

TEACHING VOCABULARY BY USING DRILLING TECHNIQUE

Firly Dwi Sabrina

Universitas Islam Al-Ihya Kuningan

Email: sabrinafirlydwisabrina@gmail.com

Article Info	Abstract
Artikel Masuk: 15 Januari 2026 Artikel Review: 21 Januari 2026 Artikel Revisi: 25 Februari 2026	Vocabulary mastery is very important for learning a foreign language, but the forgetting curve, or the phenomenon of forgetting, often becomes a major obstacle for students. The aim of this study is to determine how effective drilling techniques are in helping students retain their English vocabulary. This research was conducted using a qualitative approach and a descriptive study approach. A literature analysis of various scientific journals and relevant articles was carried out. The results of the review indicate that habituation or habit formation can improve students' vocabulary and long-term memory through systematically and variably conducted drilling techniques. The study found that the teacher's role as an instructor is crucial in creating short but repetitive exercises to prevent fatigue. According to this research, washing techniques can be used to create a more interactive learning experience.
Keyword:	
Drilling; Vocabulary; Teacher and Student	

Introduction

In today's modern world and in an era of highly diverse curricula, the primary foundation for students when learning a foreign language, such as English, is mastering vocabulary. Vocabulary is a collection of words used in certain activities, speaking, explaining, and expressing art or actions (Jomaa et al., 2025). This is because vocabulary serves as the basis for all language skills in understanding how words correspond to real-life or everyday situations (Halitopo et al., 2025). Vocabulary can be a bridge to language use and can accelerate the process of mastering fluency in the language. It is clear that vocabulary is very important in language learning. Several studies in both first language (L1) and second language (L2) have indicated that vocabulary knowledge is one of the best predictors of reading ability and the capability to obtain new details from texts (Hamzehlou et al., 2025). A broad understanding of vocabulary will make it easier for students to express ideas accurately, communicate fluently, and support understanding and increase confidence in social situations and, of course, in academic settings. Among the many learning techniques in the field of education, there is one method that has long been proven to be effective for students' understanding and skills. This technique can involve repeated practice of certain materials or tasks, such as practicing math problems or memorizing words in language practice like English. To understand this learning theory, we can refer to the learning theory of Edward Thorndike (1876-1949), an American psychologist who specialized in behaviorism and was one of the leading figures in educational psychology, who proposed learning as the process of forming connections between stimulus and response through experience. Thorndike conducted a classic experiment on animals, for example, cats in a "puzzle box" to test the development of

three main laws of learning: the law of effect, the law of exercise, and the law of readiness. Among the three, the Law of Exercise is very relevant to the drill technique, because this law states that there is a strong connection between stimulus and response through practice and repetition (Pathrose, 2022). In other words, the more often an action is repeated, the stronger the bond becomes, making it easier to produce the same response in the future. The drill technique is one of the appropriate techniques for addressing problems in students. This technique has been proven to be the most effective method and has a significant impact on students' language abilities.

Ebbinghaus, one of the pioneers of experimental psychology from Germany, revealed that new knowledge is easily lost if it is fragile and memory quickly fades without repetition. His forgetting curve phenomenon illustrates that within a matter of days, students' memory can decline by 10 to 20 percent of what they first learned (Ihsani et al., 2025). Without deliberate follow-up efforts to reinforce memory, it may be lost if not reviewed. This means that students have a fleeting memory, losing what they have learned immediately after learning and then slowing down or perhaps only retaining the content of the teaching material. According to Farjami, F (2023), learning a foreign or second language at different levels of proficiency involves the acquisition of a large number of words. Language learners look for effective ways to increase opportunities for retaining new words in long-term memory, but forgetting is a common problem (Farjami & Instructor, 2023). However, most students have problems remembering in long-term memory. Students tend to only check the meaning of words in a dictionary at random without any context, resulting in superficial understanding and rapid forgetting, thus rendering learning strategies suboptimal and It should be remembered by prospective teachers that they need to manage their emotions well in the context of teaching and learning in the classroom (Lakesan, Olusji Godoy & Méndez-alarcón, 2025). One effective technique for overcoming this problem is drilling or repetition, which has been proven to be the most appropriate technique and has a significant impact on students' language skills (Hidayat et al., 2022). This technique is presented as a valuable tool for acquiring vocabulary, emphasizing repeated practice to reinforce basic skills such as vocabulary and to enhance cognitive competence and bilingual learning, including memory, particularly in language lessons (Safrocin et al., 2024).

Students can play an active role because they are directly involved in the lesson, the benefit being that students will be interested in the lesson or material. In addition to increasing their vocabulary, it can also stimulate speaking skills because they practice directly according to the teacher's instructions. According to Sardiman in Hastensi, the word “drill” comes from English, which means repeated practice or “trial and error” or routine procedures (Hastensi, 2023). This research is supported by literature studies that state that in foreign language learning, students often face obstacles in the process. The repetition technique carried out by the teacher in early childhood learning guides and checks the correct pronunciation of vocabulary as well as fluency in speaking the language. In its implementation, drilling is done by having the teacher or tutor provide a

model in the form of words or phrases, which the students then repeat. This process is repeated multiple times until the students achieve the desired results in pronouncing vocabulary correctly.

Research method

This study uses qualitative methodology in descriptive studies. Qualitative research is an approach to the object of investigation, and the findings are in the form of meaningful sentences that explain the understanding and analysis without using numerical calculations (Leksono et al., 2022). In the same way, by examining several scientific journals and previous research articles related to drill techniques in language learning among young students. Thus, the main sources used were several research articles related to the theoretical basis of drilling, the steps and conceptual foundations in English language learning.

The literature method chosen was able to provide a conceptual understanding of the theory and practice of using the drilling method in the context of language learning for young students. The analysis was carried out by identifying the theoretical basis of drilling from previous articles with the suitability of the language teaching structure. Thus, the information collected was synthesized to draw conclusions about the potential of the drilling strategy based on the discussion in the relevant literature. In this literature study analysis, several steps were taken, involving keyword searches in scientific data such as Google Scholar, DOAJ, Semantic Scholar, and ResearchGate. Sources were selected based on topic relevance and author credibility, and the review results were classified based on concepts and findings: Drilling Theory, Learning Strategy Steps, and Conceptual Approach Results.

Result and discussion

The analysis results indicate that the application of drill techniques in English language learning significantly enhances students' ability to form basic words, contributing to success in listening, speaking, reading, and writing (Swyny et al., 2023). These research findings align with Edward Thorndike's Law of Exercise, which posits that repetitive stimulus-response actions in repeated methods can strengthen neural connections, thereby facilitating automatic responses. Therefore, it can be stated that this technique not only addresses students' memory weaknesses in basic bilingual skills but also supports overall behaviorist learning, with practical implications for language teachers to integrate it into classroom teaching and learning processes. The word drill (Practice) means an activity or exercise that is repeated over and over, aimed at enabling students to master their motor skills. Through this exercise, students are not merely memorizing word for word, but it encourages them to sharpen their intellectual abilities, making it an effective means to expand their ways of thinking and analytical skills as young students. The teacher's role as an instructor to succeed in this method requires attention to the steps or procedures that will be carried out in learning. The steps in the drill method according to (Prayogo, 2022) are as follows: 1. First, before the practice

begins, the teacher must instill a deep understanding in students about the meaning, purpose, and usefulness of this exercise for the students' life and future. Therefore, students have intrinsic motivation and complement the competencies they have already received. This practice does not require complex reflective consideration during its implementation, especially for material that is fast psychomotor in nature, such as memorizing, calculating, or performing physical movements, and it prioritizes processes that are crucial for skill mastery, thereby reducing ineffective energy and time wastage. 2. In short, at this stage, the focus shifts to the students' psychological aspect, meaning that the practice emphasizes quick movements or tasks, and the speed parameters can be increased according to the allotted time. This practice is better carried out in short but frequent sessions to prevent physical and mental fatigue and to avoid boredom that can affect learning outcomes. Therefore, the teacher's role is crucial in creating a varied and enjoyable learning atmosphere to foster students' enjoyment, making it more effective in developing their skills. 3. At this stage, it is important to ensure that each student achieves the learning targets; teachers are not encouraged to demand perfection from them. Providing constructive feedback is very important to strengthen and refine students' ability to respond in various learning situations. This allows for personalized supervision that takes into account their diverse talents and the learning pace of each student so that each individual can develop according to their unique capacities.

Thus, the role of educators is crucial in the development of each student. (Ali & Ahmad, 2023) stated that teachers, as motivators and provisional guides for their students, can enhance the quality of the institution, It can be concluded that the role of a teacher as a motivator is a key to learning success, and direct mental support will be directly proportional to the achievements of students and association. Which has been proven effective can make students actively engaged in learning experiences, interactions, and collaboration (Din et al., 2024) in enhancing vocabulary and supporting behaviorist theory (Dewi et al., 2025) , For example, in a class learning a foreign language, beginner students often face unique challenges when there is linguistic diversity for the first time, and this is where the role of varied techniques is very necessary to bridge their understanding of these language differences. This drilling technique not only affects each individual but can also have an impact on the team or collective (Auhari et al., 2025). With the implementation of this method, it will serve as a pillar of success for all young students, aimed at producing graduates who are independent, innovative, and excellent.

Based on the results of the library studies highlighting the differences in individual student characteristics, it proves that this technique is able to provide a significant positive impact, especially in strengthening students' self-confidence when interacting in the classroom. This drill technique in vocabulary training does not have a positive impact on vocabulary acquisition; students are more likely to require changes in learning techniques over time because they process too much repetition and structure, which ultimately makes it more difficult for them to engage with and practice new vocabulary (Hafiz et al., 2022). Therefore, to achieve this goal, it is necessary for teachers to master several varied

techniques that can be implemented in the classroom to enliven the classroom atmosphere, allowing students to enjoy the learning process as it takes place. There are many diverse learning methods to ensure that students do not feel bored or encounter monotony. One of them is the drilling technique, which encourages students to engage actively and serves as a means for them to participate in problem-solving. Through the variative techniques applied by the teacher, students can easily master reading, listening, and speaking skills, which, as stated (Marlina et al., 2022) are the key for students to express their own.

Conclusion

The implementation of a systematic drilling method has been theoretically proven to help students overcome the problem of 'forgetfulness' and achieve automation of language skills, both in cognitive and psychomotor aspects. Literature studies indicate that the strategy not only strengthens long-term memory but also contributes to character building, courage, and their thinking abilities. With structured repetition exercises, vocabulary is not merely understood superficially but can be applied in various daily activities and classroom learning contexts. The success of this method depends on the role of a prospective teacher or teacher who has the ability to create a varied learning environment to keep students motivated

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