


## Improving Speaking Skills of Santri through Drilling Technique and Cinema Therapy in Group Counseling of Bakmin Program

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### ABSTRACT:

The purpose of this research was to find out the Improving Speaking Skills of Santri through Drilling Technique and Group Counseling, that was Cinema Therapy technique of Bakmin Program at Boarding School Wali Songo Sukajadi. The researchers used classroom action research. The data collection technique used observation, test, and documentation study. The research findings showed that Students speaking ability improved by using repetition drill from the cycle to cycle. At the first cycle, the writer did not get the students to score. The second cycle was 68, 75, and the last cycle was 80,08. In the first cycle, the writer did not get the students to score because there were some problems that happened in this cycle. Through the second cycle, the competence of students is gradually increased. In the last cycle, students showed significant progress to the result. It gave the writer a substantial that the speaking ability improved.

**KEYWORDS:** Speaking Skill, Cinema Therapy, Drilling Technique

### INTRODUCTION

English is the international language, international English is the concept of the English language as a global means of communication in numerous dialects, and also the movement toward an international standard for the language<sup>1</sup>. Language exists in two forms, the spoken and the written. We had been treating this subject a generation ago; we would probably have put writing a head of speaking. But the "new" language teaching methods introduced during and immediately following, the Second World War have let us to change our order of priorities, and this present-day emphasis on the spoken form of the language is now reflected in our testing as well as our teaching of second language.

Speaking is one important aspect in communication. Because in speaking involves two people or more as a speaker<sup>2</sup>. When we are speaking, particularly informally, we very rarely speak in complete sentences of the kinds that are typical in the written language. Speaking is an activity involving two or more people which whom the participants are both the listeners and the speakers having to act what they listen and make their contribution at high speed and to communicate and giving information. While to another expect, "Speaking is one of the most difficult aspects for

<sup>1</sup> Peter Trudgill and Jean Hannah, "International English : A Guide to Varieties of English around the World," 2013.

<sup>2</sup> John H.L. Hansen and Taufiq Hasan, "Speaker Recognition by Machines and Humans: A Tutorial Review," *IEEE Signal Processing Magazine* 32, no. 6 (2015): 74–99, <https://doi.org/10.1109/MSP.2015.2462851>.

students to master. This is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communication with”<sup>3</sup>.

From the data preliminary study of Bakmin Program at Boarding School Wali Songo Sukajadi above, the researcher saw the students feel bored and indolent when they learn English and assume that English is difficult. Conventional strategy is making the students passive because it does not interest, and can't motivate the students. Beside it the teaching speaking should be making student become active to achieve the goal. So the teacher has to solve that problem.

Based on the research in motivating students to speak, teacher should find out some strategy that can attract the students' motivation and interest, especially in speaking skill. If the students interested in what they do, they will enjoy their teaching learning process and more understand about material given, but in fact, there are some kinds of speaking strategy. But the teacher does not choose and use on of the effective strategies in speaking. From the statement above the researcher concluded speaking is on of the ways that natural to communicate in daily activity, and speaking can be increased by practiced independently.

One way to effective students speaking skills the students have to be more active that the teacher and the students also have to be confidence<sup>4</sup>. It can be tried through each one teaches one technique. Drill technique is seen as an effective technique because by drilling, students will be easier to remember and learn; since the more often English is repeated, the stronger the habit and the greater learning will be achieved<sup>5</sup>. This technique has been used in teaching foreign language students for decades. Drilling gives students the opportunity to practice pronunciation, grammar or language structure once after they hear the teacher or media as a model by repeating it several times. It is hoped that this technique will be the appropriate technique that can improve students' speaking skill as well as their achievement<sup>6</sup>.

The reason why the researcher conducts the research is “drilling technique practicing with some property in the class will be the most interesting one for the students.” When the students take out speech, actually they get more freedom. So that in the drill performance technique, the researcher believes that the opportunity to speak will make students more creative in expressing their character. During the performance students will give their attention because sometimes movements have to be guessed. This season also can entertain students like exhibition showing.

Many researchers have conducted the research about drilling technique. There are researchers analyzed drilling technique. Those researchers presented similar topic but they observed or viewed from different aspect. Recently studies have reported, Ida Yohaidah, conducts research about “The Use of The Drill Method to Improve Learning Outcomes Ability to Wear a Button Shirt on students with Intellectual Disabilities”<sup>7</sup>. The results showed that the use of the drill

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<sup>3</sup> Seth Amoah and Joyce Yeboah, “The Speaking Difficulties of Chinese EFL Learners and Their Motivation towards Speaking the English Language,” *Journal of Language and Linguistic Studies* 17, no. 1 (2021): 56–69, <https://doi.org/10.52462/jlls.4>.

<sup>4</sup> Gaya Tridinanti, “The Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang,” *International Journal of Education and Literacy Studies* 6, no. 4 (2018): 35, <https://doi.org/10.7575/aiac.ijels.v.6n.4p.35>.

<sup>5</sup> Mohammad Fikri Nugraha Kholid, Hery Yufrizal, and Patuan Raja, “Improving Students Speaking Ability Through Drill Technique,” *Rasional Dan Elemen Perubahan Kurikulum 2013* 3, no. 1 (2014): 1–9.

<sup>6</sup> Budhi Astu Okta Widhi Atmi and Kadek Agus Jaya Pharhyuna, “Improving Speaking Skill By Using Drill Technique At the Tenth Grade Students of Smkn 1 Singaraja in Academic Year 2018/2019,” *Jurnal IKA* 16, no. 2 (2019): 106, <https://doi.org/10.23887/ika.v16i2.19830>.

<sup>7</sup> Ida Yohaidah, “The Use of The Drill Method to Improve Learning Outcomes Ability to Wear A Button Shirt on Students with Intellectual Disabilities,” *Jassi Anakku* 22, no. 1 (2021): 1–8, <https://doi.org/10.17509/jassi.v22i1.39539>.

method can improve the ability of learning outcomes to wear button-down shirts in intellectual disabilities children, this happens because the method used is the drill method. This assessment has an impact on students' abilities based on the results of quantitative data calculations, there is an increase in the ability to wear button-down shirts, the use of the drill method can be applied to improve the ability to wear button-down shirts in students with intellectual disabilities, which can be used by teachers in the learning process.

Other studies reported, Yusuf Hidayat Ani Herniawati, Nu'man Ihsanda<sup>8</sup>, conducts a research about "The Use of Drilling Technique to Teach English Speaking to the Early Childhoods: A Descriptive Study". The purpose of this study is to know the development of video scribe in improving short story writing skills of Tenth Grade Students at SMAN 1 Tangerang Regency. The type of this research is developmental research (R&D). Therefore, the teacher can use Video Scribe to improve students' ability on writing. Equally, most of the research showed that Video Scribe can use to teaching English process. This research aims to know how developing let's write English to teach writing of 8th grade students of SMP Ma'arif 1 Metro using video scribe.

The reason researcher doing the research in MA Bakmin Program at Boarding School Wali Songo Sukajadi, because the researcher found out some problems related to the instructional activities in this school. These entire problems happened because the teacher does not use appropriate strategy in teaching material. Usually the teacher using a more conventional way<sup>9</sup>. The researcher uses Drilling Technique performance to facilitate students in knowing the content of scenario and position based on the role play, so that students find it easier to learn the skills of speaking and gives them more exercises to communication. Furthermore, it make English subject is very useful and interesting, in order that the important of strategy is to make the process of learning enjoyed and active to learning English it make Drilling Technique different that other strategy. Hence, the aim of this study was (1) to find out whether the use of Drilling Technique in teaching English improve the santris' speaking ability or not. (2) To find out how the teaching-learning process is when Drilling Technique is applied in the speaking class. (3) To find out the strengths and weaknesses in using Drilling Technique in the classroom practice.

## Literature Review

Speaking is one of the four skills in English that need to be mastered by everyone because by speaking, one is able to convey meaning, express feeling, give opinion, etc<sup>10</sup>. On the other hand, speaking is a speech production that becomes a part of daily activities which involves interaction. It means that if one able to communicate well he or she will be able to interact with the society, go to many places without having any obstacles. Moreover, speaking is thinking of what one wishes to say, choosing the right words from our vocabulary, putting the words in proper grammatical framework, communicating the feeling we have. On the other hand, speaking is a manifestation learning of language, because usually someone who is learning a language hopes to be able to speak by using the language which is learnt. The competence of speaking can indicate another competence of

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<sup>8</sup> Yusuf Hidayat, Ani Herniawati, and Nu'man Ihsanda, "Use of Drilling Technique to Teach English Speaking to the Early Childhoods: A Descriptive Study," *Journal Corner of Education, Linguistics, and Literature* 2, no. 1 (2022): 73–80, <https://doi.org/10.54012/jcell.v2i1.66>.

<sup>9</sup> Yaoran Li et al., "Predicting High School Teacher Use of Technology: Pedagogical Beliefs, Technological Beliefs and Attitudes, and Teacher Training," *Technology, Knowledge and Learning* 24, no. 3 (2019): 501–18, <https://doi.org/10.1007/s10758-018-9355-2>.

<sup>10</sup> Julfikar Nurdin, "Students' Speaking Ability Awareness: A Qualitative Study at Zawiyah English Club Iain Langsa," *JADEs Journal of Academia in English Education* 2, no. 1 (2021): 44–70, <https://doi.org/10.32505/jades.v2i1.3220>.

language skills, but it does not mean all the language skills are observable, at least one of them is speaking.

Therefore, speaking is so much a part of daily life that we take it for granted<sup>11</sup>. So, speaking is form of communication to express what a speaker needs. We now know that speaking is much more complex than this and that it involves both a command of certain skills and several different types of knowledge. Meanwhile, drill technique is the technique to language learner build up a statement by adding a word or phrase Drill is a technique which has been used a long time ago in foreign language classroom. It is derived from Audio Lingual Method which uses drill as the main technique in language teaching which emphasis on repeating structural pattern through oral practice.

In repetition drill technique the students repeats an utterance aloud as soon as he has heard it. The utterance must be brief enough to be retained by the ear<sup>12</sup>. In addition, Paulston and Bruder say that there are three classes of drills; mechanical, meaningful and communicative<sup>13</sup>. Repetition drill have similar definition with communicative drilling. In repetition the students focused on what they heard by ears and communicative drilling is only focus on what is said rather than on how it is said<sup>14</sup>. Those drills can be distinguished from each other if they are analyzed in terms of expected terminal behavior, degree of response control, type of learning process involved, and criteria of the selection of utterance response.

## METHODS

In this study, the type of research method used is classroom action research. The data in this research are 36 students at Bakmin Program of Boarding School Wali Songo Sukajadi Bumiratu Nuban Central Lampung). The researcher used simple random sampling by taking the Boarding School Wali Songo students. In this study, data were obtained through two sources, namely primary data and secondary data. Primary data is data obtained directly from research subjects, consisting of Boarding School Wali Songo Sukajadi Bumiratu Nuban Central Lampung. As for secondary data, namely data obtained by researcher to support primary data, which consists of theories about ethnicity, books related to learning English and report results both while in the research field, and in other places. both offline and online for the current situation as well as documentation that has relevance in this study. In this, the researcher collected data through observation, test, and documentation, after that the researcher retells the data which had been analyzed in the form of conclusion.

## RESULT AND DISCUSSION

### The First Cycle

The first cycle was conducted on 4<sup>th</sup> to 5<sup>th</sup> of April 2023. In the first meeting, the teacher started the teaching-learning process by giving brainstorming before explaining about the materials. The researcher asked them some question dealing with the topic. The researcher also helped the students in understanding the materials that were used as the learning topics by the researcher for the students to guide their pronunciation and helping them to understand the difficult words in it.

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<sup>11</sup> Mirkovic B et al., "Decoding the Attended Speech Stream with Multi-Channel EEG: Implications for Online, Daily-Life Applications.," *Journal of Neural Engineering* 12, no. 4 (2015): 46007, <https://pubmed.ncbi.nlm.nih.gov/26035345/>.

<sup>12</sup> André Gide, "Teaching Listening and Speaking," *Angewandte Chemie International Edition*, 6(11), 951–952. 3, no. November (1967): 5–24.

<sup>13</sup> Charles H. Blatchford, Christina Bratt Paulston, and Mary Newton Bruder, "Teaching English as a Second Language: Techniques and Procedures," *TESOL Quarterly* 11, no. 3 (1977): 320, <https://doi.org/10.2307/3586029>.

<sup>14</sup> Blatchford, Paulston, and Bruder.

The researcher drilled the students in the material. The researcher drilled the students for several time in the order they could pronounce it correctly. In the second meeting, the researcher taught about preposition, besides that the researcher explained the purpose and structure of to the students. Explained the part of the proposition in more detailed with the detail example.

### The Second Cycle

The second cycle was conducted on 12<sup>th</sup> and 14<sup>th</sup> of April 2023, and in this cycle, the students were seen to be enthusiastically involved in the teaching-learning process. The second cycle consisted of two meetings. The first meeting was for repeating the teaching and learning process about the last meeting before. At the second meeting was for assessing student's performance after doing the drilling. The researcher gave brainstorming to the students before starting the lesson by showing the picture in the book and asking some questions related to the topic in the picture. After the researcher told the learning objective of the meeting, the researcher then calls the students one by one to asked some question to tell the preposition or place of the things in the picture and the students have to answer the question orally. Besides that, the researcher then gives a written task about the topic to tell the places of many things in the classroom (5 things) by using preposition words. After that, the researcher checked the answer about the preposition words in the student's task. Most students did a good performance. Finally, the teacher got the student's score from their performance, and the result see table 1.

Table 1. Students Score in Second Cycle

No	Students' Name	Total Score
1	ZZA	62,5
2	ZZB	62,5
3	ZZC	75
4	ZZD	50
5	ZZQ	75
6	ZZW	75
7	ZZE	62,5
8	ZZR	75
9	ZZT	87,5
10	ZZU	62,5
11	ZZI	75
12	ZZO	75
13	ZZP	62,5
14	ZZS	75
15	ZZF	75
16	ZZG	50
17	ZZH	75
18	ZZJ	62,5
19	ZZK	50
20	ZZL	75
21	ZZX	62,5
22	ZZV	75
23	ZZN	75
24	ZZM	62,5
25	XXA	87,5
26	XXW	75
27	XXE	75
28	XXR	50
29	XXT	75
30	XXY	75

31	XXU	62,5
32	XXI	62,5
33	XXO	50
34	XXP	87,5
35	XXS	62,5
36	XXS	87,5
Total Score ( $\Sigma X$ ) 2.487,5		

To measure students' individual score:

$$X = \frac{FS + PS}{2}$$

Note:

Fluency Score (FS) = total point x 25

Pronunciation Score (PS) = total point x 25

To measure students' mean score:

$$M = \frac{\Sigma X}{N}$$

Note:

M = the students' mean score

$\Sigma X$  = the sum of students' score

N = the number of students being observed

$$M = \frac{\Sigma X}{N}$$

$$M = \frac{2.487,5}{36} = 69,10$$

From the students mean score above, we can classify that the students are in a good category. From the table above, we can see that there are 20 students passed from the standard score. It can be said that the plan that the researcher made work well. So, we can see the class percentage based on KKM below:

$$CP = \frac{GM}{N} \times 100$$

Note:

CP = Class Percentage

GM = the Number of students get 70 and above

N = the number of a student being observed

$$CP = \frac{20}{36} \times 100 = 55,56 \%$$

Based on the data above, the plans that had been made was unsatisfactory. The researcher hoped that the number of students pass would increase in the next meeting.

### The Third Cycle

The third cycle was conducted on 16<sup>th</sup> and 17<sup>th</sup> April 2023. Same as the previous cycle, the first meeting was for the teaching-learning process, and the second meeting was for assessing students performance. At the first meeting (April, 17) the researcher did brainstorming to the students before starting the lesson by showing the different picture and asking the same question related to the picture. The students were also asked to really keep their attention to all of the activity in drilling. The researcher asked the students about the difficulties that they got in the process of teaching and learning and gave them motivation, for example, asking them to be ready and should not delay their turn to perform like the previous meeting. The student's performance was held on April 18. Before the test was started, the researcher motivated the students to perform well and better than before and reminded about two aspects that would be scored from their performance. Each student then took his/ her turn to perform in front of the class. In this cycle, most of the students performed much better than the previous performance. The number of students who had a problem with fluency and pronunciation was decreased.

Table 2. Students Score in Thrid Cycle

No	Students Name	Total Score
1	ZZA	75
2	ZZB	75
3	ZZC	62,5
4	ZZD	62,5
5	ZZQ	62,5
6	ZZW	62,5
7	ZZE	75
8	ZZR	75
9	ZZT	62,5
10	ZZU	87,5
11	ZZI	87,5
12	ZZO	87,5
13	ZZP	87,5
14	ZZS	87,5
15	ZZF	87,5
16	ZZG	87,5
17	ZZH	87,5
18	ZZJ	87,5
19	ZZK	87,5
20	ZZL	87,5
21	ZZX	62,5
22	ZZV	75
23	ZZN	75
24	ZZM	75
25	XXA	75
26	XXW	75
27	XXE	75
28	XXR	75
29	XXT	75
30	XXY	87,5
31	XXU	87,5
32	XXI	87,5
33	XXO	87,5
34	XXP	87,5
35	XXS	87,5
36	XXS	87,5
Total Score ( $\Sigma X$ )		2.875

Students mean score in Cycle 3 = 79,86

There were 10,76 points increasing from the students speaking ability. Based on the table, there were 29 students passed from the standard score. It can be said that the plan worked well. The class percentage based on KKM as follows:

$$CP = \frac{GM}{N} \times 100\%$$

Note:

CP = Class Percentage

GM = the Number of students get 70 and above

N = the number of the student being observed

$$CP = \frac{29}{36} \times 100\% = 80,56\%$$

Based on the data above, it can be said that the plan worked well and prosperous. Discussion This research used classroom action research. It was conducted in three cycles. From the research finding above, it could be seen that the students speaking ability improved from the second cycle. At the first cycle, there was no test score could be taken, because, on the first cycle the researcher

was doing the learning process about the material. Because of that, the researcher did some changes in the plans from the next cycle. In the second cycle, the students are seen to be enthusiastic about involved in the teaching learning process, although there were some students still made an error in pronouncing some words in drilling. The Description of Implementation of Group Guidance Services using the Cinema Therapy Method. The stages of implementing group guidance services using the cinema therapy method include.

Formation stage: is the beginning of group guidance activities before entering the transition stage. At the level of formation of leaders the group opens the activity first and the group leader introduces himself and the leader asks the group members too introduced himself by speaking English after that the leader explained the meaning group guidance cinema therapy method and the purpose of group guidance cinema therapy method, explaining the methods and principles of group guidance cinema therapy methods, special techniques and warm-up games or familiarity.

Transitional stage: is the stage where group guidance activities will be carried out by the group leader. The group leader explains the activities to be carried out in the group guidance. The cinema therapy method focuses on daily expression conversations, learning experiences, introductions, etc. Activity Stage: is the essence of group guidance by the Group Leader, the Group Leader to discuss the topic of the task and is free to the group member participants. At the activity stage the group leader spares the group members a film or video and watches the video together. After the film or video is shown, the group leader asks the group members to participate in the film or video shown by the Group Leader. In the closing stage the Guidance and Counseling Teacher asks participants to conclude the results of the activities that have been carried out.

Evaluation Phase: is the last stage before the Group Leader and Group Members leave the implementation of group guidance Group Leaders and Group Members. Then, the researchers drilled the words several time until they declared it well. So that in the performance session there were 20 students got the score 70 or above. It means that there were about 55,56 % of students in the class achieved the minimum standards score. While in the last cycle, the students keep interested in the teaching-learning process, and they were repeated after the recorder seriously. So that the error in pronunciation could be minimized and most of the student's performance was getting much better than the previous one. There were 29 students got 70 or above, or it can be said that the percentage of the well-performed students increased became 80,56%. Students showed their significant progress in the third cycle. They were brave and had the confidence to come in front of the class. Repetition drill made students more interested in the lesson.

## **CONCLUSION**

Students speaking ability improved by using repetition drill from the cycle to cycle. This was proved by the result of the mean score and the result of the observation. At the first cycle, the writer did not get the students to score. In the first cycle, the writer did not get the students to score because there were some problems that happened in this cycle. The problems were an unclear explanation, the length of the text for teaching material, the speed of the audio record, and others. The writer and collaborator planned to make the next cycle. Through the second cycle, students competences step by step were increased. Students speaking result was excellent. There were 18 students passed. Next, the writer and collaborator continued with the last cycle. In the last cycle, students showed significant progress to the result. It gave the writer a substantial that the speaking ability improved. Students fluency and pronunciation aspect on the students of Bakmin Program at Boarding School Wali Songo Sukajadi in academic year 2022/2023.



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## AUTHOR CONTRIBUTION STATEMENT

All authors contributed in the preparation of the manuscript of this article, all authors have read and approved the final manuscript.

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