

STUDENTS' PERCEPTION OF SPEAKING ACTIVITIES USING THE DRILLING TECHNIQUE AND ITS PEDAGOGICAL IMPLICATION

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ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi persepsi siswa terhadap penggunaan teknik drilling dalam kegiatan berbicara dan implikasi pedagogis yang muncul dari pengalaman mereka. Metode yang digunakan adalah penelitian kualitatif dengan pendekatan kajian pustaka, yang menganalisis berbagai sumber ilmiah dan data observasi serta wawancara untuk memahami efektivitas teknik drilling dalam aktifitas berbicara. Hasil penelitian menunjukkan bahwa sebagian siswa merasa gugup dan cemas pada awal kegiatan drilling karena takut melakukan kesalahan. Selain itu, siswa juga mengalami kejenuhan akibat pengulangan yang monoton serta kesulitan dalam mengucapkan kata atau kalimat yang panjang. Namun, setelah beberapa kali latihan, siswa mulai merasa lebih nyaman dan percaya diri. Mereka juga melaporkan adanya peningkatan dalam pengucapan, penguasaan kosakata, dan kelancaran berbicara. Simpulan dari penelitian ini menunjukkan bahwa teknik drilling dapat mendukung pengembangan kemampuan berbicara jika diterapkan secara bervariasi dan dalam suasana yang mendukung. Implikasi pedagogisnya meliputi pentingnya penggunaan drilling dalam kelompok kecil, integrasi media pembelajaran yang menarik, serta penyusunan materi yang terstruktur secara bertahap. Temuan ini memberikan masukan bagi guru bahasa Inggris untuk menciptakan lingkungan belajar yang mendukung, interaktif, dan responsif terhadap kebutuhan siswa dalam mengembangkan keterampilan berbicara.

Kata kunci: Teknik drilling, berbicara, persepsi siswa.

ABSTRACT

This study aims to explore students' perceptions of the use of drilling techniques in speaking activities and the pedagogical implications that arise from their experiences. The method used is qualitative research with a literature review approach, which analyses various scientific sources and observational data as well as interviews to understand the effectiveness of drilling techniques in speaking activities. The results of the study indicate that some students feel nervous and anxious at the beginning of drilling activities because they are afraid of making mistakes. In addition, students also experienced boredom due to monotonous repetition and difficulty in pronouncing long words or sentences. However, after several practice sessions, students began to feel more comfortable and confident. They also reported improvements in pronunciation, vocabulary mastery, and fluency in speaking. The conclusion of this study shows that drilling techniques can support the development of speaking skills if applied in a varied manner and in a supportive environment. The pedagogical implications include the importance of using drilling in small groups, integrating interesting learning media, and structuring material in a gradual manner. These findings provide input for English teachers to create a supportive, interactive, and responsive learning environment for students in developing their speaking skills.

Keyword: Drilling technique, speaking, students' perception.

INTRODUCTION

English is widely recognized as an international language and is used as a primary medium for global communication in various domains, including business, education, technology, and

science (Lie, 2007). Thus, learning to speak English is one of the most important things for students, with the current era of globalization where students are required to communicate with other people out there (Aripin & Umam, 2019). In

Indonesia, English is taught as a foreign language (EFL) and is included in the national curriculum from elementary levels to university. Despite its significance, the teaching and learning of English—especially speaking skills—remain challenging for many Indonesian students (Farhani et al, 2020).

Speaking is a productive skill that allows learners to express their thoughts, emotions, and ideas verbally. It plays a central role in language learning because it facilitates interaction and real-time communication processing (Brown, 2018). According to Leong (2017), speaking is one of the most important skills in English language acquisition as it directly reflects learners' competence in using the language for communication. However, many EFL learners, including those in Indonesia, face significant obstacles in developing speaking proficiency. These difficulties include psychological barriers such as fear of making mistakes, low self-confidence, nervousness (Gali, 2021; Shen &

speaking activities include increased exposure to the target language, opportunities for immediate correction, reduced anxiety, and improved retention of language patterns (Larosa et al, 2020). However, the effectiveness of this technique largely depends on how it is implemented and how students perceive it. Positive student perceptions may enhance motivation, participation, and learning outcomes, while negative perceptions—such as feelings of boredom or frustration—can hinder progress (Schunk & Meece, 2009).

Student perception refers to learners' thoughts, feelings, and beliefs about instructional strategies and classroom experiences. It plays a crucial role in shaping learners' motivation, engagement, and learning outcomes (Schunk & Meece, 2009). According to Zimmerman and Martinez- Pons (1990, cited in Schunk & Meece, 2009), students' beliefs about their own abilities and the learning environment significantly influence how they approach academic tasks. Therefore, understanding students' perceptions of the drilling technique is essential to determine its pedagogical effectiveness in speaking instruction.

Several previous studies have explored the role of drilling in enhancing speaking skills. For instance, Mendrofa and Wijaya (2022) found that drilling repetition improved students' pronunciation, confidence, and memory retention.

Similarly, Maulyana (2021) reported that drilling helped increase students' engagement and achievement in speaking classes. However, these studies also noted that monotonous use of drilling could lead to boredom, suggesting the need for variation and creativity in its implementation.

Based on the discussion above, this study aims to explore students' perceptions toward the use of the drilling technique in speaking activities and examine the pedagogical implications of these perceptions. By understanding how students experience and respond to drilling in the classroom, this study seeks to provide insights for English teachers to enhance their instructional practices and support students more effectively in developing their speaking skills.

METHOD

This study employs a qualitative research design with a literature review approach. A literature review is a method that involves the collection, analysis, and synthesis of relevant published works to gain a comprehensive understanding of a specific topic (Snyder, 2019). The aim of this method is to identify patterns, themes, findings, and gaps in existing studies related to the drilling technique in speaking activities and students' perceptions of its use in English language learning.

The data sources in this study were obtained from various scientific publications discussing drilling techniques in speaking learning and students' perceptions of the application of these techniques. The literature used was selected based on topic relevance, source credibility, and data recency. Data was collected through searches of academic databases such as Google Scholar, ResearchGate, and ERIC using the keywords: “drilling technique in speaking,” “students' perception,” “EFL speaking activities,” and “pronunciation practice.”

The main instrument in this study is documents or literature that are critically analyzed to gain an in-depth understanding of how drilling techniques are applied in speaking activities, how students respond to them, and what pedagogical implications these perceptions have. Quantitative instruments such as questionnaires or interviews were not used because this study is purely qualitative with a literature analysis approach.

Data analysis was conducted using thematic analysis techniques. This technique aims to identify patterns, themes, or main ideas that

emerge from various sources of literature that have been collected. The analysis process began with reading and understanding the content of the literature, categorizing information based on specific themes, such as the benefits of drilling, challenges in drilling implementation, and students' positive and negative perceptions, then synthesizing the findings to draw conclusions about the issues under study.

RESULT AND DISCUSSION

This section presents the findings derived from interviews and classroom observations, analyzed thematically to explore students' perceptions of the drilling technique in speaking activities and the pedagogical implications arising from their experiences.

1. Students' Perceptions of the Drilling Technique in Speaking Activities

a. Initial Nervousness and Anxiety

Many students reported experiencing nervousness and anxiety when first engaging in drilling activities, particularly during individual repetition of words or sentences in front of their peers. This anxiety was primarily rooted in the fear of making mistakes and becoming the subject of laughter, which is consistent with the concept of low self-efficacy where learners doubt their ability to succeed and consequently participate less confidently (Schunk & Meece, 2009). Classroom observations confirmed these feelings, showing students avoiding eye contact, hesitating to speak, or remaining silent during the initial sessions. This highlights the significant impact of emotional factors on learners' willingness to engage in speaking tasks.

b. Boredom from Prolonged Repetition

Although repetition is fundamental to the drilling technique, students reported feeling bored when the activities involved excessive and monotonous repetition without any variation. The mechanical nature of continuous repetition led to disengagement and decreased motivation. Students recommended integrating elements such as music, videos, or games to make drilling sessions livelier and more enjoyable. This aligns with constructivist learning theories emphasizing the need for meaningful and engaging activities to sustain learner interest (Vygotsky, as cited in Shah, 2019).

c. Difficulty with Unfamiliar Word and Complex Sentence Structures

Several students expressed challenges in pronouncing unfamiliar or long English words during drilling, especially when repeating complex sentences. These difficulties indicate the necessity of scaffolded instruction, where linguistic input is simplified initially and gradually increased in complexity to avoid overwhelming students (Gibbons, 2002). Observations revealed that students who received gradual guidance were more successful in following the drilling activities with improved confidence.

d. Increased Comfort and Engagement Over Time

Although some students initially felt nervous, many students still felt comfortable with the drilling technique in speaking activity. They appreciated the gradual practice process, where following the teacher's example and receiving immediate feedback without judgment created a psychologically safe learning environment. This supportive atmosphere increased student participation and boosted their self-confidence, reflecting the principles of educational psychology that emphasize the importance of a safe learning environment in building self-confidence (Ames, 1992 as cited in Schunk & Meece, 2009).

e. Improved Pronunciation, Vocabulary, and Fluency

The majority of students reported noticeable improvements in their speaking skills, including clearer pronunciation, increased vocabulary retention, and greater fluency. These positive outcomes align with behaviorist theories that stress habit formation through repetition and reinforcement (Skinner, as cited in Richards & Rodgers, 2014). Classroom observations corroborated these reports, showing progressive improvements in students' articulation and intonation over time.

2. Pedagogical Implications

Based on the findings, several pedagogical recommendations emerge for the effective implementation of the drilling technique in speaking activities.

a. Small Group Practice to Reduce Anxiety Organizing students into small groups

Organizing students into small groups before whole-class practice was found to reduce nervousness and increase participation. Within smaller groups, students felt safer, more confident, and were able to support each other in correcting pronunciation and sentence patterns. This approach is supported by cooperative learning theory, which highlights the role of peer interaction in reducing language anxiety and enhancing learners' self-efficacy (Johnson & Johnson, 1999 as cited in Guerrero, 2016).

b. Incorporation of Varied Activities to Prevent Boredom

To counteract the monotony of repetitive drilling, teachers are encouraged to integrate varied and interactive activities such as role-plays, short videos, or music. These strategies not only maintain student interest but also provide meaningful contextual reinforcement of language structures. This practice is grounded in constructivist theory, emphasizing that learning should be engaging and relevant to foster deeper understanding (Vygotsky, 1978 as cited in Shah, 2019).

When thoughtfully applied, the drilling technique can significantly enhance students' speaking skills. However, its success depends largely on addressing affective factors such as nervousness and boredom. Teachers are advised to adapt drilling by incorporating cooperative group work, activity variation, and scaffolding to meet learners' cognitive and emotional needs. By doing so, educators preserve the benefits of repetition while fostering a dynamic, supportive, and learner-centered classroom environment.

CONCLUSION

Based on the findings of this study, it can be concluded that students perceive the drilling technique in speaking activities both positively and negatively. At the early stage, many students experienced nervousness and anxiety due to fear of making mistakes in front of their peers. Some also felt bored with repetitive and monotonous activities, and encountered difficulties in pronouncing unfamiliar words and repeating complex sentences. However, as the activities progressed, most students reported increased comfort, engagement, and improvements in pronunciation, vocabulary retention, and speaking fluency. These outcomes indicate that the drilling

technique can be effective in supporting speaking skill development when implemented in a supportive and varied learning environment. The findings imply that drilling should not be used rigidly or excessively, but rather combined with meaningful and engaging variations such as group work, media integration, and scaffolded instruction. Teachers are encouraged to consider students' emotional and cognitive responses when designing speaking activities, as these factors significantly influence learning outcomes. Future research could explore how drilling interacts with other communicative techniques in diverse classroom contexts or examine its long-term effects on students' oral proficiency. The insights from this study contribute to the ongoing effort to make speaking instruction more effective, responsive, and student-centered in the EFL context.

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