

Teaching Idioms through Drilling Technique in IELTS Academic Speaking Preparation Class

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 <https://doi.org/10.54214/alfawaid.Vol15.Iss2.748>

ABSTRACT

This research aimed to investigate the effectiveness of drilling technique in enhancing takers' comprehension of idioms within the context of IELTS academic speaking preparation. The research was conducted at Mushlih Institute's English Development Centre in Surabaya and involved 40 takers enrolled in an IELTS Academic Speaking Preparation class for international undergraduate programs. The quantitative method was used in conducting this research which was focused on a quasi-experimental design. Takers were chosen as the experimental group's sample, and six takers were chosen as the control group. Cluster random sampling was used to collect the sample. The data was analyzed using parametric statistics in the research. Normality and homogeneity tests are prerequisites for parametric statistics to recognize the substantial effectiveness of teaching idioms to improve takers' IELTS speaking proficiency. The results indicate that drilling technique significantly improves takers' ability to understand and apply idioms in IELTS speaking Preparation Class. The independent samples t-test showed a significant result ($p = 0.000$), indicating that teaching idioms using the drilling technique has a meaningful positive effect on takers' IELTS speaking skills at the English Development Center of the Mushlih Institute.

Keywords: Teaching, Drilling Technique, IELTS Speaking Preparation, Idiom

INTRODUCTION

People use English to communicate with people from all around the world. It is also the language of huge commercial and industrial enterprises (Broughton et al., 2002). It indicates that many individuals have used a foreign language to communicate on specific occasions, whereas those living in industrialized nations utilize English as a second language to communicate effectively. According to Brown, "teaching means giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand." (Brown, 2005) It indicates that the instructor must be able to create a nice environment by utilizing English. Kadiatmaja defines fundamental competence EFL learners can achieve are that reading comprehension and vocabulary, grammatical aspect, speaking skill, dictation and listening comprehension, and writing comprehension and their exercises

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(Kadiatmaja, 2018). Initially, the teaching of idioms has been neglected, with idiomatic expressions presented in isolation, as if they were an esoteric language. More recent materials use cartoons to illustrate figurative usages, group them under topics (e.g. weather, food, colors, etc.), list them in vocabulary sections, pair them with literal paraphrases, or insert them in random sentences to provide context for their interpretation. Whatever the case, pupils are not given the required tools to deal with figurative usages, and instead tend to see English idioms as the odd concoctions of a funny people (Rodriguez & Moreno, 2009).

Adequate understanding and use of idioms in an EFL environment is an essential measure of English communicative skills. Figurative competence includes a set of abilities such as the ability to decode the various (dominant, peripheral, and polysemous) meanings of a word, the ability to suspend a literal-referential strategy, produce novel figurative expressions, and construct a coherent semantic representation related to a given figurative expression (Andreou & Galantomos, 2008)

The International English Language Testing System (IELTS) is widely recognized as a leading English proficiency exam and is considered a high-stakes test. According to the official IELTS webpage (IELTS, 2025), this exam evaluates an individual's English language skills for researching or working in countries where English is the main language of communication. There are two main versions of the IELTS test. The Academic IELTS is designed for those seeking admission to higher education institutions or professional registration. On the other hand, the General Training IELTS is intended for individuals applying for secondary education, training programs, or work experience, particularly in countries such as Australia, Canada, and the United Kingdom. Generally, the IELTS exam is used to examine the language ability of people who need to research or work in countries where English is the primary language.

The IELTS is an international exam jointly managed by the British Council, IDP IELTS Australia, and the University of Cambridge ESOL Examinations (Cambridge ESOL). Test results are reported on a scale from 1 to 9, including whole and half band scores. In the speaking section, candidates are evaluated on four key areas: fluency and coherence, vocabulary use, grammatical accuracy and variety, and pronunciation.

Many speaking tasks (role playing, discussion, problem solving, and so on) are naturally enjoyable (Harmer, 2007). Mastering the four criteria of the IELTS speaking test can be challenging, particularly when it comes to grammatical range and accuracy. Drills are frequently used in language instruction to rehearse sounds or phrase patterns in a language through controlled repetition or practice (Richards et al., 1992). Pattern practice is a sentence-generating activity that incorporates the practical

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components of grammar. The complexity of grammar often causes confusion for test takers, making it difficult for them to fully understand and apply the required skills. The understanding of idioms needs to be practiced all the times. Idioms are difficult for English as Second Language (ESL) takers to understand because their meanings are unexpected.

When takers just hear lectures in classrooms, they are more likely to be passive learners. On the contrary, small-group discussions may encourage takers to participate in the active process of knowledge construction. Furthermore, whether takers learn consciously or unconsciously, they will learn from one another during group conversations by dealing also with grammatical range. Kadiatmaja said that to achieve a good proficiency, the grammar aspect must be fully understood (Kadiatmaja, 2024). This means that the connection between lexical resources and grammatical aspects should be in line with English skills and knowledge. Therefore, the takers' grammar proficiency is acquired to grasp English idioms better in group discussions than when they were merely introduced to them in a story. This highlighted the importance of group discussion in improving takers' grasp of English idioms. Idioms can be categorized into several types, including similes, binomials, proverbs, euphemisms, clichés, fixed expressions, and idioms borrowed from other languages.

Therefore, IELTS instructors must develop a system that includes a variety of exercises dealing with the use of idioms in IELTS Speaking and Writing. Kadiatmaja explains that to learn a language, the writing as defined as productive skill is different from the other activities (Kadiatmaja, 2021a). From the statement, it is clear that the practice of the use of idioms can be applied both in speaking and writing aspect to enhance takers' skill and knowledge. One important factor is the writing process itself, which helps to highlight the importance of producing quality writing including the use of grammar as explained by Kadiatmaja (Kadiatmaja, 2021b). From the explanation, it is obvious that the practice of the use of idioms in IELTS is not only providing an accurate composition and correct grammatical range in speaking but also in writing. In addition, the technique should be tailored to meet the participants' needs to ensure they gain the highest level of understanding through repeated practice. Participants should take on the role of instructor in a setting that feels as natural as possible.

The previous research is the research that was conducted by Kadiatmaja and entitled "Teaching the Past Participle through Drilling Technique." This research aimed to examine whether the drilling technique influences TOEFL preparation students' understanding of test structure and written expression. He said the test takers dominantly face many difficulties in the English Proficiency tests. Students only absorb English at school or in courses because the Indonesian educational system needs

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English as a foreign language rather than a second language (Kadiatmaja, 2022). The findings showed that the drilling technique is both effective and efficient in teaching the structure of the TOEFL paper-based test. Based on these results, the researcher is interested in exploring the same teaching technique further which is closely linked to response drilling technique, but the object of the research and data of the research are different.

The IELTS test consists of four parts that assess different English language skills: speaking, listening, reading, and writing. Speaking is an interactive and productive skill, and the IELTS speaking test reflects this by being conducted as a face-to-face interview in a real-life context. Unlike the other sections, which are either computer-based or paper-based, the speaking test is held in person with a trained examiner and lasts about 11 to 14 minutes. Scores are given on a scale from 1 to 9, including half bands.

To succeed, candidates need to demonstrate strong speaking abilities across four key areas: fluency and coherence, vocabulary use, grammatical range and accuracy, and pronunciation. Understanding these four criteria is essential for anyone preparing for the IELTS speaking test.

According to Maryam, Z., Rehman, A. U., Nawal, A., Shoaib, M., & Ullah, I., the IELTS test significantly affects the future success and career opportunities of international students (Maryam et al., 2025). According to Kenyon, language proficiency assessment should comprehensively evaluate multiple dimensions of language use to ensure a valid measurement of communicative competence (Kenyon et al., 1998). In the context of speaking tests such as the IELTS, this multidimensional approach is operationalized through distinct criteria that capture different aspects of oral language performance. Specifically, fluency and coherence assess the speaker's ability to produce connected speech smoothly and logically, lexical resource evaluates the range and appropriateness of vocabulary, grammatical range and accuracy measure the use of varied and correct grammatical structures, and pronunciation examines the clarity and intelligibility of spoken language, including features such as intonation and stress. This framework aligns with the IELTS speaking band descriptors, which are designed to holistically assess candidates' spoken English proficiency (Bachman & Palmer, 2010)

Douglas emphasizes that effective speaking assessment must incorporate multiple criteria to capture the complexity of oral communication. These criteria typically include fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation, each reflecting a critical component of communicative competence. The integration of these criteria ensures that speaking tests like IELTS provide a comprehensive evaluation of a candidate's ability to use English effectively in real-life contexts (Douglas, 1999).

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a. Fluency and Coherence

This criterion evaluates how well candidates can express their ideas smoothly and clearly without long pauses. Fluency is shown through continuous speech and a steady speaking pace. Coherence involves organizing ideas logically, clearly marking different parts of the story or explanation, and using linking words to connect thoughts.

b. Lexical Resource

This area looks at the variety and appropriateness of the vocabulary used. Candidates should use a wide range of words and phrases, avoid repeating the same words, and steer clear of overly simple vocabulary. It's also important that they understand the meaning of the words they choose.

c. Grammatical Range and Accuracy

This criterion focuses on using different grammatical structures correctly. Candidates are encouraged to use complex sentences, including subordinate clauses, while minimizing errors. If unsure about a particular grammar point, it's better to avoid using it.

d. Pronunciation

Pronunciation assesses how well candidates use English pronunciation features, such as intonation and stress, to make their speech clear and natural.

RESEARCH METHOD

Research Design

The researcher applied a quantitative method in conducting this research. It was used in conducting this research which was focused on a quasi-experimental design. A quasi-experimental design is a research design where participants are assigned to groups without randomization. As Creswell explains, this occurs because the researcher cannot deliberately create groups for the experiment (Creswell, 2008). In many cases, participants are already organized into existing groups, often referred to as "intact" groups. For this research, the researcher selected two existing classes to serve as the control group and the experimental group.

Variables of the Research Participant and Setting

Variables in research can take on different values or conditions. According to Sudjana, there are two main types of variables: independent and dependent. The independent variable is the factor that the researcher changes, while the dependent variable is the outcome influenced by the independent variable (Sudjana, 2005). In this research, the variables are defined as follows:

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- a. Independent Variable: The response drill technique (denoted as X) served as the independent variable.
- b. Dependent Variable: The speaking skills of the participants (denoted as Y) were the dependent variable being measured.

Population

The population targeted in this research consisted of IELTS candidates. According to Arikunto, population refers to the entire group of individuals who are the focus of a research (Suharsimi Arikunto, 1992). Based on this definition, the population in this research included all subjects involved in the research. Specifically, the population comprised 40 selected candidates enrolled in the international undergraduate program who participated in the Academic IELTS speaking mock examination. These candidates were distributed across four classes.

Table 1
The Population Based on the Number and Gender, IUP Takers

No	Intensive Class	Gender		Total
		Male	Female	
1	IUP UNAIR + IELTS	6	15	21
2	IUP UGM + IELTS	3	8	11
3	ACADEMIC IELTS - BATCH 7	4	2	6
4	PRIVATE IELTS - BATCH 4	1	1	2
Total		14	26	40

Source :The Data of Documentation, Intensive IUP at EDC of The Mushlih Institute Surabaya, during the 2022-2023 academic year.

Sampling Technique

The sampling technique is the process of obtaining individuals who can represent the whole population. This research employed cluster random sampling, Fraenkel defined that sampling technique is the selection of groups, or clusters, of subjects rather than individual (Fraenkel et al., 2012). According to the statement, the reseracher used cluster random sampling to collect a sample from each class group because the population was divided into groups and homogeneous.

Data Collection Technique

This research employed testing as the primary method for data collection. Donald defines a test as "a set of stimuli presented to an individual to elicit responses that can be quantified with a numerical score" (Ary et al., 2010). Based on this definition, the researcher used tests to gather data to

evaluate the impact of the response drill approach on the speaking skills of IELTS candidates. Data were collected through the following procedures:

- a. Pre-test: Before the intervention, the speaking abilities of the candidates were assessed orally. Candidates were asked to participate in group discussions, and their performance was evaluated based on pronunciation, grammar, vocabulary, fluency, and comprehension. The Academic IELTS Speaking Exam assesses four criteria: fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation.
- b. A Post-test: After the treatment, a post-test was administered to measure the candidates' speaking abilities. The post-test was designed to be equivalent in format and difficulty to the pre-test to accurately assess any improvements in speaking skills following the intervention.

Research Procedures

The procedures for data collection were as follows:

- a. The researcher began by choosing classes from an international undergraduate program to focus the research on.
- b. Using random sampling, two classes were selected—one to serve as the experimental group and the other as the control group.
- c. The researcher then decided on the material to be taught, which consisted of idiomatic expressions commonly found in IELTS mock speaking exams, based on the most frequently used idioms in IELTS speaking tests.

To collect data, pre-tests were conducted in both the control and experimental groups to evaluate their initial speaking abilities. The treatment phase consisted of four sessions for both groups. The experimental group received instruction using the response drill technique, while the control group was taught using the dialog memorization method.

Following the treatment, a post-test was administered to both groups to assess any changes in speaking proficiency. The oral examination results from the post-test were compared between the two groups to determine whether the response drill technique led to greater improvement than the dialog memorization technique.

The Circumstance at the EDC of the Institute

- a. **The Number of Takers at The Mushlih Institute**

Table 2
The Number of Takers at Muslih Institute

No	Intensive Class	Gender		Total
		Male	Female	
1	IUP UNAIR + IELTS	6	15	21
2	IUP UGM + IELTS	3	8	11
3	ACADEMIC IELTS - BATCH 7	4	2	6
4	PRIVATE IELTS - BATCH 4	1	1	2
5	THE DIGITAL SAT - ONLINE - BATCH 3	4	2	6
6	THE TOEFL IBT CLASS - ONLINE	6	0	6
7	THE TOEFL PBT CLASS - BATCH 16	2	10	12
Total		26	38	64

Source: Intensive IUP at EDC of the Mushlih Institute Surabaya in the Academic Year 2022 -2023.

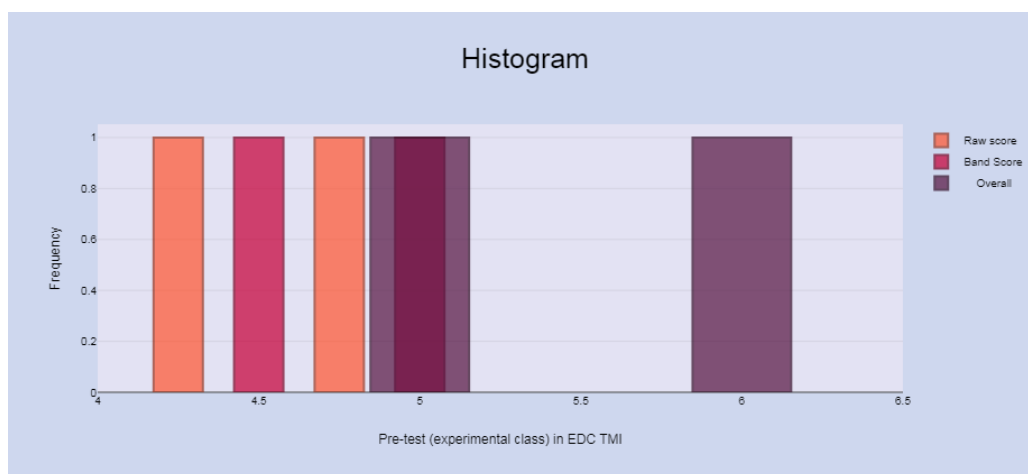
b. Data Description

The data collected were in the form of IELTS band scores derived from the pre-test and post-test. The pre-test was conducted on January 11, 2023. The treatment for the experimental group took place from January 12 to March 1, 2023. The post-test was administered on March 2, 2023, to evaluate the effectiveness of the treatment.

RESULT OF THE RESEARCH

Result of Pre Test

The pre-test was administered to determine the takers' IELTS speaking skills before treatment. The pre-test score of takers' IELTS speaking communication skills in the experimental and control classes demonstrates this.



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Figure 1 (Result of the Experimental Class Pre-test)

The experimental class is comprised of two takers, as shown in Figure 1. Test-taker 2 was the first student, while Test-taker 8 was the second. Test taker number two received three categorized scores. They were the raw speaking score, band score, and total score on the IELTS. Test taker 2 received a raw score of 4.25, a band score of 4.5, and an overall score of 5.0. The second student, test taker 8, also received three categorized results. They were the raw speaking score, band score, and total score on the IELTS. Test taker 8 achieved a raw score of 4.75, a band score of 5.0, and an overall score of 6.0 in the pre-test. Within the experimental group, the highest pre-test score recorded was 6.0, while the lowest was 5.0. The mean pre-test score for this group was 4.75, with a minimum score of 4.5 and a maximum of 5.0. Due to the small sample size (N=2), skewness and kurtosis values were not applicable (NaN). These scores reflect the participants' communication skills prior to receiving any treatment.

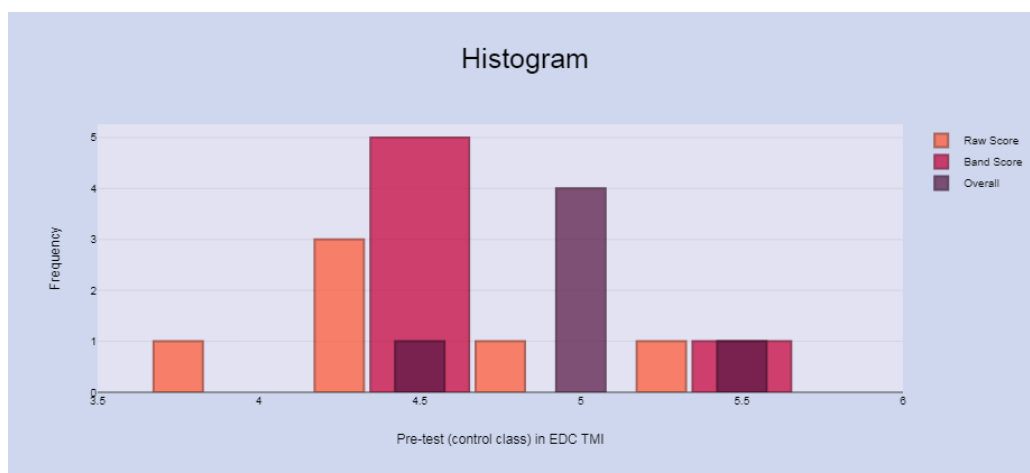


Figure 2 (Result of the Control Class Pre-test)

Figure 2 illustrates the control class, which consisted of six test takers: Test Taker 1, Test Taker 3, Test Taker 4, Test Taker 5, Test Taker 6, and Test Taker 7. Each participant received three types of scores based on the IELTS assessment: the raw speaking score, the band score, and the overall score.

To elaborate, Test Taker 1 achieved a raw score of 5.0, a band score of 5.5, and an overall score of 5.5. Similarly, Test Taker 3 obtained a score of 4.5 across all three categories. In contrast, Test Taker 4 received a raw score of 4.25, a band score of 4.5, and a slightly higher overall score of 5.0. Meanwhile, Test Taker 5 earned a 4.0 in both the raw and band scores, with an overall score of 5.0. Test Taker 6 had the lowest raw score of 3.5 but still attained a band score of 4.0 and an overall score of 5.0. Lastly, Test Taker 7 achieved a raw and band score of 4.0, with an overall score of 4.5.

Overall, the highest pre-test score in the control group was 5.5, while the lowest was 4.0. The statistical analysis of the pre-test results indicates a mean score of 4.416, skewness of 1.585, excess kurtosis of 2.552, minimum score of 4.0, and maximum score of 5.5, with a total of six participants ($N = 6$). An outlier was identified at the 5.5 mark. These results reflect the test takers' communication skills before the treatment.

Result of Post Test

The pre-test was administered to assess the IELTS speaking proficiency of the takers before the intervention. Subsequently, the post-test scores from both the experimental and control groups were used to evaluate the takers' speaking communication skills after the treatment.

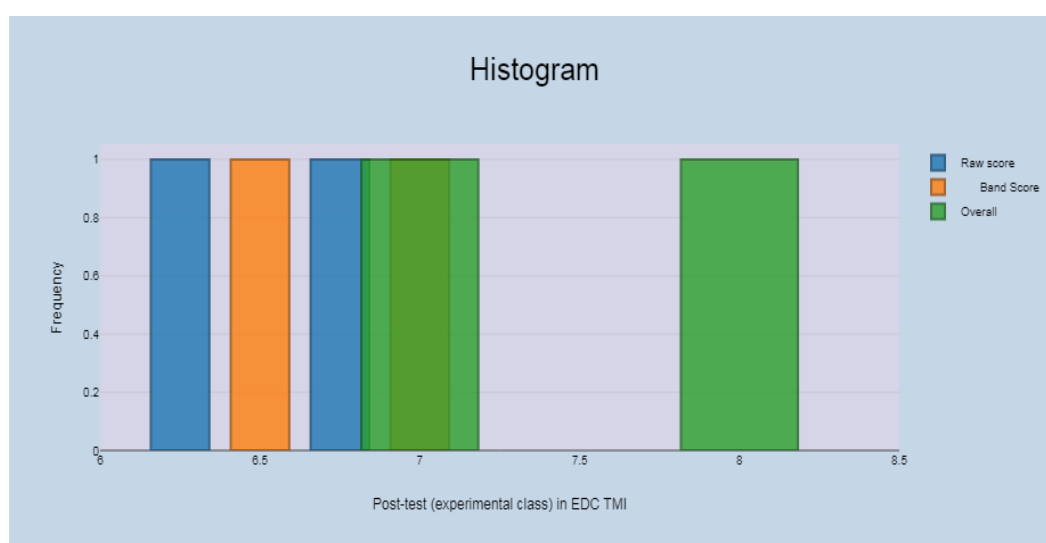


Figure 3 (Result of the Experimental Class Post-test)

The experimental class consisted of two takers, as illustrated in Figure 3. Test-taker 2 was the first student, while Test-taker 8 was the second. Test taker number two received three classified scores. They were the raw speaking score, band score, and total score on the IELTS. Test taker 2 received a raw score of 6.375, a band score of 6.5, and an overall score of 7.0.

The second student, test taker 8, also received three categorized results. They were the raw speaking score, band score, and total score on the IELTS. In the post-test, test taker 8 obtained a raw score of 6.75, a band score of 7.0, and an overall score of 8.0. The highest post-test score in the experimental group was 8.0, and the lowest was 7.0. The mean post-test score was 6.75, with minimum and maximum scores of 7.0 and 8.0, respectively. Similar to the pre-test, skewness and kurtosis were not applicable due to the small sample size. These results indicate an improvement in communication skills following the treatment.

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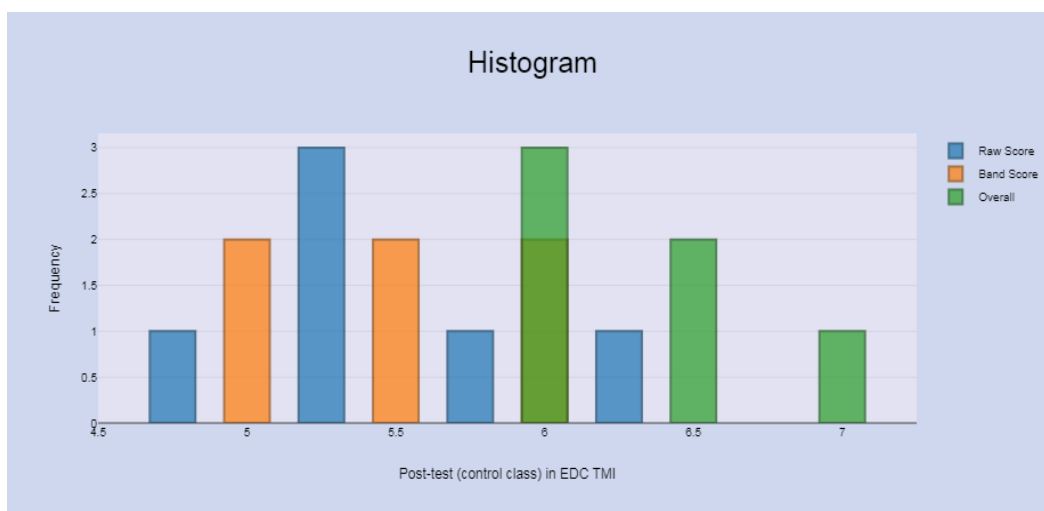


Figure 4 (Result of the Control Class Post-test)

Figure 4 shows the control class, which is made up of some takers. The control group consisted of six participants: test takers 1, 3, 4, 5, 6, and 7. Each participant received three types of scores: raw speaking score, band score, and overall score. For example, test taker 1 earned a raw score of 5.875, a band score of 6.0, and an overall score of 6.5. Test taker 3 received an overall score of 6.0, a band score of 5.0, and a raw score of 5.0. Test taker 4 achieved a raw score of 6.0, a band score of 6.0, and an overall score of 7.0. Test taker 5 achieved a 5.25 raw score, a 5.5 band score, and an overall score of 6.0. Test taker 6 received a 4.75 raw score, a 5.0 band score, and an overall score of 6.0. Testtaker 7 achieved a 5.25 raw score, a 5.5 band score, and an overall score of 6.5. The highest overall score of the post-test in the control class was 7.0, while the lowest score was 6.0.

The mean post-test score for the control group was 5.5, with a minimum score of 4.0 and a maximum of 5.5. The skewness value was -1.875, indicating a slight left-skewed distribution. These scores represent the participants' communication skills after the treatment period.

Data Analysis

Following data collection, the researcher examined the data using an independent t-test. Before the researcher examines the data with an independent sample t-test, two assumptions must be established.

a. Fulfillment of the assumptions

Following data collection, the researcher conducted an independent samples t-test to analyze the data. Prior to this analysis, two key assumptions were tested: normality and homogeneity of variance.

b. Result of Normality Test

The normality test assessed whether the data from both experimental and control groups were normally distributed. This was performed using the Kolmogorov-Smirnov and Shapiro-Wilk tests via SPSS (Statistical Package for the Social Sciences). The hypotheses were:

H₀: The data are normally distributed

H_a: The data are not normally distributed

The criteria for acceptance were:

Accept H₀ if Sig (p-value) $\geq$ 0.05

Reject H₀ if Sig (p-value) $<$ 0.05

Results showed that the p-values for both the experimental and control groups were 0.200, exceeding the 0.05 threshold. Therefore, the null hypothesis was accepted, indicating that the data were normally distributed in both groups.

c. Homogeneity Test

Levene's test was used to determine whether the variances between groups were homogeneous. The hypotheses were:

H₀: Variances are homogeneous

H_a: Variances are not homogeneous

The acceptance criteria were:

Accept H₀ if Sig $\geq$ 0.05

Reject H₀ if Sig $<$ 0.05

The test yielded a p-value of 0.452, which is greater than 0.05, confirming that the variances were homogeneous.

d. Result of Homogeneity Test

A homogeneity test was employed to examine if the data acquired from the sample was homogeneous or not. For homogeneity, the researcher performed statistical computing via SPSS (Statistical Package for Social Science). Levine's test was used in the Homogeneity test.

The hypothesis for the homogeneity test

H₀ = The variance of the data are homogeneous

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H_a = The variance of the data are not homogeneous

The criteria of acceptance or rejection of the hypothesis for homogeneity test were:

H_0 is accepted if $\text{sig} \leq \alpha = 0.05$

H_a is accepted if $\text{sig} > \alpha = 0.05$

The findings of the test showed the variance homogeneity in the column, Sig. (P value) = 0.452 > 0.05. It revealed that H_0 was approved since Sig. (P value) > 0.05. It indicates that the data variance was homogeneous.

e. Result of Hypothetical Test

The prior explanation displays that the researcher used a parametrical statistic and an independent sample t-test to test the hypothetical test. The hypotheses for this research were formulated as follows:

H_a : The response drill technique has a significant effect on teaching idioms in the Academic IELTS speaking class.

H_0 : The response drill technique has no significant effect on teaching idioms in the Academic IELTS speaking class.

The decision rule was:

Accept H_0 if $\text{Sig} (p\text{-value}) \leq 0.05$

Accept H_a if $\text{Sig} (p\text{-value}) > 0.05$

The independent samples t-test produced a significance value of 0.000, which is less than 0.05. Consequently, the null hypothesis was rejected, and the alternative hypothesis was accepted, indicating a significant effect of the response drill technique in teaching idioms in an academic IELTS speaking class had a substantial impact.

DISCUSSION

According to the research findings, takers who were taught idioms and implemented the drilling technique elevated their speaking developing skill. Because they had to look into how they could communicate in conversational circumstances and in daily interactions, the takers may have been deeply interested in the IELTS speaking preparation as a result of the drilling technique.

Drilling is one of the instructional approaches, according to Franca. Drilling is great for practicing new patterns, particularly questions and answers. Drilling may be used to acquire new skills

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or go over a structure. Drilling is a fantastic technique for takers to adopt since it allows them to strengthen their IELTS speaking skills by asking and responding to questions with one another. Another factor is that, according to Brooks, teaching speaking through drilling exercises and vocabulary is simpler than teaching sophisticated language principles. As a consequence, the technique may be adapted to the needs of the takers to enhance their IELTS speaking development skills. IELTS speaking ability encompasses the capacity to express ideas, opinions, feelings, and experiences effectively, utilizing competencies such as accurate pronunciation, grammatical range and accuracy, lexical resource, fluency, and coherence to achieve high band scores.

The research focused on two classes from an international undergraduate program, selected through random sampling. One class served as the experimental group, and the other as the control group. The instructional material centered on idiomatic expressions commonly used in the IELTS speaking test.

Before the intervention, both groups completed a pre-test to assess their speaking skills. The experimental group received instruction using the response drill technique over four sessions, while the control group was taught using the dialogue memorization method. Post-tests were administered to evaluate improvements in speaking ability. An oral exam is part of the examination. Finally, after evaluating the data, the researcher compared the post-test results of the experimental and control classes to see if the experimental class's post-test score was higher than the control class.

The IELTS trainer actively managed the sessions by posing questions, assessing responses, and monitoring participants' difficulties. The drilling technique allowed the instructor to maintain control over practice sessions, enabling participants to improve pronunciation and sentence patterns through repeated speaking exercises. This method proved effective in enhancing the use of idioms and overall speaking clarity.

A related study by Kadiatmaja investigated the effect of the drilling technique on teaching the past participle to TOEFL preparation students (Kadiatmaja, 2022). The findings indicated that drilling was an effective and efficient method for improving understanding of grammatical structures and written expression, with a slight improvement in speaking fluency. These results support the applicability of the drilling technique in IELTS speaking instruction at the tertiary level.

In this study, the experimental group showed marked improvement in speaking ability after treatment, as evidenced by higher post-test scores compared to the control group. The mean post-test score for the experimental group was 26.25, compared to 21.42 for the control group, demonstrating

the effectiveness of the response drill technique.

CONCLUSIONS

Based on the findings, the response drill is a highly effective technique for teaching idioms in the IELTS speaking preparation class. This conclusion is supported by the significant difference between pre-test and post-test scores and the statistical analysis rejecting the null hypothesis.

Parametric statistical methods were employed, with normality and homogeneity tests confirming the suitability of the data for such analysis. The significant p-value (0.000) from the independent samples t-test further validates the positive impact of the drilling technique on IELTS speaking proficiency.

In summary, teaching idioms using the response drill technique at the English Development Center of the Mushlih Institute significantly enhances the speaking abilities of IELTS takers.

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