

Students' Perceptions on the Effectiveness of Drilling in Improving Speaking Skills

Qurinta Shinta^{a*}

^a Universitas Semarang, Indonesia

INFO ARTIKEL

Riwayat Artikel:

Received : 28-05-2026

Revised : 18-06-2026

Accepted : 24-06-2026

Keywords: *Drilling, Speaking Skills, Students' Perception*

Corresponding Author:

qurinta@usm.ac.id*

DOI: <https://doi.org/10.62335>

ABSTRACT

Speaking is one of the essential skills in English language learning because it enables learners to communicate their ideas, opinions, and feelings effectively. However, many English as a Foreign Language (EFL) students experience difficulties in speaking due to limited vocabulary, poor pronunciation, lack of confidence, and anxiety. One teaching technique that has been widely applied to overcome these problems is the drilling technique, which provides students with repeated opportunities to practice language forms. This study aims to investigate students' perceptions on the effectiveness of drilling to improve speaking skills. The study employs a quantitative descriptive approach using open-ended questionnaires distributed to 44 students of Electrical Engineering taking conversation class. The questionnaire is used to measure students' perceptions regarding four aspects of the effectiveness of drilling on speaking skills: pronunciation accuracy, speaking fluency, vocabulary retention, and speaking confidence. The data were analyzed using descriptive statistics, including means, percentages, categories, and positive responses. The mean interpretation categories are determined based on a five-category Likert scale range, namely: 1.00–1.80: very low, 1.81–2.60: low, 2.61–3.40: moderate, 3.41–4.20: high, 4.21–5.00: very high. The results of the descriptive statistical analysis indicate that the perceptions of Electrical Engineering Class A students regarding the effectiveness of using drilling to improve speaking skills fall within the high to very high range.

INTRODUCTION

In global communication, business and education English has become an international language, therefore the ability to speak English is crucial (Rao, 2019,

Zulkarnain & Widiati, 2023). Speaking ability has become one of the main indicators of successful language learning because it reflects students' ability to use the target language for meaningful communication. Nevertheless, many EFL learners still face challenges in speaking English, such as hesitation, inaccurate pronunciation, limited vocabulary, and low self-confidence.

To address these challenges, teachers are required to implement appropriate teaching strategies that encourage students to practice speaking regularly. One of the techniques commonly used in speaking classrooms is the drilling technique. This technique is one traditional approach that has existed for a long time (Johar and Yunus, 2021). It involves repeating certain language structures, phrases, or words to strengthen students' speaking ability (Zumrah & Manurung, 2021). The repeated oral practice allows learners to develop accurate pronunciation, improve fluency, and strengthen language patterns. Recent studies indicate that drilling and repetition activities positively influence students' speaking performance, especially in pronunciation, fluency, and confidence.

Furthermore, students' perceptions play a significant role in evaluating the effectiveness of a teaching technique. Positive perceptions can increase students' motivation, participation, and willingness to communicate. Recent research found that many students perceive drilling techniques positively because they provide a supportive environment for repeated practice and reduce anxiety when speaking English. However, some students also report challenges such as boredom when drilling activities are conducted repetitively without variation. (Bilhag, N.P. et al 2025)

Speaking Skills in EFL Learning; According to Graham et al. (2022), English skills include listening, speaking, reading, and writing. These techniques assist pupils improve their language skills significantly. Speaking is the most common language skill in English practice classes (Chen.X. & Greenwood, 2021). Speaking is a productive language skill that allows for the vocal expression of ideas, thoughts, and emotions. This is the fundamental skill of English language instruction. Some theorists have presented views on this competence (Bokhan et al., 2019). According to Saddhono & Slamet (2014), speaking is a form of communication that tailors' ideas to the audience's needs. According to Subhayni et al. (2017), speaking is the ability to express thoughts, ideas, and emotions through the use of words. Having good speaking skills allows for effective and efficient delivery of messages (Chandrasekar et. al., 2020). As a result, interpersonal communication has improved.

Drilling Technique; Repetition drills, sometimes known as drilling repetition, can help second-language learners improve their pronunciation, fluency, and accuracy during speaking practice. A drilling repetition technique is one method for improving second language learners' speaking skills. Drilling repetition is a technique that involves several repetition practices in order to achieve a learning goal (Fransiska & Jurianto, 2016).

Improving learners' fluency entails babbling with their peers while utilizing the words they acquire in second language class (Derakhshan, Khalili, and Beheshti, 2016). Fluent indicates that they can speak it spontaneously in front of their peers or a group of people (Leong & Ahmadi, 2017). Accuracy refers to the ability of learners to pronounce words correctly and with proper grammar. To do this, the teacher must plan engaging activities to stimulate and help the pupils engage in class activities.

Furhermore, Hidayati (2016) claimed that employing the repetition drill has many advantages in practice. The primary advantage is that learners can create accurate second-language pronunciation. Correct pronunciation allows learners to feel confident when speaking the language in front of their peers. Learners' confidence is important for enhancing their speaking abilities. Giving every student an opportunity to speak in class boosts their confidence (Christie & Listyani, 2018). The following advantage is that it encourages passive learners to become active participants in class activities. When students feel confident, they can participate in class activities (Cadiz-Gabejan, 2021). Moreover, according to Nurhayati (2017), self-confident learners will never give up on any challenge.

Recent studies have confirmed the effectiveness of drilling in improving speaking ability. For instance, repetition drills have been found to improve students' pronunciation and speaking performance, while drill-and-practice activities enhance fluency and self-confidence (Khoyimah, N. A. & Santoso, I.2020). Additionally, students have reported positive experiences with drilling activities because they help them become more confident and active in speaking class (Fithriyani, H. Y., & Fauzi, A. Z. 2024).

Drilling is an effective strategy for practicing language in the classroom. Students often use it throughout the practice stage of language learning to appropriately apply what they have learnt. According to Mendrofa & Wijaya (2022), drilling techniques provide considerable benefits for second language learners by allowing for intensive hearing and speaking (Language and Reading Research (Conso et. all., 2019). When conducting speaking exercises in class, the repetition technique can be used to help enhance hearing, speaking, and long-term memory remembering. According to Apanasionok et all (2019), drilling is still an effective practice in the classroom when used correctly Students may regard drilling as a necessary component of language instruction. According to Atmi & Pharhyuna (2018), applying this strategy provides pupils with additional opportunity to practice the language accurately, which improves their fluency. Repetition drill rill tactics increase pupil confidence and decrease fear.

Students' Perception; Students' perception refers to the process through which students receive, organize, interpret, and evaluate information from their learning environment. It reflects their opinions, beliefs, attitudes, and judgments about teaching methods, classroom activities, learning materials, teachers, and other educational

experiences. Since perception is influenced by students' previous experiences, expectations, motivation, and cultural background, students exposed to the same learning environment may develop different perceptions. (Gencoglu, B, et.al.2021)

According to Stephen P. Robbins & Timothy A. Judge (2019), perception is the process by which individuals organize and interpret their sensory impressions to give meaning to their environment. In an educational context, students interpret classroom experiences based on their prior knowledge, expectations, and personal beliefs.

Similarly, Richard L. Gregory (1997) argues that perception is an active process of interpreting information rather than merely responding to stimuli. Students therefore do not simply receive information from teachers; they actively construct meaning from what they experience.

Likewise, Bruner, Jerome S. (1957) explains that perception is influenced by an individual's previous experiences, motivation, and expectations. Consequently, students' perceptions toward a particular teaching strategy, such as drilling, may differ because each student brings unique experiences and expectations into the learning process.

More recently, Gencoglu. B. et all (2021) proposed that student perceptions are shaped not only by teachers' instructional practices but also by students' personal values, cultural backgrounds, and social desirability. Their conceptual framework explains why students in the same classroom may evaluate the same teaching practice differently.

Based on these perspectives, students' perception can be defined as students' cognitive and affective interpretation and evaluation of their learning experiences, which are influenced by their prior knowledge, beliefs, motivation, values, and educational environment. In studies investigating the effectiveness of instructional methods, students' perceptions are commonly measured through questionnaires or interviews to understand how learners evaluate the benefits and challenges of a particular teaching strategy.

For this study students' perception can be operationally defined as: their cognitive and affective evaluation of the effectiveness of drilling activities in improving English speaking skills, reflected through their opinions, beliefs, attitudes, and experiences regarding pronunciation, fluency, confidence, motivation, and classroom participation.

Research Gap and Questions; Many studies focused on the effectiveness of drilling technique, the use of drilling technique, the benefit of drilling technique. This study combines the benefit of drilling from students' perception. Based on these issues, this study proposes to investigate the following research question: To what extent do Electrical Engineering students perceive the use of drilling as effective in improving English speaking skills?

METHOD

Research Design

This study employs a quantitative approach using a descriptive survey method. This method is utilized to measure and describe students' perceptions regarding the effectiveness of using drilling to improve English speaking skills. Research data were collected via a questionnaire and subsequently analyzed using descriptive statistics.

The subjects of this study were 44 students from the Electrical Engineering Class A who were participating in a speaking course.

Participants

The subjects are forty-four students from second semester of Semarang University majoring in Electrical Engineering whose taking English conversation class.

Instruments

The research instrument was a Likert-scale questionnaire featuring five response options: strongly disagree, disagree, neutral, agree, and strongly agree. Each option was assigned a score from 1 to 5, as follows: strongly disagree = 1, disagree = 2, neutral = 3, agree = 4, and strongly agree = 5.

The questionnaire was used to measure students' perceptions regarding four aspects of the effectiveness of drilling on speaking skills: pronunciation accuracy, speaking fluency, vocabulary retention, and speaking confidence.

Data Collection and Analysis

The data were analyzed using descriptive statistics, including means, percentages, categories, and positive responses.

The achievement percentage is calculated using the formula:

$$\text{Percentage} = \left(\frac{\text{Mean}}{\text{Maximum scores}} \right) \times 100\%$$

The positive response rate is calculated by taking the number of students who selected "agree" and "strongly agree," dividing it by the total number of respondents, and multiplying by 100%.

The formula used is:

$$\text{Positive Responses} = \left(\frac{\text{Number of respondents agree and strongly agree}}{\text{Number of all respondents}} \right) \times 100\%$$

The mean interpretation category is determined based on the five-category Likert scale range, namely:

1,00–1,80: very low

1,81–2,60: low

2,61–3,40: moderate

3,41–4,20: high

4,21–5,00: very high

Thus, the higher the mean value and percentage, the higher the students' perception of the effectiveness of drilling in improving speaking skills.

ANALYSIS AND DISCUSSION

The results of the descriptive statistical analysis indicate that the perceptions of Electrical Engineering Class A students regarding the effectiveness of using drilling to improve speaking skills fall within the high to very high range. The analysis results are presented in Table 1.

Table 1. Students' Perceptions of the Effectiveness of Drilling in Improving Speaking Skills

Aspects	Mean	Percentage	Category	Positive Response
Pronunciation Accuracy	4,25	85,0%	Very high	97,7%
Speaking fluency	4,41	88,2%	Very high	97,7%
Vocabulary retention	4,27	85,5%	Very high	95,5%
Speaking confidence	4,09	81,8%	High	86,4%
Overall	4,26	85,1%	Very highi	94,3%

Based on Table 1, the overall mean score for students' perceptions regarding the effectiveness of using drilling to improve speaking skills was 4.26, with an achievement percentage of 85.1%. This result falls into the "very high" category. Furthermore, the average positive response from students reached 94.3%. These findings indicate that, overall, students hold a very positive perception of the use of drilling in speaking instruction.

The aspect of speaking fluency received the highest mean score—4.41, representing 88.2%—placing it in the "very high" category. Positive responses for this aspect reached 97.7%. This indicates that the majority of students strongly agree that drilling helps them speak English more fluently.

The vocabulary retention aspect achieved a mean score of 4.27 (85.5%), placing it in the "very high" category. Positive responses regarding this aspect stood at 95.5%. These results indicate that students perceive drilling as helpful in remembering and using English vocabulary during speaking activities.

The pronunciation accuracy aspect yielded a mean score of 4.25 (85.0%), placing it in the "very high" category. Positive responses for this aspect reached 97.7%. This indicates that the majority of students responded positively, acknowledging that drilling helps improve the accuracy of English word pronunciation.

Meanwhile, the speaking self-confidence aspect yielded a mean score of 4.09 (81.8%), placing it in the high category. Positive responses for this aspect stood at 86.4%. These results indicate that the majority of students felt that drilling helped them become more confident in speaking English.

Overall, all aspects achieved a mean score above 4.00. With a global mean of 4.26, an achievement rate of 85.1%, and a positive response rate of 94.3%, it can be concluded that students' perceptions regarding the effectiveness of using drills to improve speaking skills fall into the "very high" category. The aspect with the highest perceived rating was speaking fluency, while the aspect with the lowest score was speaking confidence—though it still remained within the "high" category.

Discussion

The research results indicate that Electrical Engineering students (Class A) hold a highly positive perception regarding the effectiveness of using drilling to improve English speaking skills. This is evidenced by an overall mean score of 4.26—representing an achievement rate of 85.1%—and a positive response rate of 94.3%. Overall, these results place the students' perception in the "very high" category. This implies that the majority of students consider drilling an effective practice technique for supporting speaking skills. These findings align with research by Nurhadi (2025), which demonstrates that the drill method is effective in enhancing various aspects of speaking skills, particularly accuracy, fluency, and confidence. Furthermore, Abrar and Widiati (2024) explain that drilling is a repetition-based practice method focusing on specific language structures, phrases, or words, thereby strengthening students' speaking skills.

The aspect of speaking fluency received the highest score, with a mean of 4.41, representing 88.2% and a positive response rate of 97.7%. These results indicate that the benefits of drilling are most strongly perceived in helping students speak more fluently. The repetitive nature of drilling exercises allows students to familiarize themselves with the pronunciation of English words, phrases, and sentences. Such repetition helps reduce hesitation during speaking, as students become accustomed to using specific expressions orally. These findings are supported by Putri (2022), who demonstrated that the drilling method can enhance speaking skills, particularly regarding fluency, vocabulary, and pronunciation. Thus, the students' high regard for the fluency aspect is understandable, given that drilling provides opportunities for intensive and repetitive practice.

The vocabulary retention aspect also achieved a "very high" rating, with a mean

score of 4.27, a percentage of 85.5%, and a positive response rate of 95.5%. This indicates that drilling helps students retain the vocabulary they have learned. In speaking instruction, vocabulary mastery is crucial, as students require a sufficient lexicon to convey ideas orally. Through drilling, vocabulary is not merely memorized but also practiced through speech, making it easier to recall and use in conversation. These findings align with research by Putri (2022), which demonstrates that drilling supports vocabulary improvement in speaking instruction. Oral repetition enables students to more easily remember word forms, meanings, and their usage within sentences.

The aspect of pronunciation accuracy yielded a mean score of 4.25, with 85.0% and 97.7% positive responses. These findings indicate that students perceive drilling as beneficial for improving pronunciation. Repetitive pronunciation practice enables students to hear, imitate, and repeat correct pronunciation patterns. Consequently, drilling helps students become more accustomed to pronouncing English words accurately. This is supported by Kasim & Buhari (2025), who found that communicative drilling is effective and engaging for enhancing English pronunciation. Mahmood (2023) also asserts that explicit instruction in speaking and pronunciation can bolster the speaking skills of university-level EFL students. Therefore, the results of this study demonstrate that drilling is a relevant strategy for improving pronunciation within speaking instruction.

The speaking self-confidence aspect yielded a mean score of 4.09, with a percentage of 81.8% and a positive response rate of 86.4%. Although this score was lower than those of other aspects, it still fell within the high category. This indicates that students perceive drilling as a technique that helps boost their confidence when speaking English. Repetitive practice can better prepare students for speaking tasks; the more frequently they practice, the greater their chances of reducing the fear of making mistakes and increasing their willingness to speak. These findings align with Nurhadi et al. (2025), which demonstrated that the drilling method helps enhance speaking confidence. Thus, drilling plays a role not only in technical areas such as pronunciation and fluency but also in supporting the affective aspect of student self-confidence.

Based on these results, students perceive the use of drilling as effective in supporting the improvement of speaking skills. The effectiveness of drilling is most evident in the aspect of speaking fluency, followed by vocabulary retention, pronunciation accuracy, and speaking confidence. The overall average, falling into the "very high" category, reinforces the finding that students positively accept drilling as a technique for learning to speak. However, since this study utilized data from perception questionnaires, the results reflect the level of student perception quantitatively rather than through direct measurement via speaking skill tests. Therefore, the findings are best interpreted as the **perceived effectiveness** of using drilling in speaking instruction.

CONCLUSION, LIMITATION AND SUGGESTION

Based on the research findings, it can be concluded that the perception of Electrical Engineering Students regarding the effectiveness of using drilling to improve English speaking skills falls into the high category.

These findings can also be used to improve the teaching learning English classes to incorporate drilling technique as a means to motivate students to improve their speaking skills.

REFERENCES

- Abrar, & Widiati, B. (2024). The Use of Drilling Method in English Speaking Skills. *Jurnal Pendidikan: Riset&Konseptual*, 8(3), 436–443.
- Apanasionok, M. M., Hastings, R. P., Grindle, C. F., Watkins, R. C., & Paris, A. (2019). Teaching science skills and knowledge to students with developmental disabilities: A systematic review. *Journal of Research in Science Teaching*, 56(7), 847–880. <https://doi.org/10.1002/tea.21531>
- Atmi, B. A. O. W., & Pharhyuna, K. A. J. (2019). *Improving speaking skill by using drill technique at the tenth-grade students of SMKN 1 Singaraja in academic year 2018/2019*. *Jurnal IKA*, 16(2), 106–117. <https://doi.org/10.23887/ika.v16i2.19830>
- Bilhaq, N. S., Rahmawati, M. R., & Umam, A. (2025). *Students' Perception of Speaking Activities Using the Drilling Technique and Its Pedagogical Implication*. Bogor English Student and Teacher (BEST) Conference
- Bokhan, T. G., Shabalovskaya, M. V., Galazhinskaya, O. N., & Atamanova, I. V. (2019). Value Development as an Indicator of Personal Readiness for Self-Realization Among Starting Researchers. *Integration of Education*. <https://doi.org/10.15507/1991-9468.095.023.201902.208-231>
- Bruner, J. S. (1957). *On perceptual readiness*. *Psychological Review*, 64(2), 123–152. <https://doi.org/10.1037/h0043805>
- Cadiz-Gabejan, A. M. (2021). Enhancing Students' Confidence in an English Language Classroom. *International Journal of English Language Studies (IJELS)*, 3(5), 16–25. doi:10.32996/ijels.2021.3.5.3
- Chandrasekar, R., Chandrasekhar, S., Sundari, K. K. S., & Ravi, P. (2020). Development and validation of a formula for objective assessment of cervical vertebral bone age. *Progress in Orthodontics*, 21(1), 38. <https://doi.org/10.1186/s40510-020-00338-0>
- Chen, X., & Greenwood, K. (2021). Supporting Young Students' Word Study During the COVID-19 Quarantine: ABC Seavenger Hunt, *The Reading Teacher*, 74(6), 819–823. <https://doi.org/10.1002/trtr.2005>

- Christie, L. S., & Listyani. (2018). Teachers' Strategies to Improve Students' Self-Confidence in Speaking. *Register Journal*, 11(2), 139-153. doi:10.18326/rgt.v11i2.139-153
- Derakhshan, A., Khalili, A. N., & Beheshti, F. (2016). Developing EFL Learner's Speaking Ability, Accuracy and Fluency. *English Language and Literature Studies*, 6(2), 177-186. doi:10.5539/ells.v6n2p177
- Gencoglu, B., Helms-Lorenz, M., Maulana, R., & Jansen, E. P. W. A. (2021). A conceptual framework for understanding variability in student perceptions. *Frontiers in Psychology*, 12, Article 725407. <https://doi.org/10.3389/fpsyg.2021.725407> (Frontiers)
- Graham, S., Tavsanlı, O. F., & Kaldırım, A. (2022). Improving Writing Skills of Students in Turkey: A Meta-analysis of Writing Interventions. *Educational Psychology Review*, 34(2), 889-934. <https://doi.org/10.1007/s10648-021-09639-0>
- Gregory, R. L. (1997). *Knowledge in perception and illusion*. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 352(1358), 1121–1127.
- Fithriyani, H. Y., & Fauzi, A. Z. (2024). *Enhancing Students' Speaking Skill Through Drill and Practice Method*. *International Journal of Studies in International Education*, 1(3), 29–40
- Fransiska, R., & Jurianto. (2016). The Use of Drilling Technique in Teaching English Vocabulary to the Seventh Grade Students of SMP Negeri 2 Tanggulangin. *Anglicist*, 5(2), 125-131.
- Hidayati, K. H. (2016). Using Audio Lingual Method to Improve Students Pronunciation Ability of Darul Mahdiah Private School. *ELLITE: Journal of English Language, Literature, and Teaching*, 1(1), 25-34. doi: 10.32528/ellite.v1i1.161
- 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>
- Kasim, N., & Buhari. (2025). THE EFFECTIVENESS OF COMMUNICATIVE DRILLING IN IMPROVING EIGHTH- GRADE STUDENTS' ENGLISH PRONUNCIATION. *La Ogi Is English Language Journal*, 11(02), 113–122.
- Khoyimah, N. A., Khoyimah, N., & Santoso, I. (2020). *Improving Students' Speaking Ability Through Repetition Drill*. *PROJECT (Professional Journal of English Education)*, 3(1), 26–35. <https://doi.org/10.22460/project.v3i1.p26-35>
- Language and Reading Research Conso, Jiang, H., & Logan, J. (2019). Improving Reading Comprehension in the Primary Grades: Mediated Effects of a Language-

- Focused Classroom Intervention. *Journal of Speech, Language, and Hearing Research*, 62(8), 2812-2828. https://doi.org/10.1044/2019_JSLHR-L-19-0015
- Leong, L. M., & Ahmadi, S. M. (2017). An Analysis of Factors Influencing Learners' English-Speaking Skill. *International Journal of Research in English Education*, 2(1), 34-41. doi:10.18869/acadpub.ijree.2.1.34
- Mahmood, R. Q. (2023). Enhancing EFL speaking and pronunciation skills: Using explicit formal instruction in a Kurdish university. *Issues in Educational Research*, 33(4), 1421-1440.
- 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/10.4779/ijeal.v2i2.1583>
- Nurhadi, I., Afifah, I., & Muchlis, N. (2025). *The Effectiveness of Using Drill Method for Mastering Self- Introduction to The Seventh Grade Students at SMPN 33 Barru*. 8(3), 622-627.
- Nurhayati, Rosmaiadi, & Buyung. (2017). Efforts to Improve Student's Self Confidence Using Collaborative Learning Model. *Jurnal Pendidikan Matematika Indonesia*, 2(2), 57-62.
- Putri, H. R. (2022). The Effectiveness of Teaching Speaking by Using Drilling Method through YouTube. *Journal of English Teaching, Literature, and Applied Ling*
- 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>
- Saddhono, K., & Slamet, St. Y. (2014). *Pembelajaran Keterampilan Berbahasa Indonesia: Teori dan Aplikasi* (or editions published as *Meningkatkan Keterampilan Berbahasa Indonesia: Teori dan Praktik*). Bandung: Karya Putra Darwati.
- Subhayni, Sa'adiah, & Armia. (2017). *Keterampilan Berbicara*. Banda Aceh: Syiah Kuala University Press. ISBN: 978-602-1270-94-3.
- Robbins, S. P., & Judge, T. A. (2019). *Organizational behavior* (18th ed.). Pearson.
- 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>