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Effectiveness of The Drill Method to Improve Expressive Language Ability At The Syntactic Level in Children with Developmental Language Disorder

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ABSTRACT

Background: Developmental Language Disorder (DLD) is a difficulty experienced by early childhood in expressing themselves through speech. These children are able to understand what others say, but they struggle to rephrase it in sentences. Children are eager to communicate, but they often struggle to find the right words. Children with developmental language disorder (DLD) have difficulty communicating what they need, which can impact their social and emotional development. This study aims to determine the differences in expressive language skills before and after implementing the Drill Method Intervention in children with DLD in Lampung.

Method: This research is a quantitative experimental design, with eight treatments administered. Data collection was conducted using a one-group pretest-posttest using the Northwestern Syntax Screening Test (NSST). A purposive sampling technique was used to obtain a sample of eight participants. Data analysis used the Wilcoxon test.

Result: Based on the Wilcoxon test analysis, a p-value of 0.012 was obtained, meaning p <0.05. This indicates the influence of the drill method. Another conclusion that can be drawn from the fact that the alternative hypothesis is accepted is that the value of 0.012 is less than 0.05. This indicates a difference between the pre-test and post-test of the drill method intervention.

Conclusion: The effectiveness of using the drill method to improve expressive language skills at the syntactic level in children with DLD in Lampung.

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INTRODUCTION

Communication is one means of exchanging information between individuals (Rizkiani, 2021). When humans face a problem, communication serves as a means of resolving it (Septiani, 2021). Communication is divided into two categories: verbal and nonverbal. Verbal communication involves expressing one's desires through words, sentences, or conversations, whereas nonverbal communication encompasses gestures, body language, and other nonverbal cues. Communication is a tool for conveying a child's desires and feelings (Anggraini, 2021). Communication with children is a crucial component of their developmental stages (Putra et al., 2018).

Child development is a period in which character and abilities are formed, which will determine their future life (Talango, 2020). Development is a process of change in which a child learns more about various things (Safira et al., 2021). If a child is in a good environment, their development will improve; however, if not, the child will also be influenced by that environment (Anggraini, 2024). One of the child's developmental milestones that parents must pay attention to is language development, namely the ability to speak spontaneously, follow commands, and respond to sounds (Zulfiani et al., 2022). Children's language development is crucial for their developmental stages, not only as a means of communication (Alfiana et al., 2020). Language development is the ability to apply all language skills to communicate and express thoughts through understandable language (Safira et al., 2021). Language development does not occur in isolation but is stimulated by others, especially parents. However, many parents are unaware of their role in stimulating their children's language (Pradita et al., 2024).

Language is one of the most important aspects for children. Language is a form of verbal communication between individuals, based on a system of symbols (Lestari, 2021). Language is a means of conveying thoughts and eliciting responses from others (Daud, 2021). Language is crucial to all human life because people use it every day (Mailani et al., 2022). Language development enables children to express their feelings, communicate with others, solve problems, and engage in various other activities (Handayani et al., 2022). Children who experience language difficulties will struggle to understand spoken language, be unable to express their feelings in sentences, speak in an unclear manner, and so on. Many children experience language disorders, one of which is developmental language disorder (DLD), which impairs their ability to communicate effectively throughout their lives (Aulia et al., 2022).

Developmental Language Disorder (DLD) is a difficulty experienced by early childhood in expressing themselves through speech. These children are able to understand what others say, but they struggle to rephrase it in sentences. Children are eager to communicate, but they struggle to find the right words (Hasiana, 2020). Children with developmental language disorder (DLD) struggle to communicate their needs, which can impact their social and emotional development (Miftahurrohmah & Hasibuan, 2024). Developmental language disorder (DLD) is a condition characterized by a delay in the development of language and speech. This problem was found at Birru Care, with a prevalence of 21 children based on assessment results at Birru.

Language problems can also be identified from several signs in children with developmental language disorder (DLD). If a child develops more slowly than their peers, they may experience difficulties with speech and language development, including issues with language content and use (Kurnia, 2020). Children tend to use simpler sentences than their peers. They often omit important elements in sentences, such as subjects and themes. These children are less likely to mention subjects when telling stories or describing pictures (Montgomery et al., 2024). Because children have limited vocabulary, they are unable to understand correct sentence structure. When children lack sufficient vocabulary, they struggle to express their thoughts and feelings clearly, both within the family environment and in social interactions. This can cause frustration and confusion, both for the child themselves and for family members and peers (Permadi, 2024).

As a result, family relationships can be disrupted, and children may feel isolated. Therefore, it is important to provide adequate language support and stimulation so they can communicate more effectively (Supriyadi & Djumadil, 2022). Consequently, children make more frequent errors in word

usage when constructing complex sentences. When asked to recall sentences, they have difficulty accurately copying various types of clauses (Montgomery et al., 2024). Based on research conducted by Rahayu et al. (2020), the prevalence of language development disorders in Indonesia ranges from 13% to 18%. A study in Indonesia on syntactic errors in elementary school students found that 13 out of 18 students, or 72%, had errors in sentence structure. These syntactic errors do not involve subjects or predicates (Kurniati, 2017).

In this study, researchers employed the drill method as an intervention strategy in speech therapy to enhance language and communication skills in individuals, utilizing systematic and structured repetition and practice techniques. Through repetition, children will improve their abilities and gain a deeper understanding of a specific area or skill (Inayati, 2024). The drill method, also known as "drill," is an instructional approach that teaches students specific habits. It can be used to maintain good habits (Suparmi, 2019). The drill method also teaches children to perform practice activities, allowing them to develop a higher level of ability than they previously learned. The drill method aims to help students acquire skills or master certain concepts or techniques (Hartati, 2021). This is supported by the opinion of Shofa et al. (2025) in their research, which demonstrated the effectiveness of using the drill method on the speech skills of children with hearing impairments at SLB B YRTRW Surakarta. Based on these problems, the aim of this study was to determine the differences in expressive language skills before and after implementing the Drill Method Intervention in children with DLD in Lampung.

METHOD

Types and Design of Research

This study uses a quantitative research approach. Quantitative research is an objective, inductive, and scientific type of research that assesses and analyzes data in numerical form, using statistical analysis with the SPSS application. Quantitative research can also be defined as a research approach that utilizes numerical data and the exact sciences to test research hypotheses (Marinu, 2023). This type of research is experimental, with the aim of demonstrating how a treatment impacts the outcome (Arib et al., 2024). This study used a one-group pretest-posttest design. The measurement process was conducted twice, before treatment (pre-test) and after treatment (post-test), allowing for comparison of the pre- and post-treatment conditions.

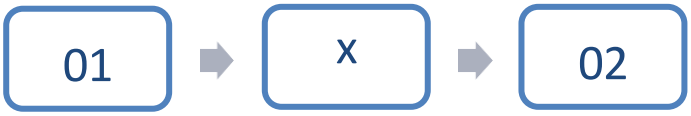

Figure 1. One-Group Pretest-Posttest Design

Research Sample

This study sampled eight children at Birru Care in Bandar Lampung who were diagnosed with Developmental Language Disorder (DLD). In controlled experimental research, a group size of eight to ten children is considered sufficient to produce accurate results; however, statistical analysis may indicate that larger samples are also significant. Many experimental studies use sample sizes of three to five children per group; however, to more easily calculate the mean and standard deviation, a minimum of five children is recommended (Alwi, 2017). Purposive sampling was used to determine the sample.

Data Collection and Analysis Techniques

This study will use the Northwestern Syntax Screening Test (NSST), developed by Laura L. Lee, intended to measure syntactic language structure. This instrument was developed as a screening tool and is not intended to measure all language abilities in children. The NSST consists of 20 receptive and 20 expressive items of grammatical form that vary in complexity. The data analysis

was carried out using the Wilcoxon test to compare the implementation before the drill method intervention with the implementation after using the drill method, as analyzed in SPSS.

RESULTS AND DISCUSSION

This study used the Wilcoxon test because the normality test indicated that the data were not normally distributed. This test was used to compare or contrast two data variables, namely, whether the drill method intervention was effective in improving expressive language skills at the syntactic level in children with ADHD in Lampung. The following is an analysis of the Wilcoxon test in this study:

Table 1. Wilcoxon Test

Pre Test - Post Test	N	Mean Rank	Sum of Rank
Negative Rank	0[a]	0	0
Positive rank	8[b]	4.5	36
Ties	0		
Total	8		

Based on Table 1, the results of the bivariate test using the Wilcoxon test indicate that there was an increase in 8 respondents, while no respondents experienced a decrease.

Table 2. Comparative Test

	Pre Test - Post Test
Z	-2524[b]
Asymp.Sig. (2-tailed)	0.012

Based on the results of Table 2, it shows that the results of the comparative test of the effectiveness of the drill method intervention in improving expressive language skills at the syntactic level in children with DLD in Lampung, a significance value is 0.012, where $p < 0.05$, which means there is an influence of the drill method.

This research was conducted at Birru Care in Bandar Lampung. The sample consisted of eight children with Developmental Language Disorder (DLD). The independent variable was the drill method, while the dependent variable was expressive language ability at the syntactic level. This study used a ratio scale for the variables. To test the hypothesis, the Wilcoxon test was used to measure the effectiveness of the drill method. The purpose of this study was to determine the differences in drill method interventions in improving expressive language ability at the syntactic level in children with DLD in Lampung. All respondents had Developmental Language Disorder (DLD). Developmental Language Disorder (DLD) is a neurodevelopmental disorder that affects a child's ability to acquire, comprehend, and utilize language (Rinaldi et al., 2021). Children with Developmental Language Disorder (DLD) have a limited vocabulary, which makes it difficult for them to express their desires (Hasiana, 2020) and effectively convey their needs, thoughts, and ideas (Amanda & Kurniawan, 2024).

This study employed a quantitative method, utilizing an experimental design with a one-group pretest-posttest approach to investigate differences in expressive language abilities at the syntactic level in children with Developmental Language Disorder (DLD). This study was conducted using the Northwestern Syntax Screening Test (NSST) instrument. The results of the syntactic ability assessment before the drill method intervention indicated that there were 8 (100%) children in the low category, no children (0%) in the medium category, and no children (0%) in the high category. And the average pretest score of children with expressive language disorders at the syntactic level was 20 (low). After the drill method intervention, the results of the syntactic ability assessment

indicated that there were no children (0%) in the low category, no children (0%) in the medium category, and 8 children (100%) in the high category. The average posttest score of children with expressive language disorders at the syntactic level was 97.813 (high).

Furthermore, this study was conducted eight times before and after the drill method treatment. The purpose of the drill method is to train children to acquire certain skills or strengthen their understanding of a concept or technique (Hartati, 2021). The drill method was chosen because it strengthens children's basic skills and knowledge through continuous practice. Repeated practice helps children understand and master the material more effectively, thereby strengthening these abilities. With consistent practice, children can increase their confidence and skills in using these basic skills (Nafisa et al., 2024). The drill method has benefits because it helps individuals increase their vocabulary in various contexts, thereby expanding their expressive abilities (Andaliftya et al., 2023), and improving children's ability to use proper grammar (Nofiyanto, 2016).

Based on the research results, the Wilcoxon test revealed that the drill method intervention was effective in improving expressive language skills at the syntactic level in children with ADHD in Lampung, with a significant p-value of 0.012, indicating $p < 0.05$. This indicates the influence of the drill method. Another conclusion that can be drawn from the fact that the alternative hypothesis is accepted is that the value of 0.012 is less than 0.05. This indicates a difference between the pre-test and post-test of the drill method intervention. This is supported by previous research described by Shofa et al. (2025), which states that the application of the drill method for children with hearing impairments can improve their speaking skills constructively and efficiently, as indicated by the study's results. Before using the drill method, the scores were as follows: 6 children (30%) were in the low category, 10 children (50%) were below the average, and 4 children (20%) were in the average category. However, after the drill method intervention was implemented, the results showed that for the below-average category, there were 4 children (20%), the average category had 12 children (60%), the above-average category had 2 children (10%), and the superior category had 2 children (10%). Thus, there is a significant influence on the use of the drill method on expressive language skills in children with hearing impairments at SLB B YRTRW Surakarta.

This research is also supported by a study by Sulasminah et al. (2022), which found several notable findings regarding the pronunciation of the velar consonant "K" in third-grade students with cerebral palsy. First, the pronunciation of this consonant was initially low. During treatment, this ability remained in the very low category. However, after implementing the drill method, students' speech development skills showed significant improvement, reaching the moderately high category. Overall, there was progress in the pronunciation of the velar consonant "K" among students with cerebral palsy after using the drill method at SLBN 1 Gowa. Therefore, it can be concluded that the drill method is effective in improving the pronunciation of the velar consonant "K" in these students. Furthermore, findings from other researchers, as explained in the study by Hasan et al. (2023), indicate that their results showed a significant increase in the pronunciation of the velar letter "k" after implementing the drill method. According to the research and data analysis, it is evident that the speech development ability (specifically, the pronunciation of the velar consonant 'k') of deaf students in class III of SLBN 1 Gowa was classified as low prior to the intervention. However, this ability increased to a high category after the intervention was implemented, as evidenced by the analysis of the intervention conditions, and remained at a fairly high category after the intervention was administered. Thus, it can be concluded that this study shows the existence of speech development (pronunciation of the velar consonant letter k).

This finding is also supported by the results of other researchers, as explained by Suparmi (2018), who noted that after conducting reflection, there was an improvement in student learning outcomes, with the average score rising from 71.50 to 78.86 in Cycle I and then to 80.54 in Cycle II. This data demonstrates the success of the research implementation in accordance with the established indicators. Therefore, the researchers concluded that the application of the creative problem-solving learning model, combined with the drill method, improved student learning achievement in listening to interactive dialogues in Indonesian language learning.

Furthermore, previous research, as cited by Rohani (2018), indicated that before learning using the scrapbook-based storytelling drill method, the average speaking skill of children with intellectual

disabilities was 33.59. After treatment with the scrapbook-based drill method, the average speaking skill increased to 74.21, representing a 40.62-point improvement. Improvement in speaking skills in children with intellectual disabilities encompasses several aspects, including expressing opinions. The average pre-test score of 40.58 increased to 77.02 in the post-test. Expressing one's will: The average pre-test score was 33.59, which increased to 74.21 in the post-test. Greeting teachers and friends: Children with intellectual disabilities scored 35.38, which increased to 77.03 in the post-test. Thus, the results of this study indicate an impact on the speaking skills of children with intellectual disabilities in expressing opinions, expressing one's will, and greeting teachers and friends with simple sentences. This confirms that the scrapbook-based drill method has a significant impact on the speaking skills of children with intellectual disabilities at SLB-C AKW II Surabaya.

The results of this study explain that the implementation of the drill method is effective in improving expressive language skills. Several factors support the successful use of the drill method for expressive language skills at the syntactic level in children at Birru Care Bandar Lampung, including good attendance during intervention and support from parents and teachers for the therapy process.

CONCLUSION

Based on the results of data analysis and discussion conducted by researchers regarding the effectiveness of the drill method in improving expressive language skills at the syntactic level in children with expressive language disorders in Lampung City. This study began by giving a pretest to 8 children with the aim of finding an overview of data regarding expressive language skills at the syntactic level in children with expressive language disorders using the drill method. The results of the pretest for children with expressive language disorders showed that all 8 subjects had low scores (100%). The average pretest score of children with expressive language disorders at the syntactic level was 20 (low). After conducting interventions eight times, the researchers administered a post-test to measure expressive language skills at the syntactic level in children with expressive language disorders who had received the drill method. The post-test results of children with expressive language disorders showed an increase, with all 8 subjects achieving high results (100%). The average post-test score of children with expressive language disorders at the syntactic level was 97.813 (High). This study shows that the drill method is effective in improving expressive language skills at the syntactic level in children with expressive language disorders in Lampung City. Based on the analysis test using Wilcoxon, the P value (Sig.) is 0.012, which is less <0.05, so it can be concluded that there is an increase in expressive language skills at the syntactic level in children with expressive language disorders after being given treatment using the drill method.

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