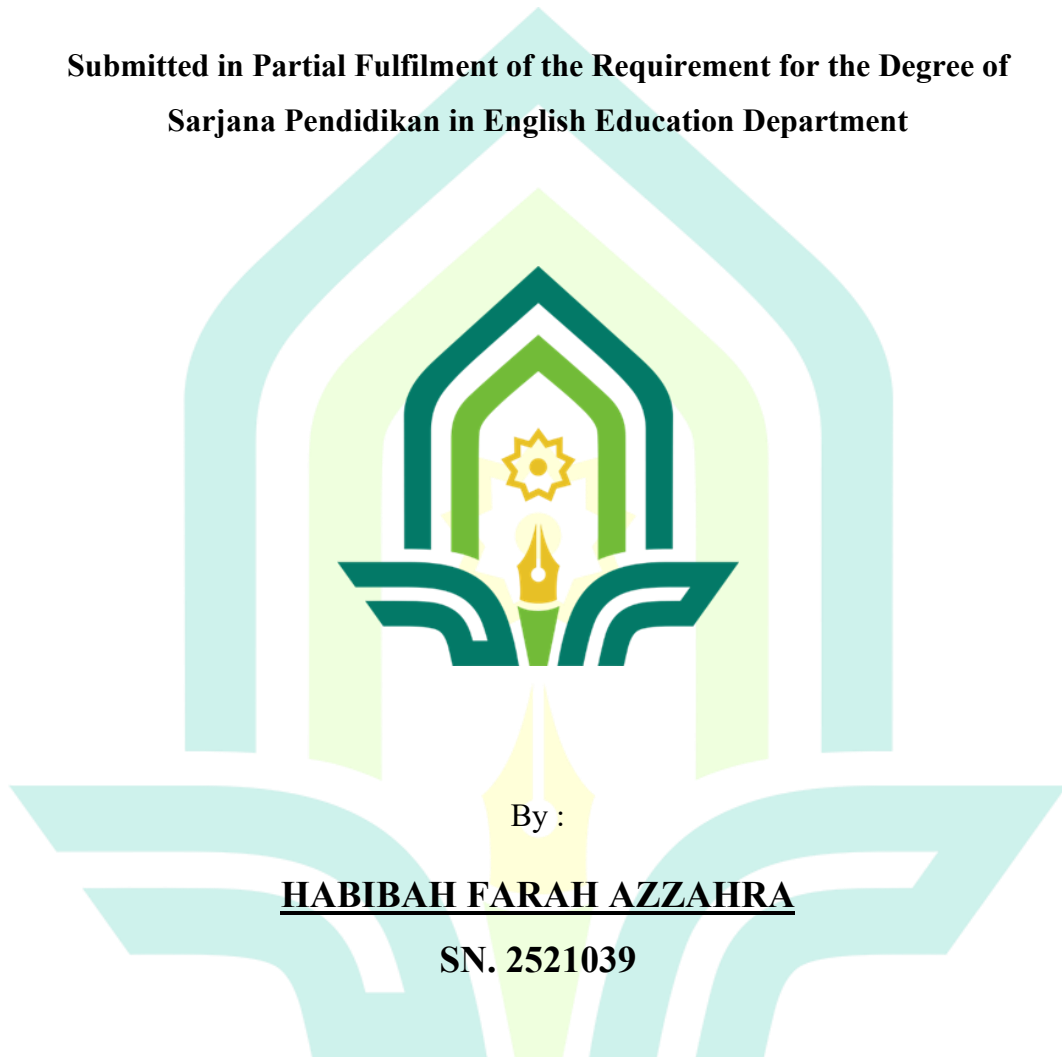


**INVESTIGATING NON-EFL LEARNERS'
EXPERIENCES IN LEARNING VOCABULARY
THROUGH THE DRILLING REPETITION
TECHNIQUE**

A THESIS

**Submitted in Partial Fulfilment of the Requirement for the Degree of
Sarjana Pendidikan in English Education Department**



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
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By :

HABIBAH FARAH AZZAHRA

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2025**

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Ketua Program Studi Tadris Bahasa Inggris

di

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Assalamu'alaikum Wr.Wb.

Setelah diadakan penelitian dan perbaikan seperlunya, maka bersama ini saya kirimkan naskah skripsi saudara :

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Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H Abdurrahman Wahid Pekalongan untuk diajukan dalam sidang munaqasah.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

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Has been examined and approved by the panel of examiners on Tuesday, 8th July 2025 as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

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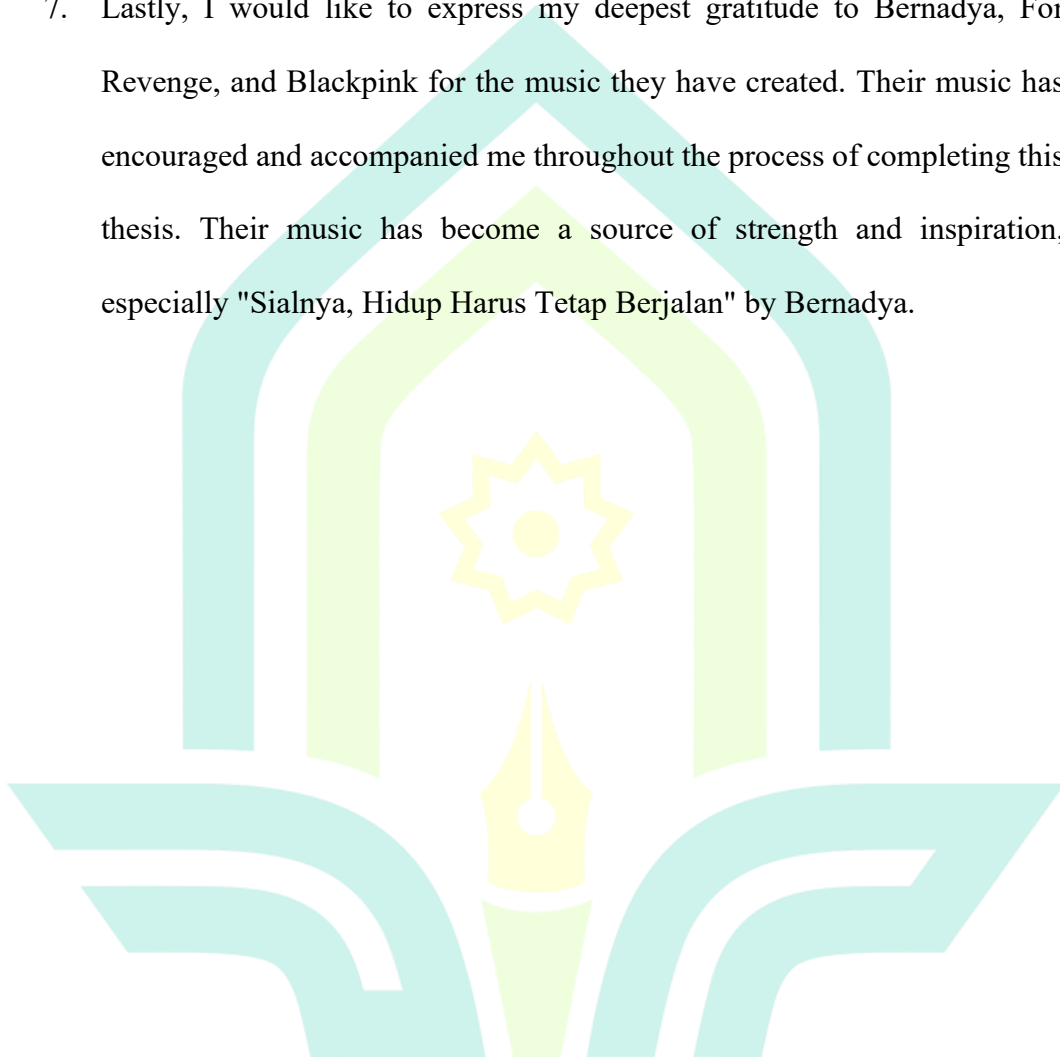
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Praise be to Allah, the Cherisher and Sustainer of the worlds, my thesis becomes a reality, and I have received many kinds of support from many individuals. Therefore, I would like to extend my sincere gratitude to all of them.

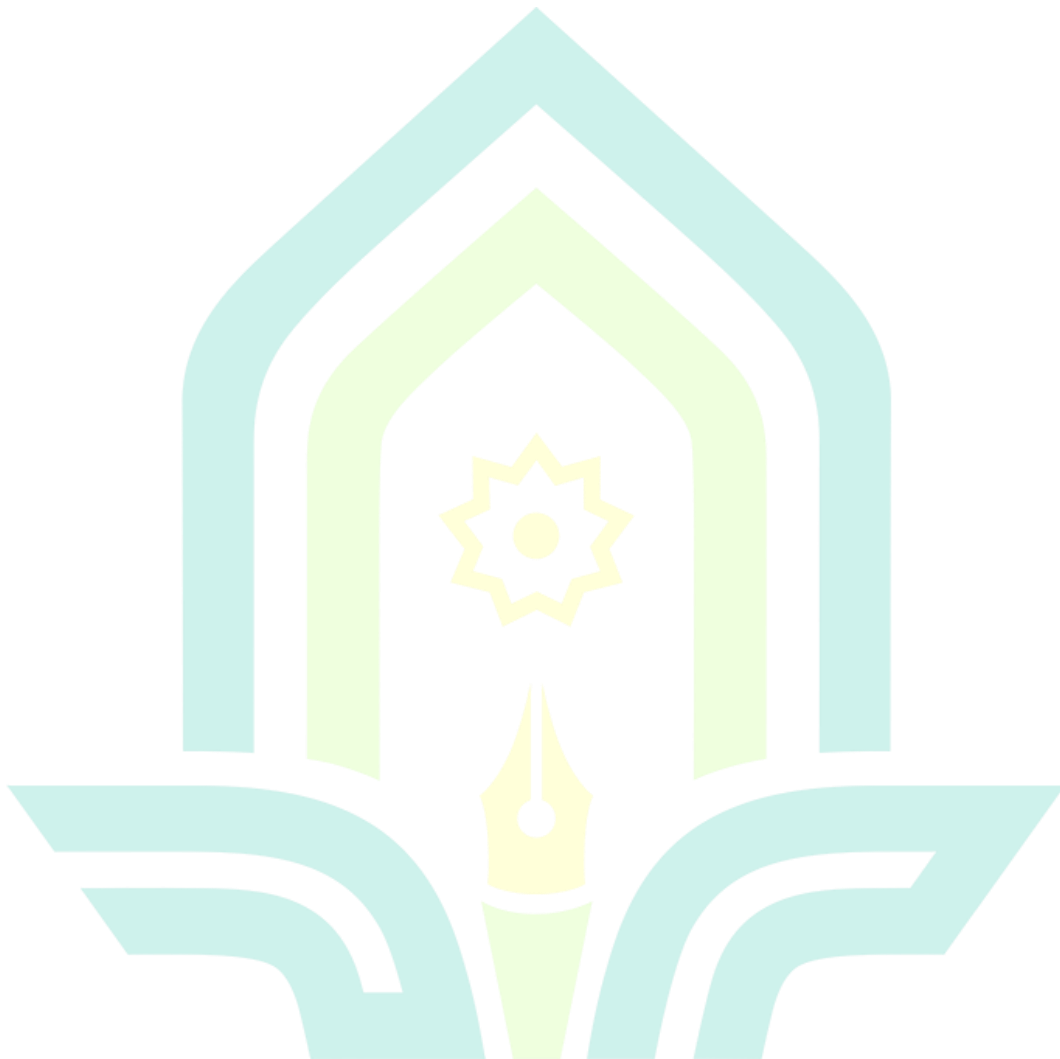
1. First, my biggest motivation is special to my late father, H. Hasan Bahri, and my late mother, Hj. Rohyati. Even though you are no longer with me, your love will always be in my heart and never end. Also, to my lovely family, my brothers and sisters, who have always given me endless love, prayers, and have always been my support system.
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MOTTO

**"You may dislike something good for you, and like something bad for you.
Allah knows, while you do not know."
(Q.S. 2:216)**



ABSTRAK

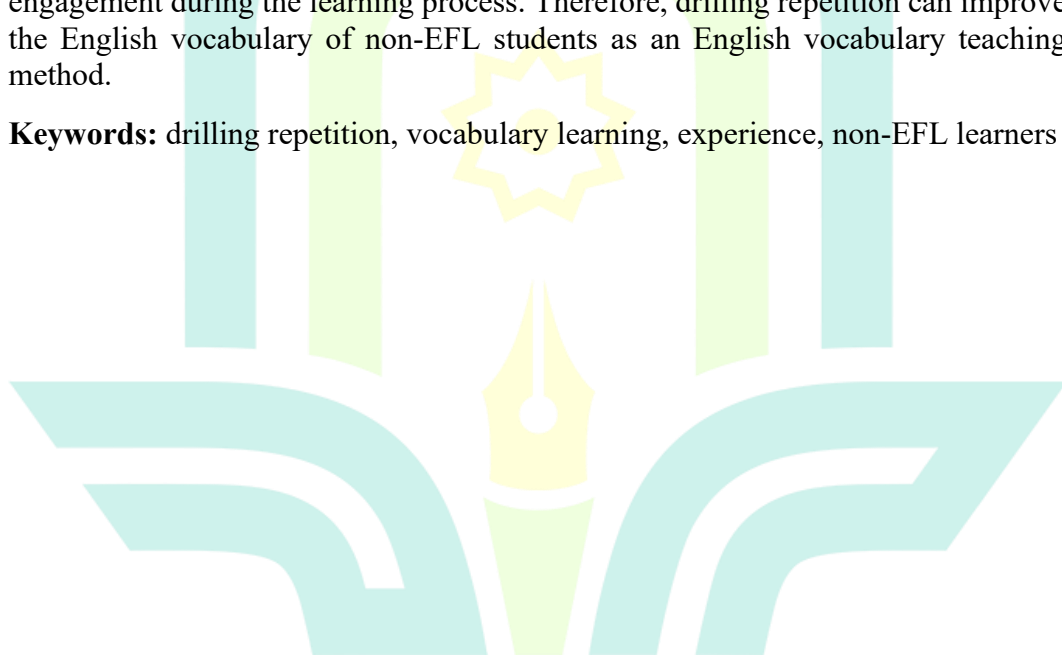
Penelitian ini bertujuan untuk mengeksplorasi pengalaman emosional siswa non-EFL dalam pembelajaran kosakata bahasa Inggris melalui teknik drilling repetition. Teknik ini dianalisis menggunakan dua kerangka teori: Russell's Circumplex Model of Affect (1980) untuk mengidentifikasi jenis-jenis emosi yang muncul (berdasarkan valensi dan arousal), serta teori Richards and Rodgers (1986) untuk mendeskripsikan tahapan-tahapan teknik drilling repetition, yaitu: model presentation, chorus repetition, individual repetition, cue-response drills, dan reinforcement and correction. Temuan penelitian menunjukkan bahwa siswa mengalami berbagai emosi positif dan negatif, tergantung pada kondisi pembelajaran dan interaksi yang terjadi. Emosi positif dengan arousal tinggi, seperti antusiasme dan kegembiraan, muncul saat siswa merasa tertantang dan senang belajar kosakata baru. Emosi positif dengan arousal rendah, seperti kepuasan dan kenyamanan, muncul saat proses berjalan lancar dan siswa merasa percaya diri. Namun, emosi negatif seperti kecemasan dan kebosanan juga muncul, khususnya saat siswa merasa ditekan atau tidak termotivasi. Dari segi implementasi teknik, seluruh tahapan drilling repetition terbukti membantu siswa dalam mengingat, mengucapkan, dan memahami kosakata, serta meningkatkan keterlibatan mereka dalam proses pembelajaran. Oleh karena itu, drilling repetition dapat meningkatkan kemampuan menguasai english vocabulary siswa non-EFL sebagai metode pengajaran kosakata bahasa Inggris.

Kata Kunci: *drilling repetition, pembelajaran kosakata, pengalaman, siswa non-EFL*

ABSTRACT

This study aims to explore the emotional experiences of non-EFL learners in learning English vocabulary through the drilling repetition technique. The technique is analyzed through two theoretical frameworks: Russell's Circumplex Model of Affect (1980), which identifies emotional responses based on valence and arousal, and Richards and Rodgers (1986), which describes the procedural stages of drilling repetition, namely: model presentation, chorus repetition, individual repetition, cue-response drills, and reinforcement and correction. The findings reveal that students experience various positive and negative emotions, depending on the learning situation and interaction. High-arousal positive emotions, such as enthusiasm and excitement, are evoked when students feel challenged and engaged in learning new vocabulary. Low-arousal positive emotions, like satisfaction and comfort, arise when the process runs smoothly and students feel confident. However, negative emotions such as anxiety and boredom are also present, particularly in evaluative or unengaging settings. From the implementation side, all stages of drilling repetition are proven to assist students in remembering, pronouncing, and understanding vocabulary, while also enhancing their engagement during the learning process. Therefore, drilling repetition can improve the English vocabulary of non-EFL students as an English vocabulary teaching method.

Keywords: drilling repetition, vocabulary learning, experience, non-EFL learners



PREFACE

Praises and gratefulness are sent to Allah SWT, who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis, **"Investigating Non-EFL Learners' Experiences in Learning Vocabulary Through the Drilling Repetition Technique,"** can be completed. It is submitted to the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan, to fulfill one of the requirements for the Degree of Sarjana Pendidikan. This study can be accomplished because of the many supports from several people. Therefore, on this occasion, I would like to express my sincere gratitude to:

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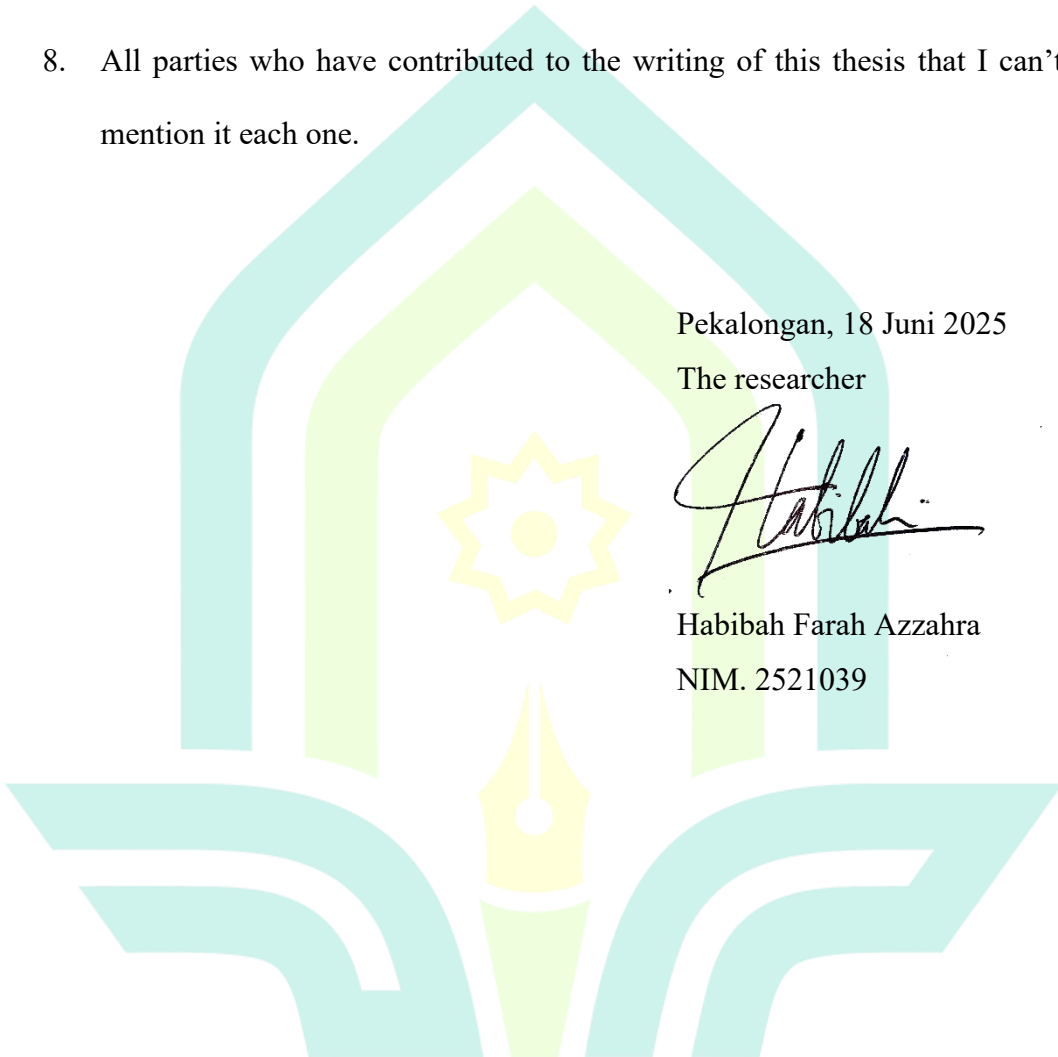


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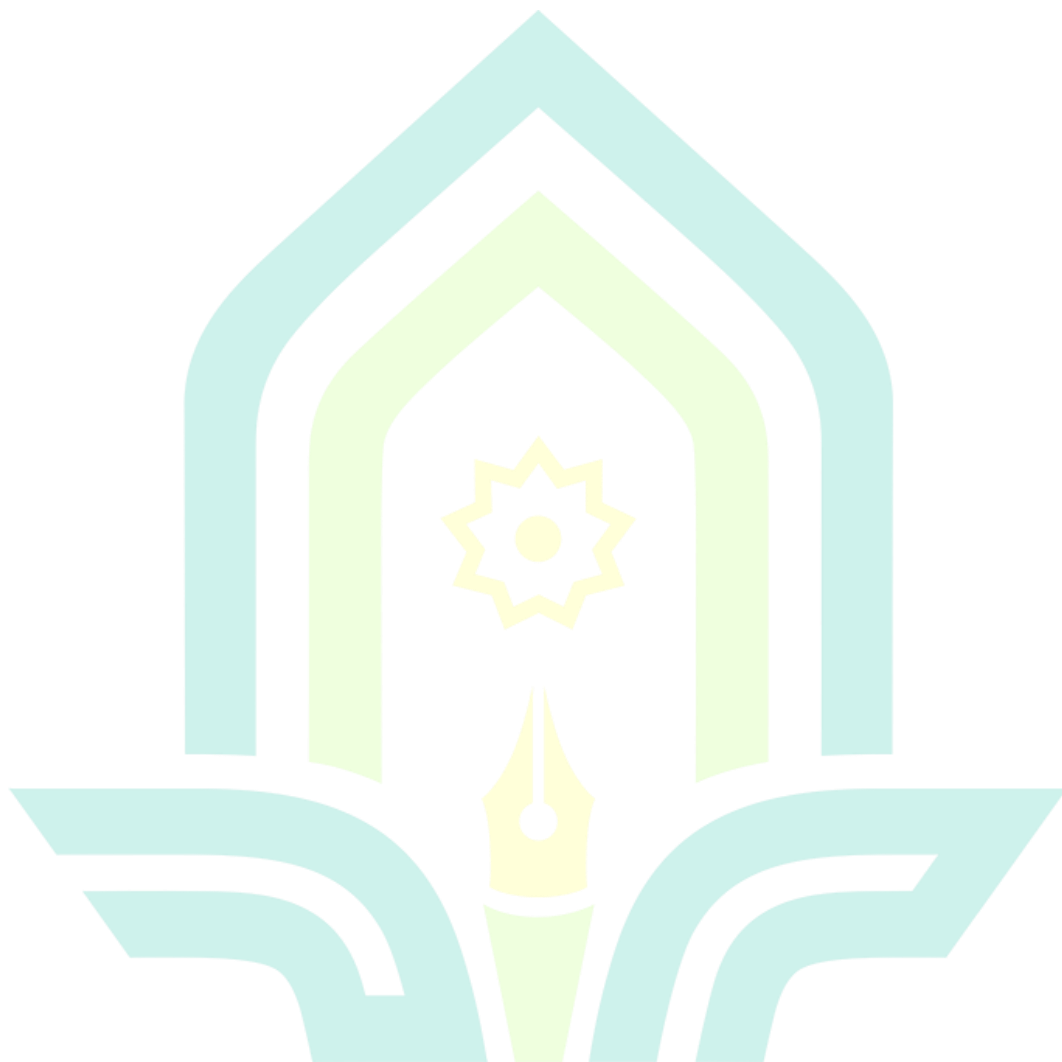
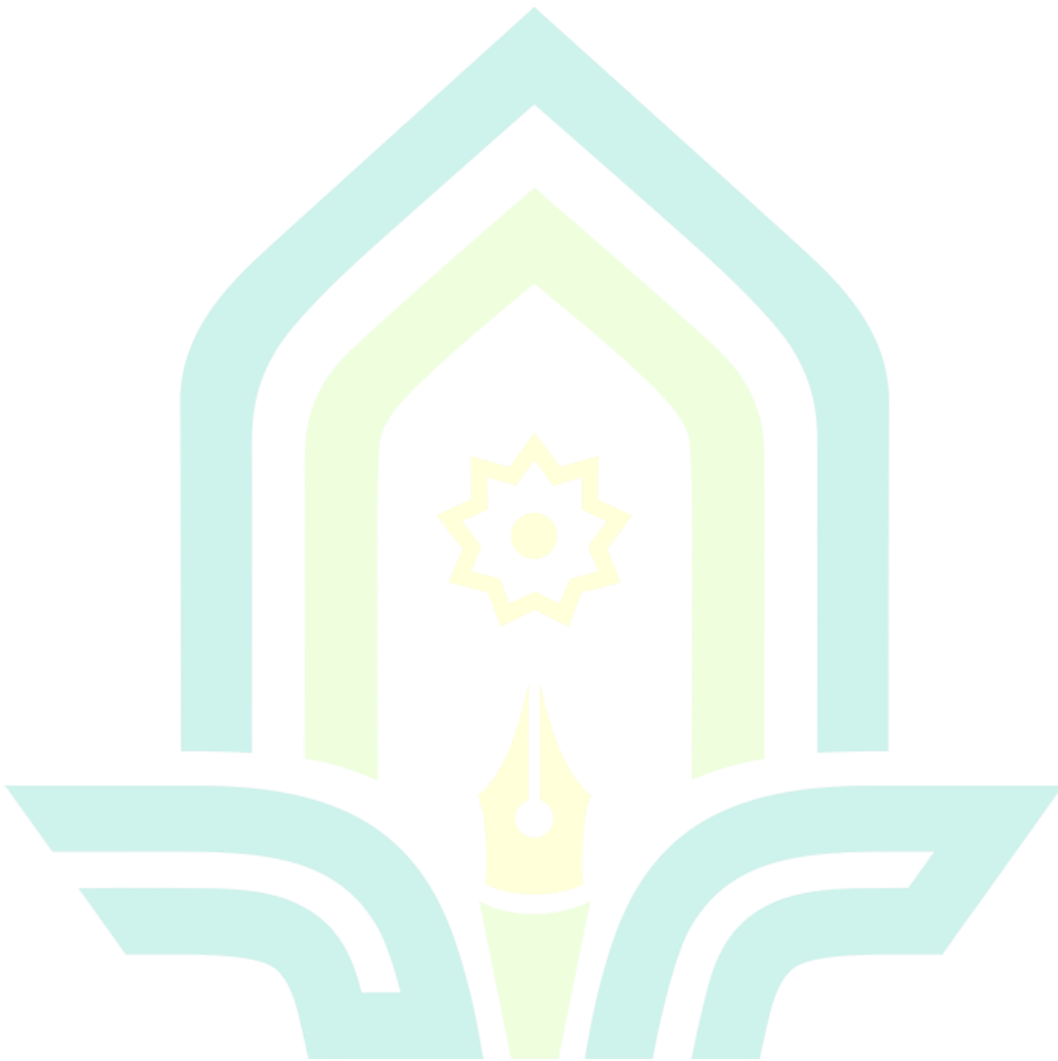


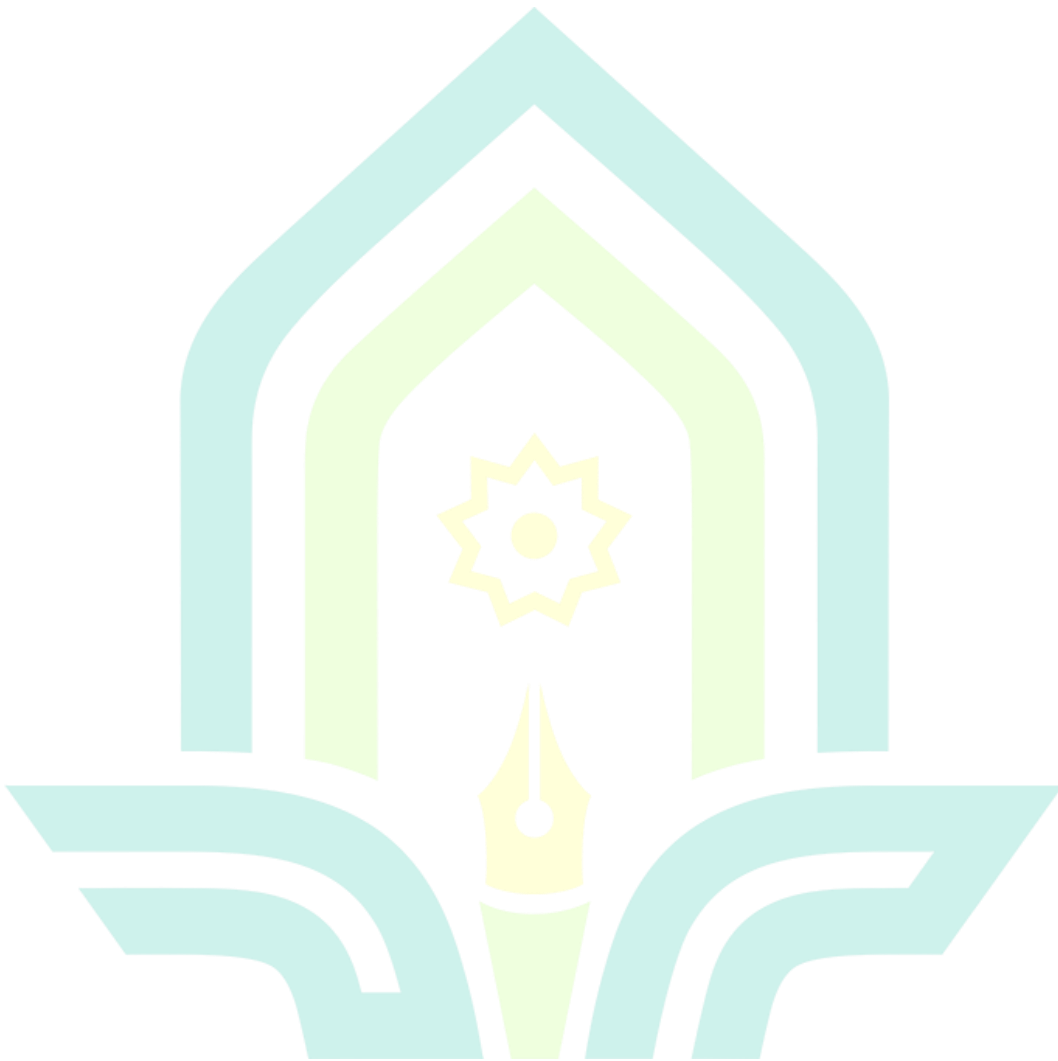
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CHAPTER I

INTRODUCTION

1.1 Background of the Study

The English vocabulary is extensive and constantly evolving with the changing times and cultural influences. The vocabulary of English is extensive and constantly changing it has evolved through the ages of Old, Middle, and Modern English, with variations in pronunciation, spelling, and meaning (Sundari, 2019). Since it was first spoken by people in England in the Middle Ages, English has undergone many changes, both in terms of vocabulary and structure. Its evolution from Old English to modern English involved substantial modifications in vocabulary, grammar, and pronunciation (Baseem, 2023). The evolution of English vocabulary is influenced by various factors, such as social change, technology, and globalization, which contribute to the emergence of new terms that reflect changes in society. This evolution is characterized by the emergence of new terms and the use of foreign words, especially from the English language, accelerated by information technology, which requires the creation of a new vocabulary to describe emerging phenomena (Marsudi, 2009).

Non-EFL learners certainly face various challenges when trying to understand and use the English language. They must not only master basic words, but also new terms that continue to emerge due to developments in technology, culture and global communication. These changes require them to

constantly update their vocabulary to stay relevant. They must also be able to adapt to the context in which these terms are used in different situations. Research shows that many non-EFL students have difficulty remembering and using different vocabulary, which can hinder their ability to communicate effectively and make them feel less confident in English language situations (Elmahdi & Hezam, 2020). In addition, non-EFL students often face several challenges when learning a language, including difficulties in remembering how to spell complex words, ensuring correct pronunciation, and using appropriate vocabulary in the right context. These challenges can have a significant impact, resulting in errors in written communication that can affect the understanding and effectiveness of message delivery (Lutfiyah et al., 2022).

However, research shows that vocabulary mastery is very important for non-EFL learners because mastering vocabulary can improve their language and communication skills. Some non-EFL students consider vocabulary the most important aspect of English learning (Risan, 2021). In the era of advanced technology and globalization, non-EFL students are required to be proficient in English because English is an international language. English is widely used as a medium of instruction in various fields, such as education, business, and technology, making it easier for students to understand information and express themselves in speaking and writing (Sari et al., 2024). However, it is often difficult due to ineffective teaching methods and is made worse by teaching methods that do not suit their needs, so it is important to develop more effective teaching strategies to help non-EFL students overcome these obstacles and

make progress in English language acquisition (Susanto, 2017). Combining learning strategies can improve the quality of vocabulary learning and develop language skills, reasoning abilities, and understanding of word usage (Holifah & Kurniasih, 2021).

A technique that can be used to help students learn vocabulary is drilling repetition. The drilling repetition technique is a simple learning technique that merely repeats what the teacher says for the presentation of new vocabulary (Richards & Rodgers, 1986). This technique uses regular repetition of words or phrases to help students remember and understand the vocabulary learned. Drilling is essentially listening to the model that the teacher provides; in a repetition drill, the teacher says the model (words and phrases), and the students repeat it (Tice et al., 2001). The drilling repetition technique is one of the techniques that can be used for non-EFL learners. It is proven that one of the English language centres in Kampung Inggris Pare uses this technique to learn vocabulary for non-EFL learners. The drilling repetition technique is an effective method for improving vocabulary acquisition among non-EFL learners. Multiple studies have demonstrated its benefits, including enhanced vocabulary mastery and improved speaking ability (Fransiska & Juriyanto, 2016).

The most crucial aspect of learning a second language, specifically English, for EFL and non-EFL learners is proficiency in vocabulary. One of the simplest techniques for teaching or learning English vocabulary to non-EFL learners is the drilling repetition technique. This study examines the effects of

the drilling repetition technique on non-EFL learners' ability to master newly acquired vocabulary. Not only does this technique help non-EFL learners memorize the new vocabulary they have learned, but it also helps them pronounce it correctly. Additionally, researchers will investigate how non-EFL learners use this technique and the obstacles they face while learning English vocabulary. It is important to discuss how non-EFL learners who are studying English as a second language also need to acquire the language's vocabulary.

1.2 Identification of the Problem

This study identifies the challenges that non-EFL students face when learning English vocabulary. These students have difficulty remembering spellings, pronouncing words correctly, and using vocabulary in appropriate contexts. These difficulties are exacerbated by ineffective or inappropriate teaching methods. Consequently, the vocabulary learning process becomes suboptimal, which affects their English communication skills. Therefore, this study examines the emotional experience of non-EFL students learning vocabulary through the drilling repetition technique, which has been proven helpful in strengthening vocabulary memory and pronunciation.

1.3 Limitation of the Problem

This study focuses on the experiences of non-EFL students learning English vocabulary through the drilling repetition technique. The research does not focus on other language skills, such as grammar or writing, nor does it compare this technique to others. Additionally, the scope of the study was limited to non-EFL students studying at an institution in Kampung Inggris Pare.

Therefore, the results may not be generalizable to all English-learning contexts. This study did not quantitatively measure learning outcomes, but rather explored students' experiences and emotional responses during the learning process.

1.4 Formulation of the Problem

The following question will be asked in this research, based on the research background: how do non-EFL learners experience vocabulary learning through the drilling repetition technique?

1.5 Aim of the Study

The research aims to find out about to explore non-EFL learners experience learning vocabulary using the drilling repetition technique.

1.6 Operational Definition

To avoid misunderstanding about the terms in this study, the researcher provides some definitions related to the study as follows:

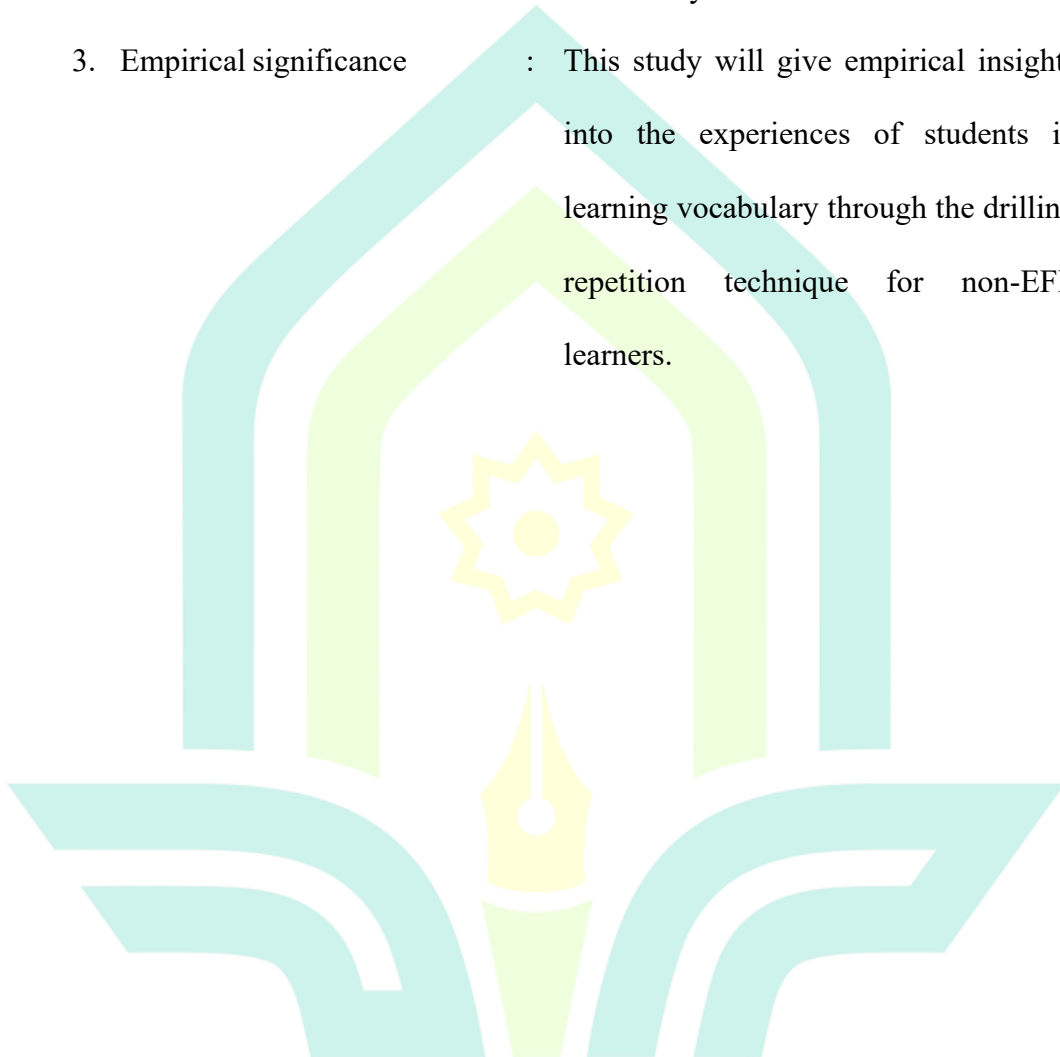
1. Learning experience : Interaction and feelings experienced by learners towards the learning environment (Liu et al., 2023)
2. Vocabulary Learning : The process by which individuals develop an understanding and use of vocabulary in a learned language involves recognizing, mastering, and applying words in appropriate contexts (Schmitt, 2002)

3. Drilling repetition technique : The drilling technique is a lingual technique to introduce new language items to students based on the students returning to the model provided by the teacher. (Richards & Rodgers, 1986). The Repetition technique is a simple learning technique with merely repeats what the teacher says for the presentation of new vocabulary (Richards & Rodgers, 1986).
4. Non-EFL learners : Non-EFL learners are individuals who learn English but not in a formal context as a foreign language (Broughton et al., 1980).

1.7 Significance of the Study

1. Theoretical significance : This study will contribute to the drilling repetition technique theory by Richards and Rodgers (1986) and provide knowledge that can be referenced related to the non-EFL learners' experiences research.

2. Practical significance : This study presents information for the readers about non-EFL learners' experiences using the drilling repetition technique in learning English vocabulary.
3. Empirical significance : This study will give empirical insights into the experiences of students in learning vocabulary through the drilling repetition technique for non-EFL learners.



CHAPTER V

CONCLUSION

5.1. Summary of the findings

Based on the results of the discussion, non-EFL students' emotional experiences when learning English vocabulary through the drilling repetition technique were analysed using Russell's Circumplex Model of Affect. This model classifies emotions based on valence and arousal. Students experienced positive emotions with high arousal, such as enthusiasm and excitement, when they engaged in challenging and interactive activities, such as randomly guessing vocabulary or reciting together in a pleasant classroom atmosphere. These experiences encourage students' motivation and active participation in the classroom. Conversely, emotions with positive valence and low arousal, such as calmness and comfort, emerged when students perceived the learning process as easy and stress-free. These results suggest that a stable, pleasant learning atmosphere can reinforce a sense of calm, leading to student satisfaction and engagement in the vocabulary learning process. In contrast, negative emotions with high arousal, such as anxiety and tension, arise when students feel pressured. For example, this may happen when they have to speak individually in front of teachers or friends. These evaluative situations trigger discomfort that can interfere with concentration and learning performance. Conversely, negative emotions with low arousal, such as boredom and sleepiness, arise when students feel unchallenged or when they

are learning in unfavourable conditions, such as a hot classroom or material that is too difficult without adequate assistance. These emotions decrease students' interest in and motivation for learning. Therefore, it is important for teachers to create a learning environment that strikes a balance between challenge and comfort in order to reduce negative emotions and promote effective learning experiences.

In the context of learning through the drilling repetition technique, the teacher's model presentation is considered very helpful because it provides clear examples of pronunciation and vocabulary structure. This step is important for succeeding in the next stage. Most students find the chorus repetition stage helpful because repetition strengthens memory and understanding. However, some students have difficulty recognizing their mistakes at this stage. In the individual repetition stage, students could practice independently and demonstrate their mastery of the vocabulary they have learned. This stage is considered to increase confidence and skills in using vocabulary in real contexts. The cue-response drill stage plays an important role in providing students with cues, both verbal and nonverbal, from the teacher. Students respond directly to these cues through repetition or language production. These cues help students identify their mistakes, particularly in pronunciation, preventing the continuous repetition of incorrect forms. This direct feedback encourages students to think more deeply about their mistakes and increases their linguistic awareness. The final part of the drilling repetition technique is the reinforcement and

correction stage, where the teacher provides constructive feedback and praise. This stage reinforces correct responses and increases students' motivation to learn. Timely correction and praise from the teacher have been shown to improve vocabulary pronunciation accuracy and establish positive language habits during the learning process. Thus, all stages of the drilling repetition technique significantly support the English vocabulary learning process for non-EFL students.

5.2. Recommendation

The researcher realizes that this study has many weaknesses that need further development. The researcher suggests conducting further research on the experience of using the drilling repetition technique to learn English vocabulary as a non-EFL student. Furthermore, the researcher suggests exploring the students' experiences and the learning process more deeply by using the drilling repetition technique to learn English vocabulary. Various additional media could also be used to better understand the non-EFL learning experience with this technique. Additionally, this study focuses on the experience of non-EFL students in an English vocabulary class at Kampung Inggris in Pare, Kediri. Future studies can examine the use of the drilling repetition technique in other learning processes, including the involvement of teachers.

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