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BENEFITS OF DRILLING REPETITION IN ENHANCING SECOND LANGUAGE LEARNERS' SPEAKING ABILITY

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Abstract
This paper aims to analyze the significance of drilling repetition in enhancing second language learners' speaking ability. In learning a second language, some learners may overcome problems in saying words or sentences. In some cases, they also mispronounce the words. These can occur because of some problems, such as a lack of confidence, a lack of practice, and less feedback from the teacher. Based on this issue, this paper is concerned with the discussion of how the drilling technique can be a solution to the problem and its benefits to the students' speaking performance. This paper uses qualitative research analysis and a descriptive method to discuss the finding. The equipment that was implemented for this paper is journals and books. The benefits of drilling repetition are providing learners with intensive practice in hearing and saying particular word phrases. They can help with memorization and automation of common language patterns, providing the opportunity for learners to get immediate feedback, assisting learners in noticing the correct form or pronunciation of a word or phrase, which makes the learners speaking ability accurately, and building confidence. This paper finally points out that the benefits of adopting drilling repetition in enhancing second language learners' speaking ability are helpful to building learners' confidence and fluency in speaking the second language.

Keywords— drilling repetition, second language, speaking ability

Introduction

Learners can learn a second language in school, university, or by taking an additional course or extra class outside class hours. By understanding the second language, the learners can communicate what they meant in another language (Pulmo, 2020). Hashim & Yunus (2018) stated that learning a second language is suitable for communication and interaction with people from another country. Learning a second language is helpful because learners can use the second language as a tool to unify communication between a person or a group of people from another country. Therefore, in learning a new language, there is still a shortcoming for the learners in uttering what they mean in a second language. Hosni (2014) mentioned that learners feel unable to express the words they learned in speaking because they are afraid of speaking the words incorrectly.

In the second language learning class, some learners who are not confident enough or afraid to make mistakes often ignore the teacher when it comes to their turn to speak. The learners who miss the teacher by becoming silent can be described as passive learners (Smith & Smith, 2014). If there are more numbers of passive learners in class, it can create a monotonous atmosphere. The learners not participating in the class activity will have nothing to improve their speaking skills. The lack of speaking ability can cause nasty problems for the learners. They cannot

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communicate what they learn, think, or mean in communication. They become passive students. It can be assumed that they are afraid to share in class because they fear making mistakes. They are not confident enough to speak. Thus to solve the problem, this paper proposes using the drilling repetition technique to improve the second language learners' ability to speak the new language.

Drilling is a technique that can be useful in developing learners' speaking skills (Aini, Khoyimah, & Santoso, 2020). Drilling gives learners exercises to develop their language skills (Larosa, Qamariah, & Rosdiana, 2020). Drilling repetition in second language study gives exercises to expand second language skills. Every learner will get a chance to participate in every class activity. When learners have an opportunity to do the exercises in every action in the class, it can reduce learners' lack of confidence in the class. If the learners are confident in the class, it affects the improvement of their speaking skills as well. By using drilling repetition, it can reduce the number of inactive or passive learners. Being an active learner in the second language class can make every activity to develop learners' speaking ability in the second language class work smoothly. It is because the active learners create a dynamic class in which every learner engages in every activity in the class (Ghilay & Ghilay, 2018).

After all, the use of drilling repetition is helpful for the learners because it can guide them to be confident and fluent in speaking the second language. The confidence can be improved by allowing the learners to talk in the class by providing several exciting activities such as repeating the words they hear through the short video and practicing them with a group of people in the class. For example, the chance the learners get by getting involved in speaking class activity can produce and increase speaking fluency.

Literature Review

The second language is essential to learn. Many learners take a second language class to develop their language skills. Four skills in the second language ability are pretty standard for second language learners. The skills are speaking, listening, writing, and reading (Richards, 2015). One of the four skills that are pretty important to develop for second language learners is speaking skills Garbati & Mady (2015) explained that learning how to say is one of the purposes of learning a second language. Through speaking, the learners can present themselves to other people. It also makes communication go smoothly and continuously so people can understand one another.

For second language learners, repetition drills or drilling repetition can be used to improve learners' pronunciation, fluency, and accuracy in speaking practice (Kartikasari, Arifin, & Salam , 2015). A drilling repetition technique is one way to develop second language learners' speaking skills. Drilling repetition is a technique that dwells with many repetition practices in application to gain the learning goal (Fransiska & Jurianto, 2016). Improving learners' fluency means babbling with their peers using the words they learn in second language class (Derakhshan, Khalili, & Beheshti, 2016). Fluent here means they can speak it spontaneously among their peers in front of the class or a group of people (Leong & Ahmadi, 2017). Accuracy means the learners can pronounce the words correctly with correct grammar (Mengke, 2016). To achieve it, the teacher must design enjoyable activities to motivate and help the students engage in-class activities.

Moreover, Hidayati (2016) stated that using the repetition drill gives a lot of benefits in practice. The first benefit is learners can produce a correct second language pronunciation. By having correct pronunciation, learners can have self-confidence in speaking the language in front of their peers. Learners' confidence is significant in improving their speaking ability. Giving every learner a chance to talk in the class increases their confidence (Christie & Listyani, 2018). The next benefit is motivating passive learners to be active and engage in class activities. When the learners are confident, they can be involved in the class activity (Cadiz-Gabejan, 2021). In addition, Nurhayati (2017) stated that self-confident learners would never give up on every problem they have.

Another benefit is repetition drill, or drilling repetition can make the learners remember

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the words in their long-term memory, which can be seen through the improvement in pronouncing the correct words in a second language (Sa'diah, Apriliaswati, & Novita, 2015). Repeating the phrase makes the learners remember them (Atikah & Rezki, 2018). Related to memory, Zhan et al. (2018) also explained that repeating the learning; it can make the learners remember it in their long-term memory. By recognizing the words in their long-term memory, the second language learners' speaking skills can be helpful for them wherever they are and after they finish their studies. They can use it for communication among people. Repetition drill is like the music teacher who teaches the learners about piano, guitar, or any other instruments because learning the music needs a lot of repetition in practice to make the learners remember it and improve themselves to go to the high level (Calissendorff, 2015). When the learners remember it in their long-term memory, we can see the learners can play the music without seeing the sheets of music or the music notation.

From the concept above, it can be seen that the drilling repetition provides benefits for second language learners. The class activity needs to be improved and modified so the learners can engage in an active class atmosphere.

Research Method

This paper employed qualitative research analysis and a descriptive method to discuss the finding. Ahmad et al. (2019) described that qualitative research analysis was the method that usually used words to explain the research rather than the number. Qualitative research method suited this paper because it gave extensive summarization and explanation to answer the research problem here. The research problem was analyzing the benefits of adopting the repetition drill in enhancing second language learners speaking ability. Using the qualitative research method, the writer could expand, explain the meaning, and get a lot of data to answer the problem (Hadiyati, Said, & Sugiarto, 2018). This paper also applied the descriptive method to describe the precise meaning of the data found in the finding (Seixas, Smith, & Mitton , 2017). The more accurate the result, the better it is for the reader and the following researchers.
O'leary (2017) stated that documentation was a technique that used documentation like texts which can be found in the form of articles, journals, books, films, photos or pictures, and others as the data sources to fulfill the research questions. This paper applied a qualitative method and collected the data; this research involved the documentation technique. The research instruments used for this paper were journals and books. The journals and the books can be found in the form of PDFs online or papers offline.

Some steps were applied in this paper when the writer collected the data. As the first step, the writer did a general observation of the issue and found the problem: the lack of second language learners' speaking ability. The writer then formulated the problem, which is how a drilling technique can be a solution for the lack of second learners speaking ability and its benefits. After that, the writer read some journals concerned with the problem and its answer. Next, the writer collected data using documentation techniques from related articles to proceed to the análisis step. In the next step, the writer analyzed the problem and applied the descriptive method to explain the finding of the research question. The last step was to make a conclusion or summary based on the result.

Results and Discussion

Result

It cannot be denied that second language learners may encounter some problems in learning a new language, especially in speaking. This ability demands not only mastering the vocabulary but also having self-confidence. Increasing speaking ability needs effort from both the teacher and the learners. The teacher needs to find and create an exciting atmosphere during the lesson. A reasonable and appropriate technique can boost the learners' confidence in speaking. One technique proposed in this article is a drilling repetition that can help the improvement of speaking ability in a second language.

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The drilling repetition technique targets the learners' hearing and speaking senses. This paper notes that the first benefit of the method is to provide learners an intensive practice in hearing and saying particular word phrases. The teacher can prepare a list of the words which relate to the topic, and the words later will be repeated by the learners, such as travel door alarm, digital luggage scale, LifeStraw water filter, USB solar charger, a pocket, picnic, and beach blanket, and other tools. The teacher can also provide several supporting materials to make the learners hear and say the words repeatedly in class, as can be seen from the illustration of the conversation below:

The teacher starts to play and describe a thing through the video and picture, for example, "travel door alarm", and showing the learners how to pronounce the words correctly.

Teacher : This is a travel door alarm that is helpful for the traveler in protecting themselves. It is to find out if someone suddenly enters your room when you are traveling alone. (The teacher repeats the explanation in simple sentences to make sure the learners know what the thing is. It is because sometimes, not all the learners can deal with what the video says. The repeated explanation from the teacher is helpful for the learners who have a problem understanding what the speaker says.) Let's repeat it together: ***A travel door alarm.***

Learner : ***A travel door alarm.*** (Students try to repeat the words)

After playing the video and showing the picture repeatedly, the teacher stays silent and lets the learners repeat the words. The teacher repeats the words several times to stimulate learners' sense of hearing. After that, the learners can practice pronouncing the words slowly.

After getting intensive practice in hearing and saying particular word phrases, the learners need to get immediate feedback. With the help of the teacher who corrects the learners' wrong pronunciation, the learners can finally say and pronounce the correct words, as can be seen below:

Teacher : What is it, A? (Teacher gives every learner a chance to say the words. Next, if the teacher hears the incorrect pronunciation, the teacher can repeat it with the correct pronunciation. Then, the teacher asks the learners to give a simple sentence from the word they said.)

Learner A : A trevel door alaram. (incorrect pronunciation)

Teacher : (Teacher repeats the correct words). ***A travel door alarm***. Let's hear the pronunciation through the voice record and then repeat it, A.

Learner A : ***A travel door alarm***.

Furthermore, the teacher can also write the words or use PPT to show the comments and ask the learners to pronounce the words correctly. The exact sound words also need more attention from the teacher to teach. There must be repetition and feedback if the learners mispronounce it. The teacher can go to the next level to test the hearing and speaking ability. The teacher can ask the learners to give simple sentences from the words they learned and repeatedly say them. The practice in the second language class can be seen in the dialogue below:

Teacher : (Shows the PPT of the words) Let's repeat the word after me. ***Ship***. ***Sheep***.

Learner A : ***Sep***. ***ship***. (incorrect pronunciation)

Teacher : (Showing the video about how to pronounce the word correctly, and the teacher will explain the words). Let's hear the video students. So we should pronounce them like the voice in the video. They are ***Ship*** and ***Sheep***. Let's repeat.

Learner A : ***Ship***. ***Sheep***.

Teacher : Good! Now every learner should make simple sentences with minimal 2 sentences

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by using the words that we have learned. The seven learners who want to perform first will get the additional point which can be used to add the point in your final exam.

Learner A : There is a ***sheep*** who cannot swim in the ocean. The man saw it from the ***ship*** and started to ask for help to save the sheep.

Teacher : Awesome, A. I will give you additional points for your final exam.

Providing the opportunity for learners to get immediate feedback helps them notice the correct form or pronunciation of a word or phrase. Later it makes the learners can pronounce words accurately and improve their self-confidence in speaking.

The teacher's assistance during the drilling repetition practice will improve the learners' confidence in speaking. The problem of not being confident in speaking the new language will be settled down. This benefit of being satisfied in speaking can be seen through their participation in the class. Another activity that can involve learners' active involvement in the class is drama performance. The teacher can use video or voice records to help learners listen and learn new vocabulary, such as a short conversation on YouTube about how to introduce yourself, and your family, how to apologize, and what kind of words you can choose to answer the apologies, and how to thank someone. The teacher applies the drilling repetition by replaying the video several times, letting the learners hear it, and giving them time to practice with their peers. After practicing it, the teacher can ask the learners to perform the drama in front of the class. We can see the example of the activity in the dialog below:

The teacher shows a short video of the conversation between two or more people. Then ask the learners to repeat the conversation. After letting the learners have a chance to repeat what the speaker says, the teacher can put the learners into a group. They can practice it intensively in the group. The number of learners in the group depends on how many speakers are in the video or recording voice.

Teacher : Today's video title is The Pursuit of Happyness which was taken from YouTube. Here is the link. This is not a long video but a short video with 2 minutes 59-second duration. There are three people here. They are the child whose name is Christopher, the father whose name is Dean Witter, also known as Chris Gardner, and Mr. Ribbon. I will put you in a group of three people and then practice it for 30 minutes and then we will practice it in front of the class. The group that wants to be the first to show it in front of the class will get the additional points. The additional points can be used for your final exam. If you get 80 and then because you are the first group with the correct speaking, you will gain 5 so 80 plus five equals 85.

Learner A : (After practicing in the group, he is practicing the conversation in front of the people. The conversation will be cut in this dialogue). Mr. Ribbon.

Learner B : Yes?

Learner A : How are you, sir? Chris Gardner. Dean Witter.

Learner B : Oh, hi. Hi.

Learner A : This is my son, Christopher.

Learner C : Hi.

Learner B : Hey, Christopher.

Discussion

When teachers apply the drilling repetition in the second language class, it gives some benefits to enhancing learners' speaking ability. The benefits of drilling repetition are providing learners with intensive practice in hearing and saying particular word phrases, which can help memorization and automation of common language patterns in adopting the drilling repetition to enhance second language learners' speaking ability. The teacher can choose a topic that can trigger learners' curiosity, which makes the learners fascinated by the words and easy to

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remember.

The supporting materials can be used in the class, such as pictures, videos, or voice recordings. The supporting materials, such as videos and voice recordings, function to make the learners understand how to pronounce the words correctly. It helps the process of intensive hearing for the learners. The teacher may show the pictures and videos to the class at the beginning of the meeting, perform how to say and pronounce the correct words, and then re-show and replay the images and the video randomly while asking the student to repeat the words after he/she said them. The technique of drilling repetition does not only assist the learners with intensive hearing but also with intensive talking. During this process, the teacher becomes passive and lets the students repeat the words that the learners have heard before. While intensive speaking, the learners must get immediate feedback from the teacher when they mispronounce the words.

Through intensive practice in hearing and saying particular word phrases that are provided in the explanation of drilling repetition above, it can help the learners to memorize the words. The learners become automatically engaged in common language patterns like knowing how to pronounce the words correctly, which are suitable for enhancing second language learners' speaking ability. The learners also can get immediate feedback from teachers to develop their speaking skills. The repetition drill occurs here when there is a repetition of the hearing and speaking during the teaching-learning process. The repetition of the teacher's correction helps the learners notice the correct form or pronunciation of a word or phrase. Repeating the video several times also helps the learners remember the correct pronunciation of words. Repeating speaking and correcting in the second language class can make the learners speak accurately in speaking the second language.

The short drama performed above also uses drilling repetition in which some words were repeated often. The words that are repeated often by the learners make them remember how to pronounce them. One effective way that helps the learners to practice pronouncing the words is through a speaking performance in front of the class. The learners get a chance to speak the words through a drama. The drama performance can stimulate the learners' confidence. Yuniwati et al. (2015) stated that short drama effectively develops learners' speaking ability and confidence. In practice, the drilling repetition can create self-confidence in every learner, which is good to motivate them to enhance their speaking ability in second language learning. Giving the learners additional points and compliments also triggers their enthusiasm for learning. It can improve their speaking ability if they are enthusiastic and enjoy the learning process.

Conclusion

Speaking is an essential skill in learning a second language. Based on the findings and discussion above, we can see how a drilling repetition technique can solve the problem of the lack of second learners' speaking ability through some activities provided by the teacher, such as describing the picture, pronouncing similar sound words, and performing the drama used in the second language class. During the activities, the repetition technique can be applied to help stimulate hearing, speaking, and memorization of long-term memory. Drilling repetition provides more significant benefits for the learners because it enables intensive hearing and speaking in the second language. The immediate feedback from the teacher in correcting the wrong pronunciation can also build the learners' self-confidence to talk with their peers. Moreover, getting a chance to be involved in every activity makes the passive learners more active in the class. After all, to enhance learners speaking ability and build a practical speaking class, applying this drilling repetition technique is a good idea.

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