

THE ANALYSIS OF REPETITION DRILL TECHNIQUE IN TEACHING ENGLISH VOCABULARY TO VOCATIONAL HIGH SCHOOL STUDENT'S

Dyah Rahmatulanisa¹

English Language Education Study Program, Faculty of Teacher Training and Education,
University of Nahdatul Ulama Sunan Giri, Indonesia
rahmatullll77@gmail.com

Mohammad Fathoni²

English Language Education Study Program, Faculty of Teacher Training and Education,
University of Nahdatul Ulama Sunan Giri, Indonesia
MohammadFathoni@unugiri.ac.id

Moh. Zainuddin³

English Language Education Study Program, Faculty of Teacher Training and Education,
University of Nahdatul Ulama Sunan Giri, Indonesia
zainuddin@unugiri.ac.id

Abstract

Based on the Indonesian education system, English is one of the subjects that must be taught in every institution and teaching English in Indonesia is not easy, it will be more difficult than other subjects because there are many students who lack experience with English so it will be difficult for students to understand. Teachers must find ways to make students excited and motivated to learn English. Researchers conducted pre-observations at Al Kyai Vocational School and found that repetition drills can improve English and increase concentration. This study aims to analyze repetition exercises in teaching English and the motivation teachers give to students. The research was conducted in collaboration with eleventh grade English teacher at SMK Al Kyai Bojonegoro. The results showed that evaluation of repetition drills included vocabulary, pronunciation, sentence structure, and dialogue exercises. The motivation given to students had both positive and negative effects.

Keywords: *Analysis, Repetition drill, Teaching English, Students.*

Abstrak

Berdasarkan sistem pendidikan Indonesia, bahasa Inggris merupakan salah satu mata pelajaran yang harus diajarkan di setiap institusi dan pengajaran bahasa Inggris di Indonesia tidaklah mudah, akan lebih sulit dibandingkan mata pelajaran lainnya karena banyak siswa yang kurang pengalaman dengan bahasa Inggris sehingga akan sulit bagi siswa untuk memahaminya. Guru harus menemukan cara untuk membuat siswa bersemangat dan termotivasi untuk belajar bahasa Inggris. Para peneliti melakukan pra-pengamatan di Sekolah Kejuruan Al Kyai dan menemukan bahwa latihan pengulangan dapat meningkatkan bahasa Inggris dan meningkatkan konsentrasi. Penelitian ini bertujuan untuk menganalisis latihan pengulangan dalam mengajar bahasa Inggris dan motivasi yang diberikan guru kepada siswa. Penelitian ini dilakukan bekerja sama dengan guru bahasa Inggris kelas sebelas SMK Al Kyai Bojonegoro. Hasil penelitian menunjukkan bahwa evaluasi latihan pengulangan meliputi latihan kosakata, pengucapan, struktur kalimat, dan dialog. Motivasi yang diberikan kepada siswa memiliki efek positif dan negatif.

Kata Kunci: *Analisa, Repetition drill, Teaching English, Siswa.*

1. INTRODUCTION

English teaching methods, such as the AudioLingual Method, have gained widespread acceptance and application worldwide. The AudioLingual method is a modern approach that has gained widespread acceptance in North American colleges and universities since the 1960s. English is essential for various occupations, including business, education, and science and technology. However, teaching English in Indonesia can be challenging due to the differences in grammar and structure between Indonesian and English (Setiyadi, Ag. Bambang 2020).

According to Tong liu & Jiehui Ding (2021) vocabulary is an essential component of English language skills, and teachers must be creative in choosing material and stimulating student interest. To maximize the effectiveness of vocabulary teaching, teachers should use systematic behavior and aesthetic education. This research was conducted at vocational high school Al-Kyai Bojonegoro, where researchers conducted pre-observation and observed students' attitudes towards English teaching.

The study aims to analyze repetition drills in English teaching to find out how English teachers assess these methods and the motivation they give to students. Repetition drills are a technique that emphasizes training activities carried out repeatedly continuously to master certain abilities or skills. In foreign language classrooms, drills involve modeling language and having learners repeat it together.

The relationship between the thesis and the internship location is because the eleven grade students of SMK Al Kyai Bojonegoro feel bored and hard to understand when learning English. The researchers want to collaborate with English teachers to analyze repetition drill methods in teaching English and improve student learning concentration. By implementing repetition drills, teachers can make learning more enjoyable and effective for students.

2. REVIEW OF RELATED THEORY

Vocabulary

Vocabulary is considered in language teaching and is of paramount importance to a language learner. A foreign language learner must have a basic vocabulary. Few studies suggest that teaching vocabulary can be problematic since some teachers are unsure of the optimal teaching practices and occasionally have no idea how to begin putting an instructional emphasis on vocabulary learning (Berne & Blachowicz, 2008).

English Teaching Technique

Teaching techniques are methods used in the classroom to help students learn a language. Some of these techniques include the Grammar-Translation Method, which involves translating a literary passage into the target language, answering reading comprehension questions, memorizing vocabulary words and their native equivalents, and using words in sentences (Larsen-Freeman, 2000).

The Direct Method, on the other hand, is a method that emphasizes using the target language for communication rather than translation. It uses demonstrations and visual aids to convey meaning directly in the target language without resorting to the students' native language. Techniques include reading aloud, question and answer exercises, and conversation practice.

Teachers who use Total Physical Response (TPR) believe in having students enjoy their learning experience and encourage them to persist in their studies beyond a beginning level of proficiency. TPR is developed to reduce stress and encourage students to continue studying beyond their initial proficiency level.

Repetition drill is another technique used in foreign language classrooms. It involves modeling language and having learners repeat it together. This technique not only helps students practice speaking skills but also enhances their understanding of the text. In this study, "repetition exercise" was chosen as a teaching technique, where the teacher says the text model and students repeat what the teacher says as quickly as possible.

Drill Technique

Drills are a classroom technique that aids in memorisation through spaced repetition, promoting the acquisition of knowledge or skills through repetitive practice. They can be used to introduce new lessons and familiarize learners with new concepts. Drill exercises can provide immediate feedback about learners' understanding at each phase of the lesson. The Audio-Lingual Method employs various drill techniques, such as dialog memorization, backward build-up (expansion drill), repetition drill, chain drill, single-slot substitution drill, multiple-slot substitution drill, transformation drill, question and answer drill, use minimal pairs, complete the dialog, and grammar games (Larsen-Freeman, 2000).

The advantages of the drill method include acquiring motor skills, mental skills, associations, and habits that increase determination and speed of implementation. However, the disadvantages include inhibiting students' talents and initiative, causing static adjustments to the environment, monotonous repetition, forming rigid habits, and leading to verbalism.

To implement the drill method, teachers must choose exercises with broad meanings, prioritize accuracy, consider short training periods, prioritize essential

processes, and pay attention to individual student differences. They should also supervise and pay attention to individual training to ensure the learning process is effective and engaging. Overall, the drill method offers both advantages and disadvantages for effective teaching and learning.

3. METHOD OF RESEARCH

This research uses a descriptive qualitative method to analyze the Repetation Drill Technique in Teaching English Vocabulary at eleventh grade students in Al-Kyai Bojonegoro vocational high school during the academic year of 2022/2023. The research design involves data collection, analysis, and report writing, focusing on the nature of the problem, the researcher's personal experiences, and the study's audiences (Creswell, 2012). Descriptive qualitative methods aim to accurately describe the phenomena under investigation, comparing it to quantitative design (Leedy in Adetia, 2014). This research falls under the qualitative research design, as the data collected is influenced by quantitative design.

Technique of Collecting Data

Data collection is a crucial process in research, involving interviews, observations, and document techniques. In this research, an English teacher will be interviewed face-to-face with four questions addressing problems and challenges related to the case. The interview will be conducted in English and Indonesian, with participants choosing their preferred language. The interview will last 15 minutes. Observation is another technique, using observation instruments to gather data from teachers in the field. Documents, such as syllabus and lesson plans, will be collected from primary sources like official documents and secondary sources like books and journals.

Technique of Analysis Data

The main challenge in using qualitative data is the lack of well-formulated analysis methods. Data analysis involves systematically searching and organizing collected materials to enhance understanding and present findings. This process occurs throughout the investigative process, rather than after it. In this study, researchers used qualitative data analysis to analyze repetition drill technique in teaching vocabulary, describing results to students and teachers (Sugiyono, 2011).

Data Validity

The study uses theoretical triangulation, credibility, and dependability to assess data reliability. Triangulation combines existing data collection techniques and sources to test data credibility and unify data differences. Researchers used various data sources, such as grades, lesson plans, syllabus, interviews, questionnaire and observations, to explore the validity of information.

The Research Instrument

The research instrument is a crucial tool used by researchers to collect and analyze data. In qualitative research, the researcher is considered the key instrument (Sugiyono, 2011), as they must have a wide theory to be a good "human instrument." The main instrument used in this research is observation, which involves observing the teaching and learning process between teachers and students using the repetition drill technique method in English learning classes. The researchers will also conduct interviews with teachers in class XI Vocational High School Al Kyai Bojonegoro to understand the evaluation of the repetition drill and the motivation given to students by the teacher in English teaching class. The study aims to identify the challenges faced by the teacher in teaching English speaking and provide valuable insights for future research.

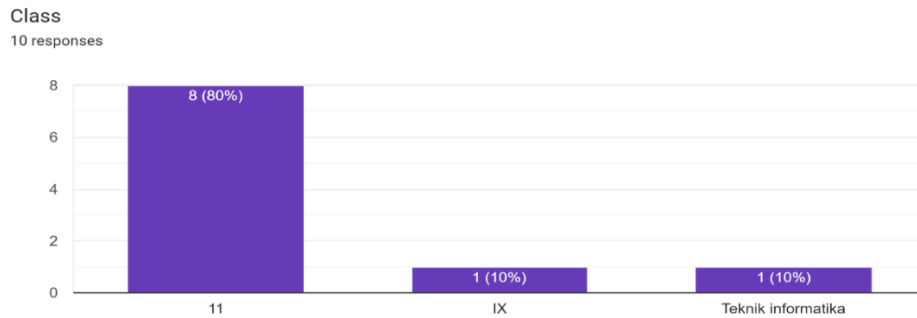
4. FINDINGS AND DISCUSSIONS

The research, conducted on 17 July 2023, aims to identify the evaluation and motivation of teachers when using repetition drills in English learning. Data was gathered through interviews and observations, and documents were used as a primary instrument to support the findings.

Before researcher conducted the interview, the researcher distributed questionnaires to 10 students . The mission of carrying out this questionnaire is to find out how enthusiastic the 11th grade students of Al Kyai High School are when studying English.

The mission of carrying out this questionnaire is to find out how enthusiastic the 11th grade students of Al Kyai High School are when studying English. The target was decided from students at SML Al Kyai Bojonegoro.

The number of student per class, as illustrated in Picture 1

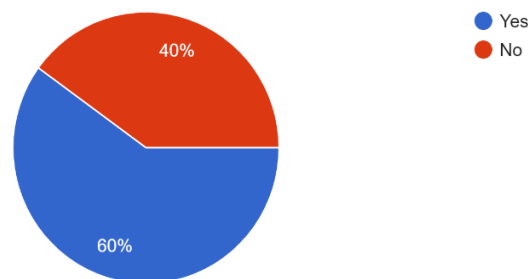


Picture 1. Number of students per class

The number of students who were respondents in the questionnaire was 10 people with the following details, the number of students in class 11 was 10 people. The average student age is 16-17 years

Question 1

Are you understand when English Teacher teach their subject materials ?

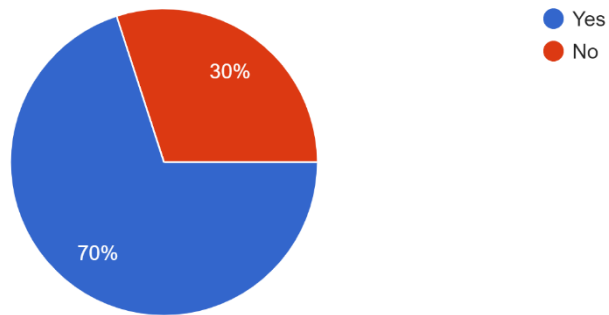


Picture 2. Pie Chart

From 10 respondents who answered the questionnaire, it showed that 60% of students could understand the material provided by the teacher, but 40% of students feel they cannot understand the material presented by the teacher. Many factors influence why students cannot understand the material presented by the teacher. This could be influenced by the lesson material delivered to students, or how the way the material is presented in the class.

Question 2

Do you feel bored when in English class?

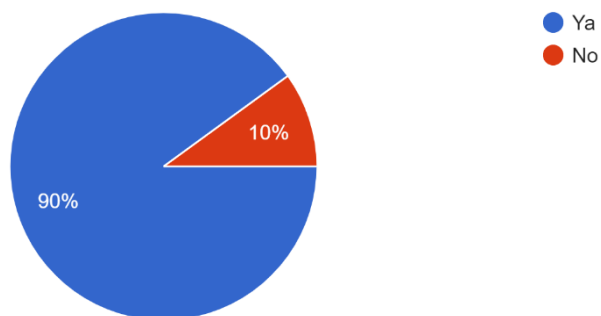


Picture 3. Pie Chart

70% of students feel bored when in English class, and the remaining 30% of people are not bored, this shows that English class still has low interest. This could be because the material provided is not suitable for student, or the method of delivering the material is not well received by students.

Question 3

Do you need a new atmosphere to make your English class more enjoyable and effective?



Picture 4. Pie Chart

The pie chart shows that the majority of students, 90%, answered that they needed a new atmosphere in the English class to make it more enjoyable, and only 10% of students felt that they did not need a new atmosphere in the English class. Changing the atmosphere or method of providing English class material makes it possible to increase the level of student participation.

The Evaluate Repetition Drill as an English Learning Method by English Teacher

The researcher evaluates repetition drill as an effective English learning method, based on observations and interviews. They conducted observations in English classes and conducted open interviews with teachers and eleventh-grade students, focusing on two aspects observed.

Table 1.Observed Aspect.

NO.	Observed aspect	Observation result	Descriptions
1.	The evaluate of Repetition Drill as an English teaching method.	Vocabulary Drills	Repetition drills can be employed to reinforce vocabulary learning.
		Pronunciation Drills	Repetition drills can help students improve their pronunciation skills.
		Sentence Structure Drills	Repetition drills can be used to practice sentence structures or grammar rules
		Dialogues and Conversations	Repetition drills can be employed in dialogues and conversations to practice natural speech patterns.
2.	Forms of providing learning motivation to	Positive Effects on Motivation	-Quick Success and Mastery

	students by use Repitition Drill method.		<ul style="list-style-type: none"> -Increased Confidence -Clear Goals and Progress
		Negative Effects on Motivation	<ul style="list-style-type: none"> - Boredom and Monotony -Lack of Authenticity Limited - Creativity and Autonomy

In the Interview is divided into 2 indicator interview, the description of the interview results of these aspects is as follows:

Table 2.Indicator Interview

No.	Indicator	Target	Question
1.	Presenting the effectiveness and benefits of the Repitition Drill method	Method/Materials Research (Repetition drill method)	<p>1. How to Apply the Repitition drill Method at SMK AL Kyai in increasing student learning concentration when learning English</p> <p>2. What are the motivations and benefits obtained by students when teachers apply the Repitition Drill Method when learning English?</p>
2.	Presenting the Opinions of Teachers and Students before the application of the repetition drill	Teacher	<p>1. What was the process of learning English before you applied the Repititon drill method?</p> <p>2. How is the students</p>

	method and after the application of the repetition drill method.		understanding in English class after using the repetition drill method?
		Students	<ol style="list-style-type: none"> 1. How is your understanding in English learning class? 2. How do understand and you feel after the teacher explained English learning with the method that was taught in class earlier?

The research at SMK Al Kyai Bojonegoro reveals that teachers evaluate repetition drills as an effective English learning method, including vocabulary, pronunciation, sentence structure, and dialogues. The effectiveness of repetition drills depends on teachers' ability to create a structured, engaging, and supportive learning environment. The study found that teachers provide motivation to students, making English learning enjoyable and engaging. The effectiveness of repetition drills can be enhanced by understanding the process of English learning activities, student understanding, and the effectiveness of understanding English learning.

The Motivation That Teachers Give To Students When Using Repetition Drill Method In Teaching English

The evaluation of a teacher's use of repetition drills in classroom learning activities depends on their ability to create a structured, engaging, and supportive learning environment. Supporting factors when applying the repetition drill method as an English language learning method include Exercise Frequency, which allows students to remember and internalize vocabulary, phrase, or structure of the language being taught. Teachers can combine this method with variations of learning techniques, such as game-based activities, paired conversations, and context-based exercises, to make learning more engaging.

Using audio, video, or interactive apps can increase student engagement and make the repetition process more engaging. Teachers provide immediate feedback during repetition drills, strengthening students' understanding and giving positive recognition for their efforts. By paying attention to these

supporting factors, teachers can increase the effectiveness of using the repetition drill method as one of the components of holistic and varied English language learning.

The study also found that students at SMK Al Kyai felt bored and could not understand what the teacher explained during English lessons before the implementation of the repetition drill method. After the teacher implemented the method, students felt better, could hear better, and felt less afraid to speak English. The atmosphere in the class became more conducive and fun with the interaction and motivation given by the teacher during the teaching process.

In conclusion, the repetition drill method received good feedback from students, making it a more effective and engaging method for English language learning.

Learning is a regular and planned process that significantly impacts student success. Teachers play a crucial role in creating motivation and a positive learning environment. The Repetition Drill method in teaching English can be used to motivate students by demonstrating how repeated practice can improve English skills. Teachers can also praise students for successful completions, fostering confidence and encouraging them to keep trying. Mixing Repetition Drill with other activities can maintain interest and prevent boredom.

5. CONCLUSION AND SUGGESTION

Conclusions

The study evaluates the effectiveness of the Repetition Drill method in teaching English, focusing on teacher evaluation and motivation. It highlights the importance of learning objectives, materials, activities, feedback, student engagement, progress, and professional development. Teachers face challenges in providing motivation to students, such as recognizing individual needs and interests, and adapting approaches. By providing the right motivation, teachers can help students feel motivated and excited to develop their English skills through the Repetition Drill method. This approach helps create a more effective and meaningful learning experience for students.

Suggestion

The study suggests that the repetition drill method is effective in English classes, with careful planning, varied learning activities, and teacher motivation

increasing student concentration. Teachers have good experience and enthusiasm for learning English through repetition drills. Future research should focus on analyzing English teachers' experiences and using instruments like observations and reflective journals to support their findings. Reflective journals may be more suitable for future research on the repetition drill in teaching English.

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