

**DRILLING IN TEACHING ENGLISH TO YOUNG
LEARNERS (TEYL) IN THE INDONESIAN EFL
(ENGLISH AS FOREIGN LANGUAGE) CONTEXT:
A SYSTEMATIC LITERATURE REVIEW**

THESIS

Submitted in partial fulfillment of the requirements for the Degree of
Sarjana Pendidikan (S. Pd.) in English Teaching



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ABSTRACT

Ubaidila, Belly. (2025). *Drilling in Teaching English to Young Learners (TEYL) in the Indonesian EFL (English as Foreign Language) Context: A Systematic Literature Review*. A Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor I: Dr. Siti Asmiyah, M.TESOL, Advisor II: H. Mokhamad Syaifudin, M.Ed, Ph.D

Keywords: Drilling, Teaching English to Young Learners (TEYL), English as Foreign Language (EFL)

Drilling is an effective method for Teaching English to Young Learners (TEYL), particularly in Indonesia, an EFL (English as Foreign Language) country where learners have limited exposure to the target language. Although drilling is considered a traditional method, it remains widely implemented in TEYL classrooms due to its efficacy and simplicity. Numerous studies have explored drilling, revealing that while it offers several advantages, it also comes with certain challenges. Therefore, comprehensive information on this method is essential, particularly for educators to optimize their teaching process, which will directly affect the students' learning outcomes. This study explores the types of drilling used in Indonesian TEYL classrooms, along with its advantages and challenges. Using a qualitative research approach in the form of a Systematic Literature Review (SLR), the data were collected through content analysis of the 14 selected journal articles published between 2014 to 2024, considering the time-shifted curriculum from K-13 to Kurikulum Merdeka. The findings identify six types of drilling used in Indonesian TEYL classrooms, including repetition drill (the most frequently used type), question-and-answer drill, chain drill, single-slot substitution drill, multiple-slot substitution drill, and snowball drilling. Additionally, four key advantages of drilling were highlighted such as enhancing student engagement & enjoyment in learning, enhancing vocabulary retention & mastery, improving speaking & pronunciation skills, and supporting learning through integrated multimedia. However, four challenges were also identified such as difficulty & error in pronunciation, initial lack of student engagement, initial difficulty in memorizing vocabulary, and feeling bored for advanced students. The findings imply that drilling should be integrated with interactive strategies and supportive media to maximize learning outcomes and address challenges in TEYL. Future research may explore innovative drilling applications to further improve English learning for young learners in the Indonesian EFL context.

ABSTRACT

Ubaidila, Belly. (2025). *Drilling in Teaching English to Young Learners (TEYL) in the Indonesian EFL (English as Foreign Language) Context: A Systematic Literature Review*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel, Surabaya. Pembimbing I: Dr. Siti Asmiyah, M.TESOL, Pembimbing II: H. Mokhamad Syaifudin, M.Ed, Ph.D

Kata kunci: Drilling, Pengajaran Bahasa Inggris untuk Pembelajar Muda (TEYL), English as Foreign Language (EFL)

Drilling merupakan metode yang efektif dalam Pengajaran Bahasa Inggris untuk Pembelajar Muda (TEYL), khususnya di Indonesia yang merupakan negara EFL (English as Foreign Language) di mana pembelajar memiliki keterbatasan dalam paparan bahasa target. Meskipun drilling dianggap sebagai metode tradisional, metode ini tetap banyak digunakan di kelas TEYL karena efektivitas dan kesederhanaannya. Berbagai penelitian telah mengeksplorasi drilling, menunjukkan bahwa meskipun metode ini memiliki banyak keunggulan, terdapat pula beberapa tantangan yang menyertainya. Oleh karena itu, informasi yang komprehensif mengenai metode ini sangat penting, terutama bagi pendidik untuk mengoptimalkan proses pengajaran yang secara langsung berdampak pada hasil belajar siswa. Penelitian ini mengeksplorasi jenis-jenis drilling yang digunakan dalam kelas TEYL di Indonesia, serta kelebihan dan tantangannya. Menggunakan pendekatan penelitian kualitatif dalam bentuk Systematic Literature Review (SLR), data dikumpulkan melalui analisis konten dari 14 artikel jurnal terpilih yang diterbitkan antara tahun 2014 hingga 2024, dengan mempertimbangkan tahun perubahan kurikulum dari K-13 ke Kurikulum Merdeka. Hasil penelitian mengidentifikasi enam jenis drilling yang digunakan dalam kelas TEYL di Indonesia, yaitu repetition drill (jenis yang paling sering digunakan), question-and-answer drill, chain drill, single-slot substitution drill, multiple-slot substitution drill, dan snowball drilling. Selain itu, terdapat empat keunggulan utama dari drilling, yaitu: meningkatkan keterlibatan & kesenangan siswa dalam belajar, meningkatkan retensi & penguasaan kosakata, meningkatkan keterampilan berbicara & pengucapan, serta mendukung pembelajaran melalui multimedia terintegrasi. Namun, terdapat pula empat tantangan utama, yaitu kesulitan & kesalahan dalam pengucapan, kurangnya keterlibatan awal siswa, kesulitan awal dalam menghafal kosakata, serta rasa bosan pada siswa yang lebih mahir. Hasil penelitian ini menyiratkan bahwa drilling perlu diintegrasikan dengan strategi interaktif serta didukung dengan media pembelajaran untuk memaksimalkan hasil belajar dan mengatasi tantangan dalam TEYL. Penelitian selanjutnya dapat mengeksplorasi penerapan drilling yang lebih inovatif untuk lebih meningkatkan pembelajaran bahasa Inggris bagi pembelajar muda dalam konteks EFL di Indonesia.

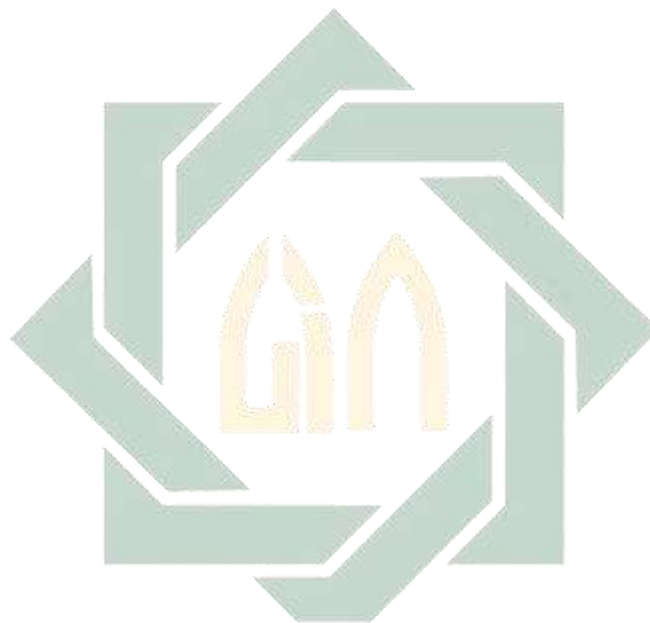
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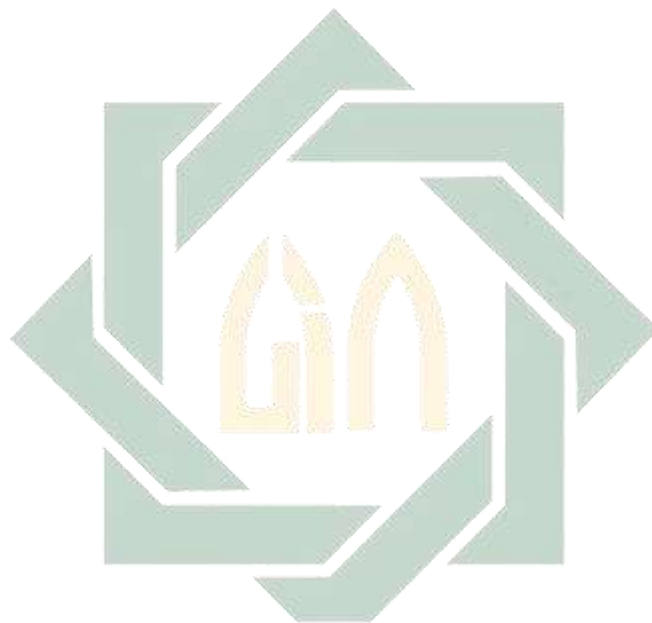
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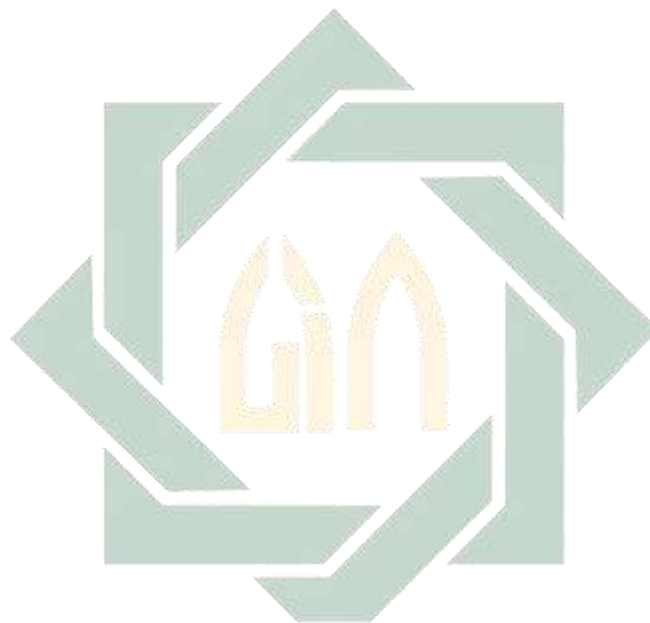
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