

The Use of Drilling Method in English Speaking Skills

Abrar⁽¹⁾, Bidarita Widiati⁽²⁾

^{1,2}STIS Darul Falah Pagutan Mataram NTB, Indonesia

^{1,2}Sekolah Tinggi Ilmu Teknik Lingkungan Mataram, Indonesia

Email: ¹ abrarema125@gmail.com, ² bidaritawidiati111@gmail.com

Abstrak: Bahasa Inggris merupakan bahasa internasional yang penting dalam komunikasi global, bisnis, dan pendidikan, dan kemampuan berbicara bahasa Inggris sangat dihargai di banyak negara, termasuk Indonesia. Namun, mencapai kefasihan dalam berbicara bahasa Inggris masih menjadi tantangan bagi banyak siswa. Penelitian ini bertujuan untuk mengeksplorasi efektivitas metode drilling dan implementasinya dalam meningkatkan keterampilan berbicara bahasa Inggris. Hasil penelitian menunjukkan bahwa metode drilling efektif dalam meningkatkan keterampilan berbicara otomatis, akurasi pengucapan, memperluas kosakata, dan membentuk kebiasaan belajar yang konsisten dengan latihan berulang, siswa dapat melatih otak mereka untuk merespons cepat tanpa terlalu memikirkan tata bahasa atau kosakata, serta meningkatkan kepercayaan diri dalam berbicara. Implikasi penelitian ini menunjukkan bahwa pengintegrasian latihan drilling dalam kurikulum pembelajaran bahasa dapat memperkuat penguasaan tata bahasa, pengucapan, kosakata, dan pola kalimat, sementara program pelatihan guru dan dukungan kebijakan perlu mencakup komponen tentang teknik drilling yang efektif, dan integrasi teknologi dapat memperluas latihan drilling di luar kelas untuk mendukung siswa dalam pembelajaran bahasa.

Tersedia Online di

http://journal.unublitar.ac.id/pendidikan/index.php/Riset_Konseptual

Sejarah Artikel

Diterima pada : 01 – 07 - 2024

Disetujui pada : 10 – 07 - 2024

Dipublikasikan pada : 22 -07 - 2024

Kata Kunci:

Drilling Method, Learning English, Speaking Skill

DOI:

http://doi.org/10.28926/riset_konseptual.v8i3.1000

INTRODUCTION

English has become an important international language in global communication, business and education (Rao, 2019; Zulkarnain & Widiati, 2023). In many countries, including Indonesia, the ability to speak English has become a highly desirable skill and often an absolute requirement for success in various fields. However, for most students, gaining fluency in speaking English remains a challenge.

English teaching methods are constantly evolving, and new approaches are always emerging. The drilling method is one traditional approach that has existed for a long time (Johar & Yunus, 2021). This method involves repeating certain language structures, phrases, or words to strengthen students' speaking skills (Zumrah & Manurung, 2021). However, in the era of technology and more interactive learning approaches, the question is how effective this drilling method is in improving students' speaking skills, especially at the secondary school level.

Previous research has provided varied views on the drilling method's effectiveness in English language learning. Some studies support its use, stating that drilling can help improve pronunciation (Maro, 2018), enhance speaking skills (Johar & Yunus, 2021), and expand students' vocabulary (Rofi'ah & Huda, 2020). However, some studies suggest that too much drilling can lead to students' boredom and not motivate them to their full potential.

In this context, this study aims to explore in more depth the effectiveness of drilling methods in improving English speaking skills in secondary school students. By taking into account variables such as the type of drilling used, the frequency and duration of drilling sessions, as well as students' responses to the method, this study

aims to provide a clearer insight into whether the drilling method is still relevant and effective in English language learning today.

It is hoped that the results of this study can make a valuable contribution to educational practitioners, English teachers, and other researchers in developing effective teaching strategies to improve secondary school students' English-speaking skills.

METHODS

This research employs a qualitative descriptive approach with a focus on literature review research, applying four main stages in the Systematic Literature Review (SLR) research methodology. The first stage is Identification, where the researcher identifies relevant literature on disaster mitigation education in Islamic religious education from various sources, including scientific journal databases, books, and other scholarly literature. The second stage is Eligibility Screening, where identified literature is selected based on specific eligibility criteria such as relevance to the research topic, publication year, and methodological quality. Next, in the third stage, Extraction, the selected literature is extracted to obtain information related to concepts, methods, and findings regarding disaster mitigation education in Islamic religious education. Finally, in the fourth stage, Data Analysis, data extracted from the literature are qualitatively analyzed to form a strong conceptual foundation. By employing this approach, this research aims to provide a comprehensive understanding of the Drilling Method in English language learning and establish a robust scholarly basis for the development of effective models.

RESULTS and DISCUSSION

Effectiveness of Drilling Method in English Language Learning Strengthening Automatic Speaking Skills

Students can train their brains to respond quickly without having to think too much about grammar or vocabulary by repeatedly practising language structures (Kholis, 2021). By repeatedly practising language structures, students can habituate their brains to respond swiftly without overthinking grammar or vocabulary (Gatbonton & Segalowitz, 2005). Through the repetition of language structures, students can train their brains to respond rapidly without needing to focus excessively on grammar or vocabulary (Wang, 2014). This practice allows students to accelerate their response times without overemphasizing grammar or vocabulary. By engaging in the repeated practice of language structures, students can condition their brains to respond promptly without the need for extensive consideration of grammar or vocabulary. See Table 1.

Table 1 Drilling in Pronouncing Nouns

Language Structure	Example Nouns
This is a [noun]	This is a book
That is [noun]	That is a pen
These are [plural noun]	These are pencils
Those are [plural noun]	Those are markers
Here is [noun]	Here is a desk
There is [noun]	There is a chair

In Table 1, language structures are repeated in various simple forms using nouns as examples. By practising pronouncing nouns in this context, students can train their brains to respond quickly without needing to think too much about grammar or vocabulary.

Enhancing Accurate Pronunciation

Drilling practice is a training method that involves the repeated repetition of specific sounds or phrases. This method is highly effective in helping students improve

their pronunciation as they become accustomed to hearing and repeating certain sounds repeatedly. (Hadi et al., 2023)

When students engage in drilling exercises, they are consistently exposed to specific sounds or sound patterns. By repeating these sounds multiple times, students have the opportunity to refine their articulation and intonation. Drilling practice allows students to strengthen the connection between the brain and the speech organs, aiding in the improvement of the coordination of mouth and tongue movements to produce correct sounds (Usman M, Andi Sadapotto, Muhammad Hanafi, Abd Kahar, Buhari, Nurul Fadhilah Suardi, 2022). See Table 2.

Moreover, drilling practice also helps students increase their confidence in speaking. By repeatedly practising sounds or phrases, students become more familiar with these sound structures and more confident in their pronunciation. This practice also helps reduce anxiety or discomfort that may arise when speaking in front of others. (Mendrofa & Wijaya, 2022)

Overall, drilling practice is an effective method for helping students improve their pronunciation because it provides consistent and structured practice with specific sounds. By continually hearing and repeating these sounds, students can significantly enhance their speaking skills.

Table 2. Drilling Practice in Pronouncing English

English Phrase	Pronunciation Practice
Good morning	Gud morn-ing
Good afternoon	Gud af-ter-noon
How are you?	How ar yu?
Thank you	Thank yu
You're welcome	Yu'r wel-come
Excuse me	Ex-cuse me
I'm sorry	I'm sor-ry
Can you help me, please?	Can yu help me, pliz?
What's your name?	What's yur neym?
Where are you from?	Where ar yu from?

In table 2, English phrases are presented with their pronunciation guides. Students can practice their pronunciation by repeatedly repeating these phrases, helping them consistently improve their English pronunciation.

Expanding Vocabulary

By focusing on specific words or phrases during drilling sessions, students can significantly expand their vocabulary (Rofi'ah & Huda, 2020). This occurs because, in drilling practice, students are continually exposed to the particular words or phrases they are learning. Through repeated repetition, students become more familiar with these words and phrases, which helps them reinforce their memory and understanding of their meanings and usage.

Additionally, focusing on specific words or phrases during drilling sessions allows students to pay attention to important details in pronunciation and sentence structure. As a result, they not only expand their vocabulary but also enhance their ability to understand and use these words and phrases contextually.

During drilling sessions, students can also be allowed to practice using these words or phrases in various contexts or different situations, which helps them internalize the correct and relevant usage of the vocabulary (Johar & Yunus, 2021). See Table 3.

Therefore, focusing on specific words or phrases in drilling sessions not only helps students expand their vocabulary but also improves their understanding and use of these words and phrases in appropriate contexts

Tabel 3. Drilling for Vocabulary Expansion

English Phrase	Translation
Go swimming	berenang
Go hiking	mendaki
Go shopping	berbelanja
Go jogging	jogging
Go fishing	memancing
Go camping	berkemah
Go skiing	bermain ski
Go dancing	menari
Go biking	bersepeda
Go sightseeing	berwisata

In Table 3, English phrases containing "Go" are presented with their translations in Bahasa Indonesia. By utilizing drilling practices and repeatedly practising these phrases, students can expand their vocabulary and learn how to use "Go" phrases in various activities.

Improving Learning Habits

The drilling method introduces students to consistent and structured learning habits, which can help them achieve faster progress. This method requires students to repeatedly review the material they have learned, whether it's vocabulary, sentence structures, or other language patterns. (Heryani et al., 2024)

With consistency in repetition, students can strengthen the neural connections in the brain associated with the learned material. This allows information to be better stored in both short-term and long-term memory, enabling students to access it more quickly and easily in the future.

Moreover, the drilling method helps students build confidence in their abilities. By engaging in structured and consistent practice, students become more familiar with the material they have learned, which in turn boosts their confidence in mastering a language or a particular topic. (Zare & Othman, 2015)

When students feel more confident, they are likely to be more motivated to continue learning and improving their skills. This can result in faster progress in their learning journey.

Overall, the drilling method provides a clear and structured framework for students to learn. With consistency in repetition and focus on the material being learned, students can achieve faster progress in their learning.

The Use of Drilling Method in English Language Learning Repetition Practice

Students are directed to repeat the sound models provided by the teacher or learning materials as this method is an integral part of the drilling method (Jones, 1997). In this process, the teacher or learning materials provide correct sound or sentence examples in the target language, and then students are asked to repeat the sounds or sentences. See Table 4.

There are several reasons why this method is effective. First, by listening to and repeating the correct sound directly, students have the opportunity to improve their pronunciation (Jones, 1997). They can adjust their intonation, vowels, and consonants to match the given model.

Second, repeating the provided sounds helps students strengthen the connection between the brain and the speech organs. This helps them build the coordination necessary to produce the correct sounds in the target language.

Third, the process of repeating sound models helps students increase their confidence in speaking (Almusharraf, 2022). When they become more familiar with the correct sounds, they become more confident in using the language in real-life situations.

Lastly, repeating sound models is an effective way to introduce students to vocabulary and sentence structures in real-life contexts (Rofi'ah & Huda, 2020). By

listening to and repeating these sounds, students can learn how these words and phrases are used in everyday situations.

Table 4. Illustration of Repetition Practice

Teacher	Student
Providing sound models	Listening and repeating
Giving example words	Pronouncing the words back
Correcting pronunciation	Following teacher's instructions
Providing feedback	Observing corrections
Directing exercises	Actively participating in exercises

Paired Practice

Practising drilling with each other, providing feedback, and support is one of the effective methods in language learning. This process involves students in active interaction where they assist each other in improving their speaking skills. (Richards & Renandya, 2002)

In this context, students take turns acting as teachers and students. One student provides sound models or example words to their peers, while the others listen and attempt to repeat the sound or word. Afterwards, they provide feedback to each other regarding pronunciation, intonation, or emphasis that needs improvement. Constructive feedback and peer support are crucial in helping students enhance their speaking skills. See Table 5.

The process of drilling practice among peers also enables them to feel more comfortable and confident in speaking the target language (Gudu, 2015). They not only listen to the sounds from the teacher but also from their peers who are at the same level. This creates a collaborative and supportive learning environment where students feel more motivated to learn and improve their skills.

Additionally, practising drilling with each other provides an opportunity for students to actively engage in learning, which helps deepen their understanding of the material being learned. By teaching and providing feedback to their peers, students also reinforce their understanding of the material.

Table 5. Illustration of Paired Practice

Student A (as Teacher)	Student B (as Student)
Provides sound models or example words to Student B	Listens and attempts to repeat the sound or word
Gives feedback on pronunciation and provides support to Student B	Receives feedback from Student A and tries to improve pronunciation
Takes turns exchanging roles, so both have opportunities to learn and provide feedback	Takes turns exchanging roles, so both have opportunities to learn and provide feedback

In this table 5, Student A acts as the teacher, providing sound models or example words to Student B. Student B listens attentively, attempts to repeat the sound or word, and receives feedback from Student A on their pronunciation. Afterwards, they switch roles, with Student B becoming the teacher and Student A becoming the student. This process allows both students to actively learn and support each other in improving their speaking skills.

Focused Drilling

Focused drilling is a training method that concentrates on specific aspects of the English language, such as pronunciation, new vocabulary, or sentence patterns. In this process, students repeatedly practice specific material to improve or reinforce their skills in the targeted area (Maro, 2018). See Table 5.

For example, if the focus is on pronunciation, focused drilling exercises will involve repeatedly practising certain sounds or words, with special attention to correct pronunciation. Students might be asked to repeat sound models provided by the teacher or learning materials, or they may practice with their peers to give and receive feedback.

If the focus is on new vocabulary, focused drilling will involve repeatedly using new words in different contexts. Students might be asked to use the new words in simple sentences, or they could connect the new words with relevant images or situations.

Similarly, if the focus is on sentence patterns, focused drilling will require students to repeatedly practice specific sentence structures, paying attention to correct word order and syntax. This helps students strengthen their understanding of how sentences are constructed in English.

By engaging in focused drilling on specific aspects of the English language, students can effectively improve their skills in the targeted area. This practice helps address any deficiencies or challenges students may have with pronunciation, expand their vocabulary, or comprehend more complex sentence patterns.

Table 5. Illustration of Focused Drilling

Aspek	Contoh Praktek
Pronunciation	Teacher provides sound models, students repeat and refine their pronunciation based on feedback from the teacher or peers
New Vocabulary	Students learn a list of new vocabulary words and practice using them in simple sentences
Sentence Patterns	Teacher provides sentence patterns, students repeat and practice the patterns by creating new sentences using the same structure

In Table 5, there are three different aspects of English: pronunciation, new vocabulary, and sentence patterns. For each aspect, examples of how focused drilling practice can be conducted are provided. For instance, in pronunciation, students can repeat sound models provided by the teacher or peers. In new vocabulary, students practice using new words in simple sentences. In sentence patterns, students practice using taught sentence patterns by creating new sentences.

Role-Based Drilling

Role-based drilling is a training method where students practice specific dialogues or conversational situations to strengthen their understanding of language use in real-world contexts. In this process, students are asked to play different roles in predetermined conversations, allowing them to interact in scenarios similar to real life. (Komarova & Aleksandrova, 2023)

This method is highly effective as it enables students to engage in more interactive and practical learning. They not only learn about sentence structures or new vocabulary but also how to use the language in actual situations.

For example, in role-based drilling, students might be asked to play the roles of a customer and a shopkeeper in a store conversation scenario. They then interact with each other, using English to ask about products, negotiate prices, or provide information to customers. See Table 6.

Additionally, in such conversational situations, students also learn about non-verbal aspects of communication, such as facial expressions, body movements, or voice intonation, which are also crucial for effective communication in English.

Through role-based drilling, students can enhance their speaking skills and their overall understanding of English holistically. They also gain a deeper experience of using the language in real situations, which can help them feel more confident and prepared to communicate in the real world.

Table 6. Illustration of Role-Based Drilling

Role	Dialogue or Conversation Situation
Customer	Customer: "Good morning! Can I help you Shopkeeper: "Good morning! Sure, what are you looking for today?" Customer: "I'm looking for a new pair of shoes, do you have any?"

	Shopkeeper: "Yes, we have a variety of shoes. What size do you need?" Customer: "I'm a size 9. Do you have any in black?" Shopkeeper: "Yes, we do. Let me show you our selection."
Shopkeeper	Shopkeeper: "Welcome to our store! How can I assist you today?" Shopkeeper: "Hi! I'm looking for a birthday gift for my friend." Shopkeeper: "Sure, we have a great selection of gifts. What's your budget?" Shopkeeper: "Around \$50. Do you have any suggestions?" Shopkeeper: "Yes, we have some nice options in that price range. Let me show you."

CONCLUSION

The drilling method in English language learning is highly effective in enhancing automatic speaking skills, accurate pronunciation, vocabulary expansion, and consistent learning habits. By engaging in repetitive practice, students train their brains to respond swiftly without overthinking grammar or vocabulary, improve their pronunciation through consistent exposure to specific sounds, and expand their vocabulary by repeatedly practising new words and phrases. Additionally, paired and role-based drilling practices create an interactive and supportive learning environment, boosting students' confidence and motivation. This structured and repetitive approach leads to faster progress and a deeper understanding of the language.

The research underscores the efficacy of the drilling method in enhancing various facets of English language learning, suggesting implications for educators, curriculum developers, policymakers, and practitioners. By integrating drilling exercises into language learning curricula, educators can provide structured and consistent practice opportunities for students, thereby reinforcing grammar, pronunciation, vocabulary, and sentence patterns. Additionally, teacher training programs should include components on effective implementation of drilling techniques to cater to diverse learning needs and levels. Classroom practice should prioritize both individual and paired drilling exercises, as well as role-based scenarios, to create an interactive and supportive learning environment. Policymakers are encouraged to support the inclusion of drilling methods in language learning policies, while assessment and feedback mechanisms should accompany drilling practices to ensure effective learning outcomes. Furthermore, technological integration offers opportunities to extend drilling exercises beyond the classroom, providing additional practice and support for students in their language learning journey.

REFERENCES

- Almusharraf, A. (2022). EFL learners' confidence, attitudes, and practice towards learning pronunciation. *International Journal of Applied Linguistics*, 32(1), 126–141. <https://doi.org/10.1111/ijal.12408>
- Gatbonton, E., & Segalowitz, N. (2005). Rethinking Communicative Language Teaching: A Focus on Access to Fluency. *The Canadian Modern Language Review*, 61(3), 325–353. <https://doi.org/10.3138/cmlr.61.3.325>
- Gudu, B. O. (2015). Teaching Speaking Skills in English Language Using Classroom Activities in Secondary School Level in Eldoret Municipality, Kenya. *Journal of Education and Practice*, 6(35), 55–63. <https://eric.ed.gov/?id=EJ1086371>
- Hadi, M. J., Anggraini, S. W. P., & Walihah, M. H. (2023). The Influence of Repetition Drill Method on Student's Pronunciation Ability At The VIII Grade of Mts Darul

- Hikmah Az-Zikri NW Pringgarata. *Linguistics And English Language Teaching Studies (Laelts)*, 4(2), Article 2. <https://doi.org/10.51673/l.v4i2.2079>
- Heryani, I., Jimat, J. S., & Darihastining, S. (2024). The Effectiveness of Drill Method in Improving Language Students' Listening Skills of News at the Islamic-Affiliated Middle Schools. *Journal of Language and Literature Studies*, 4(1), Article 1. <https://doi.org/10.36312/jolls.v4i1.1746>
- Johar, N. A., & Yunus, M. M. (2021). Revisiting the effectiveness of drilling for the Malaysian ESL classroom. *Journal of Contemporary Social Science and Education Studies (JOCSSSES) E-ISSN- 2785-8774*, 1(2), Article 2. <https://doi.org/10.5281/zenodo.10330162>
- Jones, R. H. (1997). Beyond "listen and repeat": Pronunciation teaching materials and theories of second language acquisition. *System*, 25(1), 103–112. [https://doi.org/10.1016/S0346-251X\(96\)00064-4](https://doi.org/10.1016/S0346-251X(96)00064-4)
- Kholis, A. (2021). Elsa Speak App: Automatic Speech Recognition (ASR) for Supplementing English Pronunciation Skills. *Pedagogy: Journal of English Language Teaching*, 9(1), Article 1. <https://doi.org/10.32332/joelt.v9i1.2723>
- Komarova, Y., & Aleksandrova, O. (2023). Problem-Based Role Plays in Teaching English to Students of Humanities. In D. Bylieva & A. Nordmann (Eds.), *The World of Games: Technologies for Experimenting, Thinking, Learning* (pp. 335–347). Springer Nature Switzerland. https://doi.org/10.1007/978-3-031-48016-4_24
- Maro, R. K. (2018). Drilling Technique: A study of Improving Speaking Skill for Non Scholars in Short Term. *English Education: Jurnal Tadris Bahasa Inggris*, 11(1), Article 1. <https://doi.org/10.24042/ee-jtbi.v11i1.2674>
- Mendrofa, M., & Wijaya, M. (2022). Benefits of Drilling Repetition in Enhancing Second Language Learners' Speaking Ability. *International Journal of English and Applied Linguistics (IJEAL)*, 2(2), Article 2. <https://doi.org/10.47709/ijeal.v2i2.1583>
- Rao, P. S. (2019). The importance of english in the modern era. *Asian Journal of Multidimensional Research (AJMR)*, 8(1), 7. <https://doi.org/10.5958/2278-4853.2019.00001.6>
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge University Press.
- Rofi'ah, Y. A., & Huda, K. (2020). The effectiveness of the drilling method on enriching students vocabulary: *JEET, Journal of English Education and Technology*, 1(02), Article 02. <http://jeet.fkdp.or.id/index.php/jeet/article/view/7>
- Usman M, Andi Sadapotto, Muhammad Hanafi, Abd Kahar, Buhari, Nurul Fadhilah Suardi. (2022). IMPROVING STUDENTS' PRONUNCIATION ABILITY THROUGH COMMUNICATIVE DRILLING TECHNIQU. *Uniqbu Journal of Social Sciences (UJSS)*, 3(2). <https://ejournal-uniqbu.ac.id/index.php/ujss/article/view/224>
- Wang, Z. (2014). Developing Accuracy and Fluency in Spoken English of Chinese EFL Learners. *English Language Teaching*, 7(2), 110–118. <https://eric.ed.gov/?id=EJ1075642>
- Zare, P., & Othman, M. (2015). Students' Perceptions toward Using Classroom Debate to Develop Critical Thinking and Oral Communication Ability. *Asian Social Science*, 11(9), p158. <https://doi.org/10.5539/ass.v11n9p158>
- Zulkarnain, & Widiati, B. (2023). Self-Confidence, Self-Efficacy And Speaking Ability In Support Of Successful English Language Learning. *Transformasi*, 5(1), Article 1. <https://transformasi.kemenag.go.id/index.php/journal/article/view/292>
- Zumrah, Z., & Manurung, K. (2021). A Study On The Use Of Substitution Drill Technique In Teaching Grammar. *E-Journal of ELTS (English Language Teaching Society)*, 9(3), Article 3. <https://doi.org/10.22487/elts.v9i3.1885>