
THE EFFECTIVENESS OF DRILLS AND REPETITIONS IN TEACHING ENGLISH PRONUNCIATION

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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

Introduction

Effective pronunciation has become a fundamental component of English language learning, especially for non-native speakers who aim to achieve communicative competence (Elmahdi & Hezam, 2020; Saito, 2021; Vančová, 2019). In the context of second language acquisition, pronunciation is pivotal as it lays the foundation for clear, intelligible and mutual interaction between people from different walks of life. Proper pronunciation allows learners to be understood as equals, reduces misunderstandings and conflicts arising from misinterpreting foreign dialects and fosters a more natural flow in conversations. As a result, this element enhances oral and somehow written communication which is essential for academic success, career progression, and social interactions as a whole in an increasingly globalized world. Particularly for non-native speakers, mastering these skills can significantly impact their confidence and effectiveness while communicating in English language, especially in environments where English is used as a medium of instruction and business.

Among the myriad instructional strategies available, drilling and repetition techniques have long been acknowledged as effective tools for improving language proficiency, particularly in relation to pronunciation. Because, these strategies are grounded in behaviorist theories of learning, ultimately emphasizing the role of practice, reinforcement, and habit formation in the learning process. According to Skinner's (1957) behaviorist theory, learning is primarily a process of conditioning, where repeated exposure and reinforcement help learners internalize new language structures and patterns.

Drill is a useful technique to introduce a new lesson and to familiarise learners with new concepts. Flashcards and quizzes can be used to execute a learning drill. A flashcard bears information in words or numbers while a quiz is a form of mind game in which the learners (as individuals or in teams) attempt to answer questions correctly. Both can also be used to consolidate or assess knowledge after finishing a certain section. Drill exercises can give the teacher immediate feedback about learners' understanding at each phase of lesson. Overall, a drill is a classroom technique to aid memorization by way of spaced repetition. Drills promote the acquisition of knowledge or skills through repetitive practice. But when it comes to the effectiveness of drills in pronunciation, drilling method acts as an effective way to improve pronunciation substantially. While practicing this strategy, learners acquire knowledge of ways how to reach correct articulation of sounds, stress patterns, and

intonation, which enhances their ability to produce foreign languages more naturally than ever before.

In language teaching, repetition is the strategic re-exposure to words, phrases, or structures, making them familiar to build neural connections, improve pronunciation, and embed them in long-term memory, moving them from short-term recall to automatic use, much like how children learn their first language through repeated hearing and speaking. It creates patterns, reinforces concepts, and builds confidence by allowing learners to practice skills until they become ingrained habits. These techniques align with the idea that repetition strengthens neural pathways in pronunciation, thus improving recall and fluency over time (Nation, 2022). Conversely, the implementation of these strategies enables instructors to guide learners toward greater precision and fluidity in language use—attributes that are crucial for effective comprehension and expression. Additionally, the techniques offer a scaffolded, structured approach designed to meet learners' intrinsic needs for regularity and deliberate practice, thereby fostering progressive language acquisition.

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

Literature review.

Around the world there is a sharp increase in the number of people intending to learn foreign languages, particularly English. Nevertheless, many enthusiasts struggle to produce more natural and error-free pronunciation while delivering a speech in English which not only compromises student's confidence and self-esteem but also leads to more complex language barriers. Ultimately, this may cause young people to lose interest in learning foreign dialects that have helped many individuals broaden their horizon and rectify their ingrained views.

Firstly, it is highly recommended to identify the differences between two languages; for example, English phonology includes sounds and stress patterns that do not exist in my native language Uzbek which makes it difficult for students to produce accurate pronunciation. Similarly, the syntactic structures and word formation rules of English can be

quite different from those of Uzbek, leading to complexities in both vocabulary acquisition and sentence construction. Furthermore, these challenges are bound to complicate matters due to limited opportunities for students to put whatever they have learned into practice in real-life contexts outside school hours, which is certain to restrict their exposure to authentic language use and hinders their ability to internalize linguistic patterns.

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

Results and discussion

The significance of this research lies in its potential to contribute to the broader discourse on language teaching methodologies, with a specific focus on the Indonesian educational context. As the demand for English proficiency grows in Indonesia for both academic and professional reasons, understanding the efficacy of various instructional techniques becomes essential for enhancing learning outcomes. By investigating how repetitive learning techniques, such as drilling and word repetition, can improve linguistic skills, this study aims to inform educators about the practical benefits of incorporating these methods into their teaching practices. Furthermore, the research underscores the importance of considering students' perspectives when designing language learning programs. By acknowledging the attitudes, motivations, and challenges students face in their learning journeys, educators can create a more adaptive and supportive environment that fosters greater confidence, increased motivation, and ultimately, improved language competence. This approach not only enhances students' language skills but also empowers them to engage with English more effectively in academic, professional, and everyday contexts. This study is guided by three key research questions: (1) What are students' perceptions of the

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

Conclusion:

The study highlights the significance of the drilling and word repetition techniques in enhancing English language learning, particularly in pronunciation, vocabulary acquisition, and overall comprehension. Students demonstrated a positive response to the use of these techniques, emphasizing their effectiveness in building confidence, fostering interest, and improving fluency. The findings suggest that repetitive practice not only aids in better pronunciation but also facilitates deeper understanding of grammatical structures and reading comprehension. This indicates the value of incorporating interactive and repetitive strategies into English teaching methodologies to make learning more engaging and impactful. While the drilling technique was widely acknowledged for its benefits, some challenges were also identified. Students noted difficulties in pronunciation due to the complexity of English vocabulary and occasional lack of confidence when performing in class. Despite these challenges, the corrective feedback provided during drilling exercises was viewed as an essential factor in boosting their self-assurance and competence.

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