



The Practice of Vocabulary Drilling Method Used in Teaching and Learning Speaking at Mazroatul Lughoh Islamic Boarding School

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Abstract

This study aimed at analyzing the best practice of teaching and learning speaking using the drilling vocabulary method at the Egypt class of Mazroatul Lughoh Islamic Boarding School Pare, Kediri. The study used a qualitative approach to describe the best practices implemented in the classroom and to explore the students' perceptions about the use of drilling method for learning English speaking. The qualitative data were obtained by having 6 times of observations followed by interviewing 8 students. The researcher observed a class consisted of a teacher and 30 students. The research findings showed that the drilling vocabulary method in teaching speaking had many benefits such as improving students' vocabulary and pronunciation ability in speaking. The drilling vocabulary method constituted a method that applied repetition in pronouncing some vocabularies with the correct pronunciation and articulation. At the same time, the students also got difficulties such as in following the practice of vocabulary drilling. The students then gave suggestions to receive the vocabulary drilling method more effectively considering their abilities in adjusting to the method.

Keywords: Speaking Skill, Teaching Speaking, Drilling Vocabulary Method

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INTRODUCTION

Speaking is an essential part that students need to master as it is the most used skill to convey and exchange information. Speaking skill is often considered a visible marker of one's language skills. It contains of a skill that relates to everyday life conversation therefore speaking is very important. Speaking is the primary mode of human interaction and is used extensively in daily life. It enables individuals to share thoughts, ideas, emotions, and information effectively. Terasne and Hafiz (2022) noted that mastering speaking skills in English is a priority for many second-language or foreign-language learners.

In learning speaking, vocabulary plays a vital role as it serves as the foundation for effective communication. Vocabulary is one of the most critical components of mastering English (Fauzia & Lolita, 2018). In another version, Harmer (2001) said that vocabulary is the foundation to build languages, which plays a fundamental role in communication. According to Nation (2001), vocabulary is a list or collection of words or phrases usually alphabetically arranged and explained or defined. This language component is essential; therefore, having a vast vocabulary is necessary for everyone who uses English as their communication language.

In teaching speaking, teachers use various method depending on the students' needs and characteristics (Fransiska & Juriyanto, 2016). Beyond various modern teaching methods applied in schools, the drilling method is still applicable to be used in Mazro'atul Lughoh. This school is a type of Islamic Boarding School that follow the traditional approach of teaching and learning. One of the teaching and learning concepts applied is drilling and memorizing. The teacher uses to teach speaking by drilling vocabulary integrated into the classroom.

Drilling method is considered unique in this Islamic Boarding School due to its structured, repetitive, and focused approach to developing learners' accuracy and fluency. Drilling method is a method of repetitive practice of new words in speaking classes which facilitates enhancing skills in both productive and receptive dimensions (Yuni & Khoirul, 2019). This method is considered very effective to help the students learn vocabulary and speaking (Muhdar, 2024).

Research provides empirical data on the effectiveness of drilling, allowing teachers to make informed decisions about its use in the classroom. As

a teaching technique grounded in behaviorist principle, drilling concerns itself with the repeated reinforcement of terms and phrases in an attempt at making their use automatic in speech. In line with this, the use of repetitious drills enabling students to practice the words or phrases in some other, more natural situations helps the students actually incorporate those particular words into the active vocabulary allowing for more fluent and confident social interactions (Thornbury, 2005).

In the study mentioned, mechanical drills including integrating teachers' recitation of words into learners' spontaneous speech, meaningful drills such as teaching of words through sentences enable learners recall and use the words appropriately in their everyday speech (Hayriye, 2006). This reiterates with behaviorist theory especially that of B.F. Skinner with regards to habit creating through the practice. In the long process students managed to be less hesitant during speech production vocabulary drills pertaining to the accurate pronunciation and recall when speaking (Henry, 2006).

From a cognitivist's viewpoint, considering the learning theories proposed by Piaget then language is processed through cognitive learning. It will also be noted that drilling as a way of teaching cements the learners' memory through the process of elaboration where the teacher requires the candidate to recall and use the words again and again (Fitria, 2022). In terms of speaking, constant repetition helps to strengthen quick access to the items in question within a learner's knowledge base and will help to relate to fluency (Jyotsna & Rao, 2009).

Cognitive theories also stress the formation of connections between new words one is learning and what is already in the store in one's brain. Those drilling activities that involve placing words into contextual use like the use of the word in meaningful content or structure of sentences aids this cognitive element (Hussain, 2017; Khand, 2007). For example, when students repeat words in natural speaking situations such as conversation role play, this helps them to use the word in context and have long term memory of what they learned as well as spoken word recall (Ningsih & Afningsih, 2019).

Drilling is then chosen because it is for students' needs and characteristics that often learn English speaking by using memorization like learning Holy Qur'an. Therefore, the researcher is interested in carrying out a study to explore the teaching method in speaking by drilling vocabulary in the classroom at the Egypt Class of Mazro'atul Lughoh Islamic Boarding School

Pare, Kediri and to describe the responses of the students in teaching speaking by drilling vocabulary in the classroom.

METHOD

Research Design

The researcher used a qualitative research method with a descriptive analysis. This research deeply explored and interpreted the finding using a descriptive analysis. This study described the speaking learning process integrated with vocabulary drilling in the 8th grade of Mazroatul Lughoh Islamic Boarding School. In addition, this research also described the students' perceptions on the benefits and difficulties from learning English speaking using drilling vocabulary. Qualitative descriptive research is then appropriate for this study because because of its ability to provide detailed, rich descriptions and insights into a specific phenomenon (Creswell & Creswell, 2023).

Research Setting and Participants

The researcher obtained the data in the second semester of the academic year 2021/2022, which is in March 2022. The researchers conducted the research at the Egypt Class of Mazroatul Lughoh Islamic Boarding School Pare, Kediri. It consisted of 30 students. Mazroatul Lughoh is an informal institution under the supervision of private Islamic Boarding Organization. It was founded in 2015 by the founder, Mr.Qomar. This Islamic boarding school emphasizes good character building in the primary curriculum and enacts the Quran as the basis of all the activities. Mazroatul Lughoh has three premier programs namely; Tahfiz Acceleration, English, and Kutubus Salaf. Every class has its name, and one of them is the Egypt class.

Source of Data

The data was collected through 6 times of observation and documentation followed by an interview process. The observation was used to determine how the teaching method of speaking is integrated into the classroom by drilling vocabulary. The interview of 4 items determined the students' responses through the learning of speaking by drilling vocabulary integrated into the school. A researcher gave an interview activity to the 8 students about the benefits and difficulties in learning speaking using vocabulary drilling method. During the observation and interview process, the

research also use documentation as the source of data in this research. The documentation files were books, teaching and learning media, and so on.

Instrument

The data collection approach in qualitative research includes in-depth interviews, document analysis, observation, and documentation analysis. Data from this research came from observations, interview, and documentation, which were gathered through several data collection techniques. In this research, the researcher used observation, questionnaires, and documentation as the research instruments. The following is the specification of the instrument:

First, observation is one of the most essential techniques for collecting data. The researcher watched, evaluated, draw conclusions, and commented on interactions and relations. The researcher saw the learning process in the classroom to determine the teacher's learning method and the student's responses during and even after learning speaking and vocabulary. In this part, the researcher had 6 times of observation with once a week of meeting.

The second technique used by the researcher is an interview. An interview contained questions with 4 items designed to solicit information appropriate to analysis. Based on the elucidation, this research used an open-ended interview to find out the responses from the students about learning speaking by drilling vocabulary integrated into the classroom. The researcher interviewed 8 students to get the data related to the 4 items and students gave varied answers to the questionnaire. Eight respondents are from the Egypt Class of Mazroatul Lughoh Islamic Boarding School students. They answer the open-ended questionnaire above themselves honestly and clearly.

The interview items covered 4 indicators. The first is the students' perceptions of learning and being taught by using vocabulary drilling method. The second is the benefits of learning English using vocabulary drilling method. The third is, the students' difficulties in adjusting with the learning English speaking using vocabulary drilling method. The last is the students' positive feedback and suggestion towards learning English speaking using vocabulary drilling method.

The third is documentation. When conducting classroom observation, a systematic documentation process ensures the researcher to capture accurate and comprehensive data. The researcher used photo documentation, interview script, and other documents such as word files, books, teacher' reports to be the

supported instrument to get the data. These documents are parts of the data source used in this research.

Triangulation

Triangulation in testing credibility is defined as checking data from various sources at various times. Thus, there is triangulation of sources, triangulation of data collection techniques, and time (Sugiyono, 2015). Triangulation in the context of interviews refers to using multiple perspectives, to enhance the credibility and validity of the findings. In research, triangulation helps ensure that the conclusions drawn are not based on a single, isolated viewpoint but are integrated by diverse inputs. To validate the interview instrument, the researcher asked an expert in English teaching strategy to check the instrument item. In addition, to validate the result, the researcher used member checking to validate the result of transcription. It was given to the participants of the interviews to check whether or not the researchers' interpretation is true.

Data Collection

The data collection process was conducted to get the exploration of classroom observation and interviews involving the practice of learning English speaking using vocabulary drilling. First, the researcher observed and documented the process of teaching and learning in the classroom. During observations, the researcher took detailed notes on the instructional methods, classroom dynamics, and interactions. It focused on the stages how the teacher taught English speaking to the students using vocabulary drilling method. Observations provide real-time, contextual evidence of how activities unfold in a natural setting.

In observation process, the researcher collected the data from the preparation for teaching and learning speaking with drilling vocabulary integrated in the classroom at the Egypt Class. Then, the researcher collected the information related to learning speaking and drill vocabulary process starting from the ice breaking, how to open the class, main activity, and how to give evaluation and feedback to the students. The researcher also gathered the data related to the students' responses in the learning speaking and vocabulary integrated in the classroom. Last, the researcher collected the data related to the teachers' evaluation and feedbacks given to the students during the learning English speaking using vocabulary drilling method.

The next was interview. The interview process was conducted with 8 students to gain deeper insights into their perspectives based on their experiences regarding learning English speaking using vocabulary drilling method. The interview was open-ended interview that allowed for flexibility in exploring key questions while encouraging them to share their thoughts openly.

Data Analysis

Data analysis is a systematic process of analyzing data that has been collected. In this research, the researcher took some steps in analyzing the data. First is data reduction. In this section, the researcher presented the process of selecting, focusing, and transforming data. The data collected from observation and questionnaires is vast and complex. To make the data simple, reduction is needed. Therefore, the researcher reduced the data and focused on the research question about the teaching method in speaking and the student's responses to the learning English speaking using vocabulary drilling method. The data which was not relevant then was discarded to make the finding more efficient and reliable.

Second is presenting the data. Data was presented after the information was compiled to suggest a lapse in conclusion drawing. The data was displayed in this study using description. The result of transcript was also presented as the representation of interview result. The data presentation was then also connected and confirmed through the theory used in this research. The last is drawing conclusion. Conclusion drawing is the process of the collected data in the form of a brief, solid statement of sentence or formula in broad understanding. In this part, the researcher concluded all the data in a brief statement.

FINDINGS AND DISCUSSION

Observation Result

The researcher had 6 meetings of observations to get the detailed information related to the best practice of teaching speaking using drilling method. During the observations, the researcher analyzed the learning process by practicing the drilling vocabulary method when teaching speaking to students. The researcher focused the observations on the teachers' steps and

techniques of teaching. From the overall findings, the data can be summarized as follows.

After the observation, the researcher got detailed information about drilling vocabulary in teaching speaking. Using the drilling vocabulary method, the researcher got information that the overall process of teaching and learning English speaking skill using vocabulary drilling activity in general consisted of some steps. The steps started from an opening activity such as greeting the students then opening the class by reciting prayer. The next is the teachers checked the student's attendances by asking their condition.

In pre activity, the teacher used some warming up strategies to make the class alive. The teacher started the class with brainstorming activity by asking the students to share their activities today and listen to each other. In another meeting, the teacher opened the lesson by brushing up on the vocabulary from previous meeting. The teacher asked about the topic, and students answered one by one. The researcher also found that the teacher began the activity by asking students about their condition today in a relax way and students answered one by one. In pre activity, the teacher applied different strategies in greeting and opening the class to make the students feel interested in joining the class. In some cases, the students were also invited to play games and sing songs to stimulate their learning nuance before the class began.

In the main activity, the teacher wrote some vocabularies about social media on the white board. The teacher read aloud vocabularies with the followed by students all together. The students then were drilled to repeat pronunciations of the words one by one many times. Then, students formed pairs to practices asking questions, taking turn, and answering the questions. In this meeting, some of the students seemed confuse to follow. Some of them had a slow process of following the pronunciation but they still kept on going.

The next meeting, the topic is about "Beverage." The teacher wrote some vocabularies related to beverages on the board. The teacher gave an example on how to pronounce the words correctly. The students repeated by reading and pronouncing the words aloud. The students then were drilled to again and again pronounce the words one by one many times till they were able to have a correct pronunciation. They repeated it over time. Then, the students formed pairs and practiced taking turn around 20 minutes.

In another meeting, the teacher wrote some vocabularies about "Healthy Food" on the whiteboard. The teacher then played the sound and pronunciation of the vocabulary using audio loudly, followed by the students.

The students then repeated it over time. The students then were grouped in a pair to get chance in practicing one by one. The teachers continually drilled the students in this process.

In general, main activities that were done by the teachers and the students can be classified into 6 varieties. The first is writing some English vocabularies based on the topic. The second is reading aloud vocabularies with the correct pronunciations followed by students. The third is repeating vocabularies many times both in a group or individual practice. The fourth is giving some questions about the topic of the day in question-and-answer sessions or classroom discussion.

The fifth is grouping the students one by one in a group discussion, they talked to each other using questions and vocabulary that have been given. The sixth is checking the students and helping them when they have difficulties or errors in learning. The last is giving them extra vocabulary to learn each meeting. This activity was done to improve the students' ability in learning English speaking through vocabulary drilling method.

After the drilling activities, the students then were paired to make and practice a conversation during the given topics. This step happened in every meeting of the teaching and learning processes. The students then came forward to practice in front of the classes. Their performance was then evaluated by the teachers.

During the process of teaching and learning, not only once but more often, the teacher found the students got mistakes in pronouncing the vocabularies then she corrected them. In the evaluation and assessment process, the teacher applied direct correction when the students pronounced the word incorrectly. In addition, the teacher also gave the concluding feedback after the students performed. The corrections and feedbacks were related to each pronunciation.

For closing activities, the teacher and the students reviewed the teaching and learning process together. The teacher gave questions to students and ask them for their responses related what they can and cannot do after being taught by using vocabulary drilling method. Again, the students were asked to brush up the vocabularies before the class ended. Finally, closing and praying as the last activities that teachers and students did.

For the learning media used by the teachers and students in the process of teaching and learning were videos, audios, handbooks, pictures, and social medias. These media were proved effectively encourage the students to learn

English speaking using vocabulary drilling method. The topics they learned in the classroom were social media, healthy food, beverage, and hobby.

Interview Result

The data found about the students' responses to learning speaking using drilling vocabulary method. The researcher gave the students an interview to get detailed information about students' feelings, what benefits they got and their difficulties in learning speaking using the drilling vocabulary method. The researcher also asked the students to give critical suggestions to improve the learning method.

The first item is related to the students' perceptions about learning speaking using drilling method. From the interview result, most of the respondents agreed that learning speaking using drilling is fun, unique, not boring, and they can apply repetition during the drilling. The repetition in drilling is the thing they like the most as this is more applicable to them. They feel that drilling repetition is the same technique they do when learning and memorizing holy Qur'an therefore, drilling is easy to remember. They are easy to remember the vocabularies taught by teacher by repeating and repeating the pronunciation the same as they repeat the word loudly. They mentioned:

Excerpt 1

"I think drilling is fun. It is mostly the same as memorizing Qur'an. It is super interesting and I like it."

The second item is about the benefits that the students got after learning speaking using drilling method. Most of the interviewees agreed that drilling method can improve their speaking skill. They can improve their English pronunciation, become more fluent in speaking English, get many inputs in English vocabularies, and easier to have a conversation using English. At first, they did not used to practicing and learning speaking using drilling method but by the time, they can feel the benefits. The benefits were obtained after they had round of practicing the drilling method. The two respondents said:

Excerpt 1

"I can improve my pronunciation and vocabulary now. I can speak English better now".

Excerpt 2

"I can speak English fluently because I get many vocabularies to learn."

The third item is about the difficulties that the students got when they were taught using drilling method. As this is the first method they got, they of course had the difficulties in applying the method during learning. By the time, they adjusted to the drilling method but still got the difficulties in. The students mentioned that sometimes the class felt quiet because they did not connect to the teacher. Some of them mentioned that the teacher pronounced the words too fast so they did not understand. In addition, they also had a problem in understanding the meaning of certain vocabularies. Sometimes, they forgot that the words. They mentioned:

Excerpt 1

"I could not focus. The teacher gave examples too fast."

Excerpt 2

"When practicing it, I sometimes forget about the vocabulary. Sometimes, it is hard to pronounce it".

The last item is about the suggestion that the students recommend to the teacher for better teaching practice. As drilling strategy is a new method for them, they still need to adjust the method to their learning processes. With all the benefits and difficulties, they had, they gave suggestions to the teacher regarding the teacher' ways in teaching. The suggestions are then expected to make the class teaching and learning better and more effective. They suggested some ideas that the teacher needs to be slower in giving examples so that they will not be confused to understand the words. They also suggested the teacher not to give many vocabularies in a time. They hoped that the teacher can give vocabularies step by step in a more acceptable quantity for them. They mentioned:

Excerpt 1

"I hope the teacher can be a bit slowly in giving example so I can follow."

Excerpt 2

"Sometimes, the teacher gave me so many vocabularies and the flow is quick and I am confused to follow. So, please step by step "

In teaching and learning speaking, it is very effective to improve the fluency and pronunciation of a learner by adopting vocabulary drilling, a method of teaching that enables students to repeat the words again and again. This method is a way to make the process of English learning speaking better as it is stated in the theory of teaching speaking using drilling method (Bailey, 2000). It is expected that students can be more fluent in English speaking as it is

explained in the theory of teaching speaking by Nunan (2025) and Setiyadi (2006).

All the students gave positive responses about this learning. They could enjoy the learning and easy to understand the material. Students feel many benefits from this learning method, such as increasing their vocabulary, developing their speaking skills, adding more knowledge, and making their speaking more fluent. The findings highlighted the positive advantages got by the students during learning process of English speaking.

From some benefits that were got by the students, the finding of the research is in line with the data found by Fitria (2022) that the efficacy of drilling as well as the implementation of the practice in classroom is effective to improve student's ability in English speaking skill. The data findings of this research showed that teaching by making certain the utilization of drilling becomes purposefully intentional to help students boost their fluency in pronunciation and speaking (Daming et al., 2024; Siahaan (2024). The findings of this research are in line with the research findings found by Yuni and Khoirul (2019).

However, students also have some difficulties in this learning. The implementation of vocabulary drilling method is then followed by its challenges (Zhulaycha, 2022). One of them is difficulty memorizing vocabulary and making conversation with the peer. Another difficulty is pronouncing some vocabulary words, which are tricky to pronounce. The students' difficulties to adopt and adjust to the flow of the procedures also need to be highlighted. As another previous studies mentioned that the use of drilling method brings not only advantages but also difficulties for students as EFL learners (Jayadi & Suryanirmala, 2018).

Vocabulary drilling is an effective way of learning vocabulary but it has limitations. The fact is that drills, by their very nature, may become rather monotonous, and may be difficult to complete in an enthusiastic manner if the interaction is not very meaningful. Further, the analysis showed that through drilling learners may not be exposed fully to different meanings and contexts of the vocabulary bottom which is critical in speaking (Ningsih & Afningsih, 2019). To overcome such limitations, it has become essential that the vocabulary drills be complemented by other communicative approaches in order that the learner interact with the medium in an awake and alive manner.

Furthermore, drilling which is involved is usually practice that gives a lot of emphasis on accuracy, this is important when developing language skills.

However, enough of them do not provide adequate practice contexts for the informal, natural use of vocabulary; thus, learners may fail when it comes to applying what they have learned while speaking. Thus, interchanging the drills with communicative tasks and persuading students to practice the use of the language will contribute to accurate speaking and, at the same time, proper and natural fluency.

CONCLUSION

The drilling vocabulary method applied in teaching speaking at the 8th of Mazroatul Lughoh Islamic Boarding School emphasizes the vocabulary development corresponding to the topic discussed. The technique is done by repeating the vocabulary given, as well as correcting its pronunciation. Before students addressed the subject, the teacher gave some overviews about it. Students can apply the vocabulary in their conversations because the vocabulary given and the topic discussed are related. It can improve their fluency in speaking English and enrich their vocabulary. Besides, the learning activity is also fun by playing games and many practices.

Of all the teaching techniques, vocabulary drilling is still use in language teaching and is effective especially in teaching speaking skills. Applicable with behaviourist, cognitivist and constructivist theories, the method contributes to learning of operational words as well as fluency, and pronunciation through patterned drill. But, in order to be optimally beneficial, it should be packaged together with live, purposeful drill that affords the learners the opportunity to use the new-acquired terms practically. When language learners carry on speaking practice and speaking skills, the introduction of drilling with more communicative, live like interactions will lead to enhancing of a whole communicative competency.

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