THE USE OF REPETITION METHOD TO IMPROVE STUDENTS' VOCABULARY

Resty R. Radja Wila, Abdul Kadir Kesi

English Education Study Program Teacher Training and Education Faculty Artha Wacana Christian University, Master of Linguistics Study Program, Universitas Warmadewa

Email: restyradjawila@gmail.com, abdulkadirkesi@gmail.com

Abstract

The purpose of this study is to investigate the effectiveness of employing a repetition strategy in enhancing the vocabulary of seventh-grade students at SMP Negeri 3 Sabu Barat. To accomplish this objective, several steps were undertaken. The researcher utilized a testing method to gather data for the study, including pre-testing, two treatment sessions, and post-testing thereafter. The obtained t-test result of 12.614 points exceeds the critical t-value of 1.717 at a significance level of 0.05, indicating that the Repetition approach may indeed yield improvements in students' vocabulary, as revealed by the study's findings. Consequently, the null hypothesis (H0) was rejected, and the alternative hypothesis (Ha) was supported. This suggests that the implementation of the Repetition approach can lead to an augmentation of students' English vocabulary skills.

Keywords: Enhance, Practice through repetition, Words

INTRODUCTION

A strong command of vocabulary is vital when acquiring proficiency in a foreign language. As stated by Thornbury (2002:13), vocabulary serves as a crucial link between the four key language skills: speaking, listening, reading, and writing. Communication becomes impracticable in the absence of a rich vocabulary. In other words, the primary skill language learners need to develop is vocabulary. To put it differently, the lexicon of a language constitutes its word repository. The breadth of students' vocabulary significantly impacts their ability to comprehend written texts. Similarly, it influences their understanding during lectures, class discussions, and oral presentations. The choice of words in verbal communication directly affects its effectiveness. Moreover, the utilization of appropriate terminology in written expression determines how effectively ideas are conveyed to readers (Dani, 2015). In conclusion, vocabulary plays a pivotal role in students' proficiency in English communication.

Additionally, according to the 2013 curriculum, the majority of vocabulary instruction in the seventh grade of junior high school is implicit and dependent on the course materials. The students should be able to communicate insightful concepts and background knowledge in the form of a brief essay and a functioning text. Some text formats are used to offer vocabulary exercises.

Students can learn English vocabulary through a variety of approaches. It is important for teachers to select the right teaching strategy while teaching vocabulary since it is difficult to teach English, particularly vocabulary, without the right strategy. Teaching vocabulary involves the same strategies as teaching other social sciences: effective instruction calls for the

use of suitable approaches (Lubis, 2017). To pique students' interest in acquiring vocabulary, vocabulary instruction should be imparted in a variety of techniques.

To enhance proficiency in English language skills encompassing listening, speaking, reading, and writing, it is vital for students to adeptly acquire a broad range of vocabulary throughout their language education. Mastery of speaking, listening, reading, and writing remains pivotal for those undertaking English as a second language. If we speak more languages, we can get what we need and want from the world around us and understand it better. These two abilities are closely related when it comes to language; among the three essential elements of language learning, phonetics and grammar are also essential to vocabulary acquisition, which makes it the most important aspect of learning a foreign language. Pan, 1586 (2011).

English is challenging for the seventh graders at SMP Negeri 3 Sabu Barat to master. A deficiency in vocabulary mastering is one of the reasons for their struggles with learning English, according to the researcher's preliminary observations. Some kids find it difficult to pick up new words. Pupils have trouble remembering definitions, having trouble recognizing words, and struggling to understand numerous words. The majority of the children lack vocabulary and struggle to understand the meanings of foreign words. It is challenging for the children to commit unexpected terms to memory. Additionally, students have trouble spelling the terms.

The researcher aims to provide a methodology and attempt to offer a resolution to the issues that students encounter, taking into account the aforementioned challenges. Repetition is the method used. One educational strategy that can be used as a backup to address issues with learning English, particularly with vocabulary, is the repetition approach. Because each word will be read and repeated multiple times, kids can directly learn what the teacher reads and also repeat it back to them.

RESEARCH METHODS

This is a pre-experimental design, quantitative method where a pre-and post-test is provided to a single group or class. There is only one group used in this one-group pre-and post-test design; there is no control or comparison group.

In SMP Negeri 3 Sabu Barat, East Nusa Tenggara, this study was carried out. Twenty-three VIIC students were the study's subjects. There are three steps involved: administering a pre-test, treating the groups, and finally conducting a post-test to ascertain the outcomes. A vocabulary exam of 20 items—a pretest and a post-test—was the instrument utilized in this study. Researchers use a variety of evaluation techniques, including pre- and post-tests, to ascertain how well students have understood the course material. The t-test (paired sample t-test) is the data analysis method used to process the research data to respond to the problem formulation. The following is the paired T-test formula as stated by Sugiyono (2010:259):

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n} + \frac{S_2^2}{n} - 2r\left(\frac{S_1}{\sqrt{n}}\right)\left(\frac{S_2}{\sqrt{n}}\right)}}$$

RESULTS AND DISCUSSION

Results of the Pre-test and Post-test

The following table presents the pre-test scores (X1) before treatment and the post-test scores (X2) after treatment of the students.

Table 1. Result of pre and post-test

Name	Pre-test	Post-test
NR	25	70
AK	50	60
VM	70	80
JN	50	85
LZ	30	70
RH	30	60
AH	40	55
GM	35	55
LH	30	60
YZ	20	50
AGR	30	55
CTL	65	90
BR	30	80
FAB	15	50
DRGP	25	70
LB	25	85
VCK	30	60
DC	35	65
RRW	15	60
ASM	15	55
YK	45	95
MZ	30	55
IPS	20	55
Mean Score	33	66
Variance	215,316	181,719
Standard Deviation	14,674	13,48

The initial assessment showed a variance of 215,316, a standard deviation of 14,674, and a mean score of 33. This assessment was conducted before implementing any repetition processes and had a score ranging from 15 to 70. After the repetition strategy, the post-assessment displayed a variance of 181,719, a standard deviation of 13,48, and a mean score of 66. The results of the post-assessment for the class indicated an improvement, with scores ranging from 50 to 95.

The classification of the pre-test and post-test

The following table presents the classification of the students pre-test and post-test score

Table 2. classification of pre-test and post-test

	Pre-test	Post-test

No	Classification	Score	Frequency	Percentage	Frequency	Percentage
1	Excellent	86-100	0	0%	2	9%
	Good	61-85	2	9%	8	35%
	Fair	47-60	2	9%	13	56%
	Very poor	0 -46	19	82%	0	0%
	Total		23	100%	23	100%

According to the statistics in the table, 19 (82%) students received a very bad classification on the pre-test, and none of the students received an excellent rating. Only two students (9%) received an excellent classification on the post-test, and no student received a very poor classification.

The T-test value

The test that the author used was the paired sample t-test. The t-test analysis yielded a t-test result of 12,614. To complete the findings, the researcher then calculates the degree of freedom (df).

The author employed the subsequent equation to ascertain the degree of freedom (df):

Df = N -1

Df = 23– 1

Df = 22

At a significance level of 0.05 (5%) and with 22 degrees of freedom, the t-table value is 1.717. Following the calculation, the obtained t-test value was 12.614, indicating that it exceeds the t-table value. Consequently, this suggests significant disparities between the pre- and post-test results among the students.

Hypothesis Testing

Testing the hypothesis is essential since its goal is to respond to the research question, "Does the use of repetition method improve the students' vocabulary at the seventh grade of SMP Negeri 3 Sabu Barat?" The resulting conclusion is as follows:

- H0: It suggests that the use of repetition method does not improve the students' vocabulary at the seventh grade of SMP Negeri 3 Sabu Barat.
- Ha: It indicates that the use of repetition method improves students' vocabulary at the seventh grade of SMP Negeri 3 Sabu Barat.

And then, the criteria of hypothesis test as follow:

- T-test value < t-table value at the significance level of 0.05 indicates acceptance of H0 and rejection of Ha.
- T-test value > t-table value at the significance level of 0.05 indicates rejection of H0 and acceptance of Ha.

Based on the result of data analysis above, it can be seen that the level significant (α) 5% With df = 22, and the t-table's value is 1,717. Despite the t-test's 12,614 value, it may be said that it is more than the t-table (12,614 > 1,717). This indicates that following treatment, the kids' vocabulary improved noticeably. Thus, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It has been discovered that after employing the Repetition technique of instruction, students' vocabulary improved.

CONCLUSION

A review of data from seventh-grade students at SMP Negeri 3 Sabu Barat indicates that using the repetition method aids in the kids' language proficiency development. The test's pre- and post-test findings were kept apart. Before the repeat process was applied, the pre-test average was 33. The average in the post-test then rose to 66 following the therapy using the repetition method. As a result, the students' post-test mean score is highest after using the repeated approach of therapy.

After analyzing the hypotheses before and after the tests, the aim of the data examination was to determine the significance of the repetition technique on students' vocabulary mastery. The researcher utilized a Paired Sample T-test with a significance level set at 5% (0.05). The criteria for acceptance were either a T-value greater than the critical value from the T-table or a T-value less than the negative of the critical value from the T-table. The computed T-value was 12.614, exceeding the critical value of 1.717. Consequently, the alternative hypothesis (Ha) is supported, leading to the rejection of the null hypothesis (H0). This implies that incorporating the repetition method during the learning process enhances students' proficiency with words.

The average scores of both the pre-test and post-test show a discernible improvement between the two assessments, aligning with the aforementioned rationale and supported by the data and scores indicating enhancement. The study aimed to assess the efficacy of repetition in enhancing pupils' vocabulary, and notable improvements were observed across all areas between the pre- and post-tests. To summarize, the alternative hypothesis (Ha) is upheld while rejecting the null hypothesis (Ho). Throughout the lesson, the researcher provided 23 vocabulary samples, demonstrated how to pronounce each word correctly, and repeated the vocabulary multiple times to help the students learn it by heart. Repetition does, however, have some benefits for improving kids' vocabulary, according to the study. Furthermore, it may occur as a result of the pupils having to repeat the words more often than would otherwise be the case in order for them to easily recall them. Schelmzer (2015) provided evidence for the idea that repetition serves as a learning aid by helping pupils commit words to memory in order to develop long-term memory.

Students' vocabulary can be improved by employing the repetition strategy, according to this study. Thus, this study supports the claim made by Richards and Rodgers (2001) that teaching vocabulary linked to oral fluency in this context—known as repetition—is facilitated by the audiolingual method. This indicates that pupils will become proficient in their vocabulary by repeated exposure to the words, particularly when applying them to everyday situations and contexts. Repetition can aid in helping pupils retain new language, which will facilitate their interaction with the teacher in the classroom. This finding is consistent with Wong's (2000) claim that repetition is a key strategy for helping adults and children learning second or foreign languages become more proficient in the language of communication. Since learning and using the language of interaction is a combined and distinct process, language learners are exposed to and utilize repetition in both classroom and naturalistic settings. Put another way, language learners can become more proficient at using the words they hear in everyday conversation by repeating words or phrases they hear.

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