

INCREASE TYPING SPEED THROUGH DRILL METHOD

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ABSTRACT

In the 21st century, the demands of human resources in the industry world are increasing. College graduates must be able to compete in order to adapt to all existing advanced technologies. Nowadays, almost all activities are related to computers, so typing skills have an important role to play in inserting many data into the computer. Students need to be equipped with skill technology. One of them is typing skill, where students are able to use ten fingers to type to make the work more effective and efficient both in terms of time and effort. This typing skill can not be obtained instantly, there needs to be continuous practice so students have the speed of typing according to the standard. Keyboarding skill course which is a combination of typing skill and computer skill. The research population consisted of 33 students. Data collection using typing speed result of students. The research aims to find out the increase in typing speed through the exercise method. The results showed the speed of typing increased through continuous drill method. This drill can be used so that the typing speed of students is increasing.

Keywords: *Typing speed, student, drill method.*

INTRODUCTION

Education is inherent in human life, education has an important role in printing human resources. Entering the 21st century, qualified human resources are needed and able to compete in their respective fields. Education continues to develop dynamically in accordance with the changing times. Education in Indonesia is divided into elementary, secondary and higher education levels. Higher education is now entering the 21st century where there is integration of information technology into courses and equipping students with computer skills (Malliaris Korobili, & Togia, 2012). To answer these challenges, there are keyboarding skills courses in the International Business Administration study program of the Faculty of Applied Sciences Suryakancana University. This keyboarding skill course is a combination of typing skill and computer skill.

Nowadays, human life is inseparable from computer activities, while the keyboard is one of the most frequently used computer input tools to input data or information into the computer, so it is necessary keyboarding skills to make sem4ua work more effective and efficient so as to save both in terms of time and energy. The definition of keyboarding skill according to Wentling (1992) :

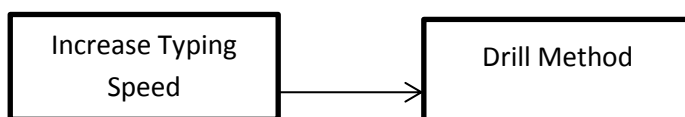
“The act of placing information into a computer through the use of typewriter – like keyboard, involving the placement of fingers on designated keys on the middle “home” row of the keyboard and moving fingers as needed to depress other keys without looking at the keyboard”.

Based on empirical facts, semester students of the International Business Administration study program majority have never studied keyboarding skills, because they are mostly from non-vocational high schools. So at the beginning of the learning many mistakes are made in the learning process. While students are required to have keyboarding skills with a predetermined speed standard of 150 entakan per minute using 10 fingers. To have this skill, of course, a proper method is needed, namely the training method is one of the learning methods that train students repeatedly. This course focuses on student centered

Problem Limitation

This research needs to be limited in order for the analysis to fit the purpose of this research. The problem of this research focuses on students of Semester I of International Business Administration, especially keyboarding skills courses. From the background above, the problem is whether the typing speed can be improved through the practice method?

THEORETICAL FRAMEWORKS



The main purpose of keyboarding skill courses is so that he or she finishes learning students can type with a system of 10 blind fingers with a minimum speed of 150 entakan per minute (epm). In the 21st century, keyboarding skills are no longer just vocational but a core need to communicate and process information.

Typing Speed

Typing 10 fingers is a method of typing using 10 fingers, provided that every ajri has the task to enthr any character of course on the keyboard keys. This is so you can type faster. There are two types of keybiard boards that are commonly used, namely DVORAK and QWERTY types. The difference between the two types of keyboard is in the position of the characters arranged on the keyboard. The research uses QWERTY type keyboard because in Indonesia it is commonly used. Typing speed is one aspect in typing skills. Other aspects there is accuracy or accuracy of typing.

Drill Method

Training method is a learning method by training students continuously and repeatedly. The steps to use the training method can be more maximum if implemented as follows (Armai, 2002, p. 175):

Lecturer activities:

1. Prepare questions or commandments and answers.
2. Ask questions orally, in writing, or give orders to do something.
3. Listen to oral answers or check written answers or see the movements performed.
4. Reapply repeatedly questions or orders that have been asked and heard answers.

Student activities

1. Listen carefully to the questions or orders that the lecturer asked him.
2. Answer orally or in writing or perform movements as instructed.
3. Repeating the answer or movement as requested by the lecturer
4. Listen to the next question or command.

METHOD

The method used in this research is class action research which is a study that focuses more on improving the quality of learning in the classroom. As for the quality in question is the result of learning in this case the results of learning psychomotor typing speed. This research uses a cycle model that is carried out through four stages of activities, namely planning , acting (implementation), observing (observation), and reflecting (reflection). The subject of this class action study was a semester I student of International Business Administration consisting of 33 students. As for the selection of this subject because the typing speed is still below standard in the

Keyboarding Skill Course. There are two kinds of data used in this study, among others: 1) quantitative data in this study in the form of learning results, namely the typing speed of students in semester 1 of the International Business Administration study program 2 Qualitative data is the result of observation and direct interviews to students who have high speed how to learn. For the data source in this panleitian is the primary data that is the result of the typing speed of students in keyboarding skill courses, secondary data is a variety of references used. The text used in this study is an English script contained in the typing master application.

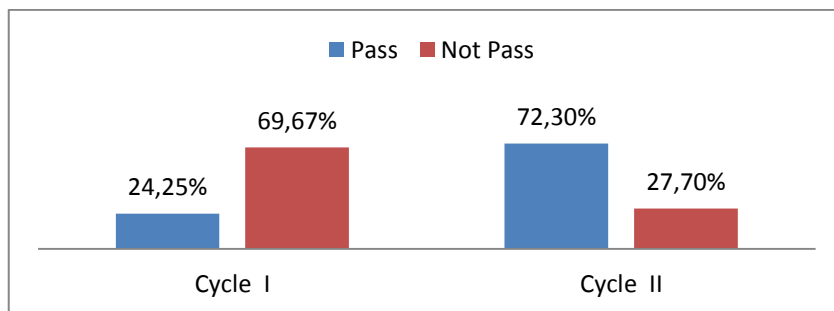
FINDINGS AND DISCUSSION

Researchers have pre-observed the 1st semester students of The International Business Administration. Based on the previous educational background of students who come from vocational schools majoring in Otomatisasi Tata Kelola Perkantoran OTKP) has never learned the speed of typing, has a sub-standard speed because these students are not used to typing fast, then there needs to be innovation of learning methods that are training methods to improve typing speed in students of the 1st semester internaional Business Administration. Initially in keyboarding skills courses lecturers only use word processing applications one example microsoft word, without using a special application to train typing master speed. This research uses typing master application as training media to improve typing speed in keyboarding skill courses.

Cycle I consists of: (1) action planning stage, (2) action implementation stage, (3) observation. Based on the evaluation results in the first cycle that only 8 students can achieve the standard typing speed of 150 entakan per minute with a presentation of 24.25%, while 25 students with a percentage of 75.75% have not reached the standard typing speed of students are still below 150 entaan per minute. From these results it appears that the achievement indicator has not been achieved. (4) Reflection. Based on observation and analysis of the implementation of class actions in the 1st cycle as for reflections that need to be done in the next cycle students should often practice mandiri using application typing master so as to improve the typing speed of each student.

The results of cycle II consist as follows: (1) action planning stage, (2) stage of action implementation, (3) observation. Based on the evaluation results in the first cycle that as many as 24 students can achieve the standard typing speed of 150 character per minute with a presentation of 72.30%, while 9 students with a percentage of 27.70% have not reached the standard of typing speed of students which means it is still below 150 character per minute.. (4) Reflection. The reflection on cycle II can be seen that the results of student typing speed in keyboarding skill courses.. So it is more than 70% above the specified confirming speed standard. It can be said that the target of researchers has been reached.

Based on the results of class action research on improving typing speed through training methods, typing master is proven to increase typing speed by using continuous practice method. In each cycle is carried out as many as 3 times the exercise. This is demonstrated by an increase in the number of students achieving the standard typing speed by 150 per minute in cycle I to only 24.25 and to 72.30 in cycle II. A percentage increase of 48.05 %. Here's the chart



CONCLUSION

Based on the research, there was an increase in typing speed in semester I students of international business administration program keyboarding skills through training methods and typing master application. There was an increase in the number of students graduating in meeting the 150 epm typing speed standard, when the first cycle was only 8 people and when the elbow II resulted significantly to 24 students who successfully met the standard.

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