program participants are linguists and anthropologists namely Bloomfield, Sapir, and friends, who aim to provide skills to fluently speak various American Indians in order to investigate the languages and cultures of the American Indian tribes more closely.

This is a system that is also applied to members of the United States Army in the Army Specialized Training Program (ASTP) which was founded in 1942, which aims to learn Foreign languages for the purposes and needs of the War and the interests of the American Government which can later be placed in France, the Netherlands, China and the American colonies as translators, translation assistants and others, whose reports achieved satisfactory results in a relatively short time. Subyakto-Subyakto-Nababan explained that the participants in this program were military members who were ready to be placed anywhere. The naming method applied is then referred to as the army method.

The drill patterns technique is the most important learning technique in the audiolingual approach. The audiolingual approach is the most popular approach in teaching foreign languages and is widely accepted by language teachers with the motto "practice makes perfect". Al-Ushaili asserted that the audiolingual method was among the most effective methods during the Aural-Oral

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approach (even today) and is considered the only scientific method (the scientific method) for teaching language at that time\(^\text{19}\).

The basic theory of the approach is a combination of the Behaviorism schools of Psychology with the Structuralism schools of Linguistics which was pioneered by Ferdinand de Saussure (1857-1913 AD). The behaviorism are pioneered by the Russian scientist Pavlov (1849-1939 AD) with his theory that connects primary stimulus and secondary stimulus. Harmer explained that this theory was then continued by Edward L. Thorndike with his legal theory that paid attention to rewards and punishments. According to Thorndike that appreciation strengthens the relationship between stimulus and response, conversely punishment weakens the relationship\(^\text{20}\).

The Audiolingual\(^\text{21}\) approach that emerged in the 1940s was a reaction to the previous approach that was considered unsatisfactory, namely the reading method recommended by Prof. Coleman, whose orientation is more towards understanding texts (reading comprehension)\(^\text{22}\). This Audiolingual approach was introduced in the mid-20th century precisely in 1942 by the United States Government in particular the Department of National Defense by establishing an institution called the Army Specialized Training Program (ASTP), a program for learning foreign languages for military personnel, and there were 55 universities in the United States who took part in the program in early 1943\(^\text{23}\).

This approach, according to Richards and Rodgers, was first tested in 1939 by Charles Fries, an American Linguist from the University of Michigan. Before known as the audiolingual approach, this approach was originally referred to as the Oral Approach, Aural-Oral Approach and Structural Approach\(^\text{24}\). The focus of attention on this Audiolingual approach is only to the performance or what is called the outer structure (surface structure / \(\text{al-binā‘} \ ‘\text{al-zahiri}'\)), and overrides the elements of the inner structure (deep structure / \(\text{al-binā‘} \ ‘\text{al-asasi}'\)) in terms of Noam Chomsky.

The principles of language learning according to the audiolingual approach are as follows:

1. Language skills are obtained through habituation, so that the practice of memorizing and imitating repeatedly must be done intensively.

\(^{19}\) Armai, Pengantar Ilmu dan Metodologi, 57.


\(^{21}\) Shiniy, \(\text{Mažahīb wa Ṭaraqūq}, 18.

\(^{22}\) Nababan and Subyakto, Metodologi Pengajaran, 19.

\(^{23}\) Shiniy, \(\text{Mažahīb wa Ṭaraqūq}, 85.

2. Oral language as the main source language of language, so learning begins with listening, speaking, reading and writing.

3. Outward forms are of major concern such as fluent pronunciation, accurate spelling and pronunciation, correct structure and so on.

4. Basic selection of subject matter and exercises through the results of contrastive analysis.

To make foreign language learning in an audiolingual approach more effective, drill patterns are used. A learning technique that is primarily used in audiolingual approach based on structuralism-behaviorism theory (Hubbard in the Anatomy of a Drill). Foreign languages are taught by habituation in the form of vocabulary pronunciation, and intensive training in the form of sentence patterns. Habitual technique in saying a pattern in the form of sentences and vocabulary intensively properly without any mistakes is a drill technique.

According to behaviorists, that a habit is formed when an answer (response) to the stimulus (stimulus) is consistently given a gift / reward (as reinforcement / reinforcement). So the habit occurs as a result of a stimulus and the correct answer and positive results that occur repeatedly.

B.F. Skinner poured the results of his experiments in a book called Verbal Behavior and reported it in a Seminar at Univ. Harvard, that speech sounds are spoken and strengthened just like any other non-verbal behavior, and human language behavior is shaped by reinforcement that is commonly used in our society. Namely with the stimulus (stimulation) - response (reaction / answer) - reinforcement (reinforcement). Behaviorism in psychology is called operant-conditioning or "habituation that produces results."

The forms of the drill patterns technique in the audiolingual approach are as follows:

1. Substitution drill; drill form in the form of repetition or replacement of elements mechanically

Example:

أَسْتَاذُ: أنا طالب
طلاب: أنا طالب
أَسْتَاذُ (طالبة): أنا طالبة
طلاب: هي طالبة
أَسْتَاذُ (هي): طالب: هي طالبة
..إلخ

2. Question-answer drill; drill form in the form of questions and answers based on stimulus-response reciprocally.
3. **Sentence combining drill**; drill form in the form of uniting a sentence into several sentences.

Example:

- مثلا في استعمال كلمة "لأن":

  أستاذ: أحمد مريض لا يذهب إلى المدرسة
  طالب: لا يذهب أحمد إلى المدرسة لأنه مريض .. إلخ

- مثلا في استعمال حروف "العطف":

  أستاذ: يكتب أحمد الرسالة- يجمع أحمد الرسالة على مكتب المدرس
  طالب: يكتب أحمد الرسالة ثم يجمعها على مكتب المدرس .. إلخ

**Drill Patterns Technique in The Innatic Era**

Changes in perspective in language teaching result in the unpopularity of previous approaches. The peak of the audiolingual approach as the parent / home of the drill patterns technique in the 1950s to the early 1960s. The main reason is the insistent criticism of a prominent linguist in America, Noam Chomsky.

Chomsky rejected the principles of structural linguistics and psychological theories of behaviorism in language teaching. He said in his book Syntactic Structures, published in 1957, that structural linguistics was unable to show relationships related to "meanings". A description of how to learn languages cannot be reviewed from the description of the surface (surface structure / al-bina...
'al-zahah) and the responses that follow. Rather, it must also give a description of the human abilities that are brought from birth (innate ability) to learn languages\textsuperscript{25}.

Chomsky named the innate language learning ability with the Language Acquisition Device (abbreviated as LAD), a language acquisition tool. This view of language learning processes emphasizes student mental activities called mentalism, and these mental activities are called cognitive activities. Chomsky's criticism, stimulating a revolution in the concepts of language teaching that occurred in the 1960s, and he sparked a grammatical theory called transformational-generative\textsuperscript{26}.

The theoretical assumptions that begin to emerge after the popularity of the audiolingual approach is decreasing are those that involve the mind or cognitive activities. This activity is known as the cognitive approach. Among the methods included in the cognitive category are The Silent Way (the method of silent teacher), Community Language Learning (learning languages in groups), and Suggestopedia.

The first expert to classify or characterize cognitive theory in language teaching was Carroll. This theory is interpreted by some experts as "the latest modified grammar-translation theory". And by other experts referred to as "a direct method approach that is current and updated". In its current form as stated by Diller as quoted by Tarigan, the cognitive approach places emphasis on the acquisition of conscious language as a meaningful system and seeks to find a basis in cognitive psychology and in grammar transformation\textsuperscript{27}.

Cognitive Approach is an approach that involves the mind or cognitive activities of foreign language learners. In other words, the importance of activeness of a learner, even learners who organize and determine the learning process. The principle of language learning in this approach as a reaction and criticism of the audiolingual approach, as follows

1. Language skills are a creative process, so learners must be given ample opportunity to create utterances in real communication situations, not just to practice memorizing and imitating.
2. Grammar rules can be provided as long as it is needed by the learner as a basis for creating utterances in accordance with communication needs.
3. Basis for the selection of subject matter and exercises based on communication needs and mastery of language functions, not through the results of contrastive analysis.

\textsuperscript{25} Nababan and Subyakto, \textit{Metodologi Pengajaran}, 44.  
\textsuperscript{26} Nababan and Subyakto, \textit{Metodologi Pengajaran}, 37.  
\textsuperscript{27} Tarigan, \textit{Metodologi Pengajaran}, 146.
The basic theory of this approach was born from cognitive psychology and transformative-generative linguistics. Chomsky believes that language skills are not only determined by external factors but also internal factors. So Chomsky believes that every individual has a natural readiness in language learning because each is equipped with innate abilities, namely the language acquisition device or the Language Acquisition Device (LAD). This LAD was introduced by Noam Chomsky in 1957 as an opposition to the Audiolingual approach to stimulus response reinforcement theory.

Chomsky in his Transformative-Generative theory distinguishes two language structures namely the surface structure and the deep structure. The spoken or written form of speech is the outer structure which is a manifestation of the inner structure. The speech can be different from the inner structure but the understanding it contains is the same.

Regarding the drill patterns technique as the main technique in the audiolingual approach, it turns out that the less use of the audiolingual method, some teachers are increasingly intrigued to revolutionize the audiolingual method by incorporating elements of "brain work" and "application of language rules in the presentation of their target language. The presentation is in the form of a drill that encourages students to communicate more naturally.

Like Paulston, a language teaching expert who still uses the audiolingual method through drill patterns by revising and classifying drill forms that are mechanistic, meaningful and communicative. Of the three features, Paulston emphasizes his attention to a meaningful and communicative style. The following is the understanding of these three features:

1. A mechanical patterned drill; in the form of tests or replacement of elements, the teacher fully masters the responses of students. They are not required to know the meaning of what they say as long as their responses are structurally correct.
2. The drills are patterned meaningful; there is still teacher mastery in responding to students, although answers may be expressed in various ways.
3. Communicative drills; a free transfer of the target language to reasonable situations. Students are allowed to add new and realistic information.

Among other experts is Rivers, a language teaching expert and communicative approach ideator who expresses his concern about the increasing use of drill in cognitive approaches so that to get to communicative he suggests a transition period in language learning by presenting "pseudo communication" exercises that eventually become "full communication" exercises. For this purpose, he concocted a framework for gradually moving from mechanistic drill techniques to

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28 Nababan and Subyakto, Metodologi Pengajaran, 46.
communicative drills, as well as providing small question and answer exercises consisting of two or more people.

Furthermore, Subyakto-Nababan explained in his book that another idea to present a revised audiolingual program to emphasize the daily situations put forward by Von Elek and Oskarsen was reported by Davidson. To stimulate and get students' responses simultaneously in class by giving dialogues consisting of 15 conversational sentences in one topic. Then students are asked to make written exercises based on dialogues in the form of transformation drills. In the presentation, the students listened to the dialogue of the native speaker read or recorded native voice up to two times, then the student simultaneously repeats difficult words or terms after being read by the teacher, then the student repeats the dialogue piecemeal and finally simultaneously the participants students take the role of speaker A, while the teacher takes the role of speaker B\textsuperscript{29}.

The foregoing has proven, that the development of the drill patterns technique which was originally still mechanical in nature has begun to be directed towards the cognitive domain to become more meaningful and communicative.

The revised forms of drill patterns in the cognitive approach are as follows:

1. Transformative Drill
   Example:
   
   أستاذ : يكتب الأستاذ الرسالة
   طلاب : الرسالة
   أستاذ : يكتب الأستاذ الرسالة
   طلاب : الرسالة يكتبها الأستاذ

2. Realistic Drill
   Example:
   
   أستاذ : أنا فائز في مسابقة تلاوة القرآن (سرور)
   طلاب : إذن، أنت مسرور بالطبع
   أستاذ : أنا أساعد والدي طول أيام (تعبان)
   طلاب : إذن، أنت تعبان بالطبع

\textsuperscript{29} Nababan and Subyakto, Metodologi Pengajaran, 47.
3. **Meaningful Drill**

   Example:

   أستاذ: الآن عمر الأستاذ خمس وعشرين (باستعمال "سيكون")
   طالب: سيكون عمره ست وعشرين في السنة المقبلة.

4. **Pictorial Drill**

   Example:

   أستاذ: إلى أين حمزة؟
   طالب: هو يذهب إلى المكتبة.
   أستاذ: بما يذهب إليها؟
   طالب: هو يذهب بالدراجة.

5. **Communicative Drill (individually, cannot be synchronously)**

   Example:

   حسن: لقد نجحت في امتحان المقابلة.
   عبد الله: عفوا، أنا غير مستطيع معك هذا اليوم.
   حسن: الحمد لله... بارك الله فيك.
   حمزة: لا بأس به، إن شاء الله في وقت آخر.

So, in general there are eight forms of drill patterns, namely 1) subtitution drill / mechanistic, 2) question-answer drill, 3) sentence combining drill, 4) transformative drill, 5) realistic drill, 6) meaningful drill, 7 ) illustrated drill, and 8) communicative drill (individually, cannot be simultaneously). Following are the drill patterns that have been revised in general terms:
CONCLUSION

The technique of drill patterns or patterned training is a technique to train students to have a skill and dexterity through patterned exercises and the cultivation of certain habits. The distinctive feature of this technique is the repeated repetition of the same thing. This technique is still actively used in learning foreign languages. In fact, this technique is said by some experts to be the most effective and effective technique in developing a child's language learning in terms of listening ability (mahārah al-istimā’) and speaking ability (mahārah al-kalām).

Historically, this drill pattern technique initially appeared in the environmentalist era under the auspices of the audiolingual approach which was mechanical in nature, then this technique was revised to become a drill pattern technique that was more meaningful and communicative in the innocent period. This technique was first intensely used by Bloomfield and Sapir in the Sandwich program as part of the linguistic research they developed in America. This technique was also applied to members of the United States Army in the Army Specialized Training Program (ASTP) which was founded in 1942.

Drill pattern techniques in their development live on two periods, namely the environmentalist and innatis periods. And it is still actively and intensely used in teaching Arabic for non-Arabic both in official teaching programs at universities, institutions and government-owned language centers. In general, there are eight forms of drill patterns, namely: 1) substitution drill / mechanistic, 2) question-answer drill, 3) sentence combining drill, 4) transformative drill, 5) realistic drill, 6) meaningful drill, 7) illustrated drill, and 8) communicative drill (individually, cannot be simultaneously).

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