



Insights into Enhancing English Pronunciation and Vocabulary through Drilling and Word Repetition Techniques

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Abstract. *Effective pronunciation and vocabulary acquisition are essential in English language learning, particularly for non-native speakers. Drilling and word repetition techniques are widely regarded as effective strategies for enhancing linguistic skills. This study examines the implementation and perceived effectiveness of these techniques in improving pronunciation, vocabulary, and comprehension among eleventh-grade students at SMK Swadhipa 1 Natar, Lampung Province, Indonesia. Using a qualitative descriptive approach, data were collected through a structured questionnaire comprising 25 questions, designed to assess students' confidence, interest, and perceptions of the effectiveness of these methods. Out of 60 students, 29 participated, sharing valuable insights into their experiences and attitudes toward drilling and repetition techniques. The findings reveal that these methods are effective in improving pronunciation, grammatical understanding, and text comprehension. They also boost students' confidence and interest by offering opportunities for repeated practice and corrective feedback. However, challenges such as pronunciation difficulties and a lack of confidence were reported, highlighting the need for adaptive and supportive teaching practices. This study underscores the importance of integrating repetitive learning approaches into English instruction to foster effective and engaging learning experiences.*

Keywords: *Drilling technique, pronunciation improvement, students' perception, speaking skill, speaking proficiency*

1. Introduction

Effective pronunciation and vocabulary acquisition are fundamental components of English language learning, especially for non-native speakers who aim to achieve communicative competence (Elmahdi & Hezam, 2020; Saito, 2021; Vančová, 2019). In the context of second language acquisition, pronunciation and vocabulary are pivotal because they form the foundation for clear, intelligible communication (Levis, 2018; Suite et al., 2023; Susanto & Nanda, 2023; Zhou et al., 2019). Proper pronunciation allows learners to be understood, reduces misunderstandings, and fosters a more natural flow in conversations, while a strong vocabulary base enables learners to express themselves more accurately and with greater variety (Krepel et al., 2021; Lysenko & Nesterenko, 2024; Susanto et al., 2023). Together, these elements enhance both oral and written communication, which are essential for academic achievement, career advancement, and social interactions in an increasingly globalized world. For non-native speakers, mastering these skills can significantly impact

their confidence and effectiveness in English communication, especially in environments where English is used as a medium of instruction or business.

Among the myriad instructional strategies available, drilling and word repetition techniques have long been recognized as effective tools for improving language proficiency, particularly in relation to pronunciation and vocabulary acquisition. These strategies are grounded in behaviorist theories of learning, which emphasize the role of practice, reinforcement, and habit formation in the learning process. According to Skinner's (1957) behaviorist theory, learning is primarily a process of conditioning, where repeated exposure and reinforcement help learners internalize new language structures and patterns. Drilling involves the repeated practice of specific language forms or structures, which reinforces correct pronunciation, intonation, and grammatical usage. Word repetition, on the other hand, focuses on reinforcing vocabulary acquisition by repeating new words in various contexts, enabling learners to retain and use them effectively. These techniques align with the idea that repetition strengthens neural pathways, thus improving recall and fluency over time (Nation, 2022). By incorporating these strategies, language instructors can help learners achieve greater linguistic accuracy and fluency, which are essential for both comprehension and production of the target language. Furthermore, these techniques provide a structured approach that caters to learners' needs for consistency and practice in their language development.

Drilling is a method of language practice that involves the systematic and repetitive use of specific language structures, such as phonetic patterns, grammatical forms, or sentence constructions. This repetition serves two primary purposes: to promote linguistic accuracy and to increase fluency. By repeatedly practicing certain language forms, learners are given the opportunity to internalize these structures, which in turn allows them to use the language more confidently and spontaneously in real-life situations. Drilling is especially effective for improving pronunciation, as learners practice the correct articulation of sounds, stress patterns, and intonation, which enhances their ability to produce the language more naturally (Dandee & Pornwiriya, 2022; Mendrofa & Wijaya, 2022). Furthermore, it fosters automaticity, allowing learners to respond with minimal cognitive effort when using these structures in conversation or writing (Abrar & Widiati, 2024; Ghazi-Saidi & Ansaldo, 2017; Suzuki, 2017).

Word repetition, on the other hand, is a technique aimed at reinforcing vocabulary acquisition by exposing learners to new words repeatedly within various contexts. Repeated encounters with a word increase the likelihood that the word will be retained in long-term memory. Repetition of vocabulary not only strengthens recall but also facilitates the understanding of nuanced meanings, collocations, and appropriate usage in different situations (Nation, 2022). This process of repeated exposure is particularly beneficial in language learning because it allows learners to deepen their understanding of a word's meaning and its application, contributing to the expansion of their vocabulary.

Both drilling and word repetition align with the cognitive approach to language learning, which emphasizes the importance of repetition in strengthening neural connections and promoting long-term retention. According to cognitive theories of learning, repeated exposure to a language element creates more durable memory traces, making it easier for learners to retrieve and use this knowledge in communication. As learners are exposed to these patterns frequently, their brains begin to recognize them as familiar, thereby facilitating smoother and more accurate language production.

However, while these techniques have proven to be effective in various educational contexts, their implementation and perceived efficacy are not always uniform. Learners' attitudes, experiences, and individual characteristics play a significant role in shaping how they respond to drilling and word repetition exercises (Suzuki, 2019; Valle et al., 2021). Factors such as a learner's confidence in their language abilities, their interest in the learning material, and the overall learning environment can influence their engagement with these techniques. For instance, learners who feel less confident may find repetitive tasks more frustrating than beneficial, which could hinder their progress. Similarly, a lack of interest in the content or the manner in which the techniques are applied could lead to disengagement and diminished effectiveness. The learning context, including the teacher's approach, classroom dynamics, and the use of supportive tools, also plays a crucial role in shaping how learners perceive and benefit from these instructional strategies. Therefore, while drilling and word repetition can be powerful tools for language acquisition, their success is often contingent on how well they are tailored to the needs, preferences, and attitudes of the learners involved.

In Indonesia, English is taught as a foreign language (EFL), and learners often face significant challenges in acquiring the language, particularly in areas such as pronunciation and vocabulary. These challenges stem from the substantial linguistic differences between English and Indonesian, the national language, as well as regional languages spoken across the country (Lauder, 2008). For example, English phonology includes sounds and stress patterns that do not exist in Indonesian, making it difficult for students to produce accurate pronunciation. Similarly, the syntactic structures and word formation rules of English can be quite different from those of Indonesian, leading to challenges in both vocabulary acquisition and sentence construction. Moreover, these challenges are often compounded by limited opportunities for students to practice English in real-life contexts outside the classroom, which restricts their exposure to authentic language use and hinders their ability to internalize linguistic patterns. These differences require targeted teaching strategies to overcome the barriers and effectively facilitate language learning. Consequently, educators in Indonesia must adopt instructional techniques that address these specific challenges and promote language proficiency among their students.

One such instructional strategy that has garnered attention is the use of drilling and word repetition techniques. These methods are particularly valuable in language acquisition as they focus on reinforcing the correct pronunciation of words and the acquisition of vocabulary through repetitive practice. Given the context of EFL education in Indonesia, where students may have limited exposure to English outside the classroom, the repeated exposure to language structures and vocabulary through these techniques can help bridge the gap between theoretical knowledge and practical language use. This study specifically explores the implementation of these strategies among eleventh-grade students at SMK Swadhipa 1 Natar, located in Lampung Province. By examining students' perceptions of the effectiveness of drilling and word repetition, the research aims to provide valuable insights into how these strategies impact their ability to improve pronunciation, expand their vocabulary, and enhance overall comprehension of English.

The significance of this research lies in its potential to contribute to the broader discourse on language teaching methodologies, with a specific focus on the Indonesian educational context. As the demand for English proficiency grows in Indonesia for both academic and professional reasons, understanding the efficacy of various instructional

techniques becomes essential for enhancing learning outcomes. By investigating how repetitive learning techniques, such as drilling and word repetition, can improve linguistic skills, this study aims to inform educators about the practical benefits of incorporating these methods into their teaching practices. Furthermore, the research underscores the importance of considering students' perspectives when designing language learning programs. By acknowledging the attitudes, motivations, and challenges students face in their learning journeys, educators can create a more adaptive and supportive environment that fosters greater confidence, increased motivation, and ultimately, improved language competence. This approach not only enhances students' language skills but also empowers them to engage with English more effectively in academic, professional, and everyday contexts.

This study is guided by three key research questions: (1) What are students' perceptions of the effectiveness of drilling and word repetition techniques in improving their pronunciation and vocabulary? (2) How do these techniques impact students' confidence and overall comprehension of English? (3) What challenges do students face when engaging with these instructional strategies? These questions aim to provide a comprehensive understanding of the role and impact of drilling and word repetition techniques in English language learning, laying the groundwork for the research methods outlined below.

2. Methods

This study employed a qualitative descriptive research method to gain an understanding of students' perspectives on the use of drilling and word repetition techniques in English language learning. As Creswell (2014) emphasizes, qualitative research explores and seeks to understand the meaning individuals or groups assign to a social or educational phenomenon. A descriptive approach was adopted to provide a detailed account of students' experiences and attitudes toward these instructional strategies for capturing rich, contextual data. The study was conducted with eleventh-grade students at SMK Swadhipa 1 Natar, Lampung Province, Indonesia. Out of 60 students enrolled in the class, 29 voluntarily participated. Purposive sampling was used to ensure the inclusion of participants actively engaged in learning activities involving drilling and word repetition techniques to obtain relevant and meaningful insights. Data collection conducted in January 2024 utilized a structured questionnaire consisting of 25 questions aimed at examining various aspects of students' learning experiences. These included confidence in understanding English, interest in pronunciation and vocabulary acquisition, perceived effectiveness of drilling and word repetition techniques, and the role of pronunciation in language acquisition.

The questionnaire incorporated 5-point Likert-scale items to measure levels of agreement. To analyze the data from the Likert-scale items, descriptive statistics were applied. The responses were categorized according to their level of agreement, with frequencies and percentages calculated for each of the five response options: 'Strongly Agree', 'Agree', 'Neutral', 'Disagree', and 'Strongly Disagree'. This allowed for the identification of trends in students' perceptions. To ensure convenience and minimize disruption, the questionnaire was administered during regular classroom hours. Participants were briefed on the study's objectives and assured of confidentiality to encourage honest responses (Bryman, 2016). The collected data were systematically coded and categorized for analysis. A thematic analysis, following Braun and Clarke's (2021) framework, was applied to identify patterns and themes in the qualitative responses.

3. Results and Discussion

A structured questionnaire was administered to investigate students' perceptions of drilling and word repetition techniques in English language learning. The questionnaire with 25 questions was designed to assess multiple dimensions of the learning experience, including students' confidence in understanding English, their interest in learning through these techniques, the perceived effectiveness of these methods, and the role of pronunciation in enhancing language acquisition. The collected data were systematically organized into thematic tables to ensure a comprehensive and focused analysis. The following sections present a discussion of the findings, highlighting key patterns and insights into the impact of drilling and word repetition techniques on students' English learning outcomes.

3.1. Confidence and Interest in Learning English

The data shown in Table 1 provides findings regarding students' confidence and interest in learning English, particularly with respect to the use of drilling and word repetition techniques. The results indicate that these techniques have a positive influence on both students' self-confidence and their engagement in learning English. Students displayed a high level of confidence in understanding English texts (Question 1), with 26 respondents (83.87%) either strongly agreeing or agreeing with the statement. The use of effective language learning techniques, such as drilling, is known to facilitate comprehension by reinforcing vocabulary and grammatical structures through repetition (Nation, 2022). The strong positive responses to Question 2, where 24 students (77.42%) expressed confidence in understanding English words through the drilling technique, further support the role of repetitive practice in boosting vocabulary acquisition. The high levels of agreement to both statements suggest that students feel their language skills are strengthened by these techniques, fostering a sense of accomplishment in understanding English.

The responses to Question 3 reveal a high level of interest in learning English pronunciation through the word repetition technique, with 29 students (93.55%) expressing positive attitudes. This finding is in line with the principles of language acquisition, where repetitive practice is essential in mastering pronunciation (Gilakjani & Sabouri, 2016). Repetition helps learners internalize phonetic patterns and improves their ability to produce accurate and fluent speech (Nation, 2022). Moreover, the positive responses in Question 21, where 27 students (87.10%) agreed that the word repetition technique increases their interest in learning English, further highlight the motivational benefits of using this technique. The enjoyable and engaging nature of pronunciation practice through repetition likely contributes to sustained student interest and active participation in learning.

In contrast to the high confidence in understanding texts and vocabulary, the responses to Question 7, which asks about fluency in pronouncing English vocabulary, present a more nuanced picture. While 17 students (54.84%) agreed or strongly agreed that they feel fluent in pronunciation, a significant proportion (11 students or 35.48%) expressed neutral. This suggests that while word repetition can help improve pronunciation, fluency remains a challenge for many students. As Gilakjani and Sabouri (2016) note, pronunciation difficulties are common among second language learners, especially when they lack sufficient practice or exposure to native pronunciation models. They emphasize that regular, focused practice and access to authentic pronunciation models are critical for overcoming these challenges. The variation in responses in this study highlights the need for more targeted

pronunciation instruction that combines repetition with authentic models of speech, supporting the argument that additional practice and exposure are necessary for improving fluency (Nanda & Susanto, 2020).

Students' feelings of pressure when the word repetition technique is not used in class (Question 9) provide valuable insight into the perceived importance of this technique. Although the majority (11 students or 35.48%) expressed some level of agreement, the fact that 6 students (19.35%) strongly disagreed suggests that not all learners feel equally reliant on word repetition for their success in learning English. This variation may reflect individual differences in learning preferences and the specific challenges faced by learners in different areas of language acquisition. However, the general tendency for students to feel pressured when word repetition is absent indicates that for many, repetition plays a central role in maintaining a sense of progress and security in their language learning process.

Table 1. Confidence and interest in learning english

No.	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I feel confident in understanding English texts well.	5	21	2	1	0
2	I feel confident in understanding English words through the drilling technique.	10	14	4	1	0
3	I am interested in learning English pronunciation using the word repetition technique.	14	15	0	0	0
7	I feel fluent in pronouncing English vocabulary.	3	14	11	1	0
9	In English class, I feel pressured when the teacher does not use the word repetition technique in teaching.	1	11	7	4	6
18	The use of new vocabulary in English learning will make it easier for students.	5	21	3	0	0
20	I feel that the drilling technique makes the English learning process more enjoyable.	12	16	1	0	0
21	The word repetition technique in pronunciation increases my interest in learning English.	13	14	2	0	0
22	The word repetition technique broadens my understanding of the culture and lifestyle of English-speaking communities.	6	17	5	0	1
23	English pronunciation helps me develop creative responses to English texts.	5	19	5	0	0

Students expressed strong agreement with the statements related to vocabulary acquisition and the cultural insights gained through the word repetition technique. In Question 18, 26 students (83.87%) agreed that learning new vocabulary makes it easier for them to understand English, aligning with research that emphasizes the importance of vocabulary knowledge for overall language proficiency (Schmitt & Schmitt, 2020). Additionally, the responses to Question 22, where 23 students (74.19%) agreed that word repetition broadens their understanding of the culture and lifestyle of English-speaking communities, suggest that language learning is not merely about linguistic competence but also about fostering cultural awareness (Syaputri et al., 2021). Repetition, therefore, not only aids vocabulary retention but also enhances learners' ability to connect with the cultural context of the language they are studying.

The high levels of agreement to Question 20, where 28 students (90.32%) found the drilling technique enjoyable, suggest that students perceive the learning process as more engaging when repetition is involved. This finding supports the notion that affective factors, such as enjoyment, play a critical role in language acquisition. Furthermore, the responses to Question 23 indicate that pronunciation practice through repetition contributes to the development of creative responses to English texts, with 24 students (77.42%) agreeing. This aligns with the view that pronunciation practice helps learners engage more deeply with texts and develop their ability to express themselves creatively in English (Pennington, 2021; Yang & Kongjit, 2022).

3.2. Effectiveness of Drilling and Word Repetition Techniques

The data in Table 2 highlights students' perceptions of the effectiveness of drilling and word repetition techniques in learning English. Overall, the responses indicate that these methods are widely regarded as beneficial for improving pronunciation, vocabulary acquisition, grammar comprehension, and the ability to understand spoken and written English. The findings align with existing research on the role of repetition in second language acquisition (SLA), which emphasizes its importance in enhancing learners' linguistic competence and language retention. The results from Question 4 demonstrate a strong consensus among students regarding the efficacy of word repetition in improving pronunciation and listening comprehension. A significant majority (27 students, 90%) either strongly agreed or agreed that repetition helps them better understand what their interlocutors are saying. This finding supports the idea that repetitive practice allows learners to internalize phonetic and prosodic patterns, ultimately enhancing their listening skills (Gilakjani & Sabouri, 2016). Repetition creates familiarity with the sounds of English, aiding in both accurate production and comprehension of spoken language (Nation, 2022). Similarly, Question 12 shows that 27 students (87.10%) viewed word repetition as effective for mastering English pronunciation. This supports findings from previous studies indicating that repetitive drills provide learners with opportunities to refine their pronunciation accuracy by mimicking models and practicing consistently (Celce-Murcia et al., 2010). Pronunciation drills help learners focus on articulatory features, enabling them to correct errors and build phonological awareness.

Questions 6 and 8 highlight the perceived benefits of word repetition for grammar and reading comprehension. In Question 6, 25 students (80.65%) agreed that word repetition helped them understand grammar and pronunciation better. This aligns with research

indicating that repetition provides learners with structured input, helping them notice and internalize grammatical patterns. Repetition also reinforces explicit grammar instruction by offering students repeated exposure to grammatical forms in meaningful contexts. Similarly, 28 students (90.32%) agreed in Question 8 that word repetition aids their understanding of English reading texts. Repetition supports reading comprehension by enhancing vocabulary retention and helping learners decode texts with greater ease. As learners repeatedly encounter words and phrases in various contexts, their ability to process and understand written language improves.

Vocabulary acquisition also emerged as a critical area where drilling and word repetition were deemed effective. In Question 19, 27 students (87.10%) agreed that the drilling technique helped them understand English vocabulary better. Moreover, 27 students (87.10%) agreed in Question 14 that memorizing vocabulary is a helpful activity for learning English. This is consistent with Schmitt and Schmitt (2020), who emphasizes the importance of vocabulary memorization through repetition for building a robust lexical repertoire. Repetition strengthens the mental connections between words and their meanings, enabling learners to recall and use vocabulary more effectively in both receptive and productive tasks.

Table 2. Effectiveness of drilling and word repetition techniques

No.	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
4	The practice of English word repetition is effective for improving pronunciation and understanding what my interlocutor is saying.	19	8	2	0	0
5	I understand English better when using the word repetition technique.	10	15	4	0	0
6	I find it easier to understand grammar and pronunciation of English using the word repetition technique.	12	13	3	1	0
8	The use of word repetition technique greatly helps me in understanding the content of English reading texts.	13	15	1	0	0
12	Word repetition is more effective for me in learning English pronunciation.	14	13	2	0	0
14	Memorizing vocabulary is a helpful activity for learning English.	14	13	1	1	0
15	It is important to correct students' grammar mistakes in class.	13	15	1	0	0
16	Learning activities can build vocabulary knowledge by improving pronunciation through the drilling technique.	11	17	1	0	0
19	I feel that the drilling technique helps me understand English vocabulary better.	11	16	2	0	0

No. Questions		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
25	Repeating English pronunciation is easier to understand.	12	13	4	0	0

The use of drilling techniques to enhance pronunciation and build vocabulary knowledge was positively received by students in Question 16, where 28 students (90.32%) agreed on its effectiveness. Repetition not only helps learners improve their language skills but also builds confidence by providing structured opportunities to practice and succeed. For example, 25 students (80.65%) in Question 25 agreed that repeating English pronunciation made it easier to understand. Repetition allows learners to focus on specific areas of difficulty, such as challenging phonemes or stress patterns, and gradually improve through consistent practice. Furthermore, correcting grammar mistakes, as highlighted in Question 15, was deemed important by 28 students (90.32%). Immediate and constructive feedback during repetition-based activities helps learners identify and rectify errors, reinforcing correct usage patterns (Ellis, 2006). Such feedback is especially valuable in classroom contexts, where students can benefit from individualized support and collaborative learning environments.

While the overall responses indicate strong support for drilling and word repetition techniques, the presence of a few neutral responses (e.g., Questions 5 and 25) suggests that some students may require additional variation in instructional strategies. Repetition, while effective, may not fully address the diverse needs and learning preferences of all students. Integrating drilling with other communicative and task-based approaches can provide a more holistic learning experience, ensuring that students remain motivated and engaged.

3.3. Importance of Pronunciation and Repetition

Table 3 presents data on students' perceptions of the role of pronunciation and repetition in English learning. The responses indicate a strong appreciation for the importance of these techniques, particularly in developing vocabulary, improving classroom engagement, and aiding comprehension of English materials. The findings align with research underscoring pronunciation and repetition as crucial for both linguistic accuracy and fluency (Gilakjani & Sabouri, 2016; Nation, 2022). Responses to Question 10 reveal that 26 students (83.87%) either strongly agreed or agreed that pronunciation aids in learning English vocabulary. This result highlights the symbiotic relationship between pronunciation and vocabulary acquisition. Pronunciation serves as a gateway to effective vocabulary retention because it enables learners to associate phonological forms with their meanings, enhancing recall and application (Schmitt & Schmitt, 2020). Furthermore, mastery of pronunciation facilitates accurate word recognition during listening activities, a vital skill for vocabulary development (Nation & Newton, 2020).

The importance of pronunciation in classroom learning is evident in Question 11, where 28 students (93.33%) agreed or strongly agreed that pronunciation is a key focus. Pronunciation practice in the classroom provides a structured and supportive environment for students to address common challenges, such as distinguishing between similar sounds or mastering intonation patterns (Celce-Murcia et al., 2010). Classroom activities like repetition drills, minimal pair exercises, and tongue twisters can help students refine their pronunciation

while fostering confidence in speaking. This finding resonates with the communicative approach to language teaching, which emphasizes the need for comprehensible output. Correct pronunciation allows learners to produce speech that is intelligible to others, thereby enhancing their ability to participate in meaningful interactions (Galante & Piccardo, 2021).

Table 3. Importance of pronunciation and repetition

No. Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
10 Pronunciation helps me in learning English vocabulary.	9	17	3	0	0
11 English pronunciation is important in classroom learning.	14	14	1	0	0
13 In my opinion, pronunciation/repetition is very important and necessary for learners.	14	14	1	0	0
17 The understanding of material is gained by students through the drilling technique in English pronunciation.	9	20	0	0	0
24 The word repetition technique helps me develop skills in identifying important information in English texts.	9	18	2	0	0

Question 13 highlights that 28 students (93.33%) consider pronunciation and repetition as essential components of English learning. This aligns with the principle of deliberate practice, which posits that repeated exposure and practice in specific areas lead to skill improvement (Hambrick et al., 2020). Repetition aids in automating language patterns, enabling learners to focus on higher-order cognitive processes such as comprehension and interpretation. Research also indicates that repetition reduces the cognitive load associated with processing unfamiliar linguistic elements, making it easier for learners to internalize and retrieve language features (Suzuki et al., 2019). This underscores the importance of integrating repetition-based activities into classroom instruction, particularly for foundational skills like pronunciation.

Question 17 shows unanimous agreement (100%) among students that drilling techniques enhance their understanding of English pronunciation. Drilling provides learners with repeated opportunities to practice accurate articulation, facilitating the development of muscle memory for producing English sounds (Celce-Murcia et al., 2010). Additionally, drills promote phonological awareness by helping students focus on segmental features (e.g., vowels and consonants) and suprasegmental features (e.g., stress and rhythm), both of which are critical for intelligibility. Drilling also reinforces the noticing hypothesis, which suggests that learners must consciously notice linguistic features in input to acquire them. Through repetition, learners become more attuned to subtle differences in pronunciation, improving their ability to mimic native-like speech patterns (Saito et al., 2019).

The results for Question 24 demonstrate that 27 students (87.10%) agreed or strongly agreed that the word repetition technique helps them identify key information in English texts. Repetition not only aids pronunciation but also enhances comprehension by reinforcing lexical and syntactic patterns in context. When students repeatedly encounter words and

structures in reading and listening activities, they develop a deeper understanding of how these elements function within the language (Peters & Webb, 2018; Rahul & Ponniah, 2023; Webb & Chang, 2015). This aligns with theories of input processing, which emphasize the importance of repeated, meaningful exposure to linguistic input for comprehension and acquisition (VanPatten, 2007). Repetition also supports active learning strategies, as students engage in identifying and internalizing critical information during repeated practice.

Conclusions

The study highlights the significance of the drilling and word repetition techniques in enhancing English language learning, particularly in pronunciation, vocabulary acquisition, and overall comprehension. Students demonstrated a positive response to the use of these techniques, emphasizing their effectiveness in building confidence, fostering interest, and improving fluency. The findings suggest that repetitive practice not only aids in better pronunciation but also facilitates deeper understanding of grammatical structures and reading comprehension. This indicates the value of incorporating interactive and repetitive strategies into English teaching methodologies to make learning more engaging and impactful. While the drilling technique was widely acknowledged for its benefits, some challenges were also identified. Students noted difficulties in pronunciation due to the complexity of English vocabulary and occasional lack of confidence when performing in class. Despite these challenges, the corrective feedback provided during drilling exercises was viewed as an essential factor in boosting their self-assurance and competence. This study is limited by its focus on a relatively small sample size and its reliance on self-reported data, which may introduce subjectivity. Future research should aim to include larger and more diverse participant groups and adopt experimental designs to measure the direct impact of drilling techniques on specific aspects of language acquisition. Additionally, qualitative research exploring students' experiences and perceptions could provide richer contextual insights into the emotional and cognitive processes involved in learning through repetition. Furthermore, exploring the integration of technological tools, such as language learning apps or AI-based pronunciation aids, could provide insights into modernized approaches for enhancing pronunciation and vocabulary learning.

Conflicts of Interest

The authors declare no conflict of interest.

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