Effect of Repetition Method on Teaching English Process in Classroom

CrossMark
click for updates

I Gede Nika Wirawan [a]

Correspondence Author [a]

Abstract

Currently, there are various kinds of foreign language teaching techniques that are used by the teachers in the classroom. One of these techniques is the repetition technique in which the teacher will repeat the previous lesson in order to improve the student's memory. The goal of this research is to get the findings regarding the differences before and after the students to get repetition lessons in the class. The method used in this study is a quantitative method in which the data will be collected for this research. First, the researcher gave tests to the students before the repetition method applied in the class every lesson. After that, the students will get another test but the repetition method applied before the test is conducted. It was found that there were differences between the students who were given a repetition method and students who had not been given a repetition method. Based on data obtained in the field, it is found out that the students who get English lessons with the repetition method get better grades than students who do not.

Contents

[a] ITB STIKOM Bali, Denpasar, Indonesia

1 Introduction

There are many obstacles faced by English teachers in the learning process. The choice of appropriate teaching techniques can improve the English skills of the students in the classroom. Therefore, teachers must use appropriate methods in teaching English. One method that can be used is the repetition method.

There are many studies had shown that the repetition method can improve students' English learning. This study will provide an overview of the use of this method in the classroom. Researchers hope that by applying this method, students can understand English with better results. Dimyati (2006), suggest that "Learning outcomes are essentially changes in the behavior of individuals who are relatively settled as a result of interactions with the environment". Meanwhile, according to Hamid (2011), learning outcomes are changes in behavior obtained by learners after experiencing learning activities.

The teaching method has an important role in determining the success of the students. Using a good learning method, students can understand the lesson better. By using the repetition method, students can store the information better than the conventional one. This teaching technique has also given advantages in which the students can memorizing the information that they had during the lesson (Roestiyah, 2008; Sagala, 2010; Suprijono, 2011; Darmiyati, 2007).

As a simple illustration is when someone wants to remember the word *susceptible* in English, then the teacher must repeat the word as often as possible so that the word will stick to students' memories. It is very difficult for someone to remember the word *susceptible* if that person only listens to the word once. However, if the word is repeated throughout the learning process, students will eventually be able to remember the word (Budiningsih, 2005).

The formulation of the problem that will be examined in this study is how the impact of repetition methods in improving students' English skills in class? The researcher will limit this research to the method of teaching repetition, especially to the level of students' understanding of learning English in class. The object of this research is the second-semester students who are taking English courses II (Hernawan, 2007; Wena, 2009; Kosasih & Sumarna, 2013).

2 Materials and Methods

The data collection technique used in collecting data of this study is the questionnaire method. The researcher will determine the class used as a sample, that is, a class with students who have the same level of English proficiency by giving a pre-test. The pre-test that will be given is a pre-test with reading and grammar questions in English. The number of students who will be used as samples in this study is 30 students who will be given a repetition and 30 other students who will not be given a repetition (Moleong, 2007; Kasiram, 2010). The analysis technique used in this study is that this method emphasizes the mathematical aspects of measurement carried out by calculating the numbers that will be generated from the values of students. Later conclusions will be obtained that will answer the previous problem with the estimated figures obtained from the results of the study.

3 Results and Discussions

It was found that there were differences between students who were given a repetition method and students who had not been given a repetition method. Based on data obtained in the field, it is found out that students who get English lessons with the repetition method get a better result than the students who in the learning process do not use the repetition method.

Before doing the test using the repetition method. Researchers gave tests to the students in which this test will show the level of English proficiency of the students. The researcher provides English language tests with multiple-choice tests to determine the level of English proficiency of students in the classroom.

It was found that there was an increase in the resulting form the students who learn in the class using this method. Students who get the lesson using this technique have a higher success rate in answering test questions compared to students who do not.

The repetition given to students is the repetition of previous learning. For example, if in the previous lesson students were given a text, then at the next meeting students will review that lesson again and students were asked to repeat the discussion about the text. Both reading the text and translating the text into Indonesian. In addition, there is also some vocabulary that was repeated from the previous lesson which is useful for the students to improve their memory in memorizing the vocabulary.

This encourages students to revise the lessons that have been discussed in class so that they can be understood better. Unlike the case with students who are not given a repetition method, students do not have the intention to revise the lessons that have been discussed in class because they think that they will get different lessons at the next meeting (Aryani & Rahayuni, 2016). This encourages students to revise the lessons discussed in class so that it impacts on student test results which show that they cannot remember the lessons discussed in the classroom as well as students who have received repetition techniques in the learning process.

This difference also affects student study habits because if teachers or lecturers repeat the lessons in the classroom then the students will get used to revising these lessons at home. This has an impact on students' learning habits that become better. The application of the repetition method can be done by teachers in the classroom both to repeat the lessons on reading and grammar. Because in reading students will be faced with vocabulary which must be memorized and if they do not see that vocabulary often or are not familiar with the vocabulary, then the students will not be able to remember the vocabulary well. This will have an impact on the ability of students who have difficulty understanding English texts. If students are given a teaching method using repetition techniques, then students will be more often get deal with the same texts and vocabularies in which if it is repeated it will easier for them to remember it (Prayoga *et al.,* 2015; Suryasa *et al.,* 2017).

The conclusions obtained through this study, the method of repetition influences the ability of students to absorb the lessons discussed in class. Students who are given a repetition of lessons previously discussed in class can remember more things than students who are not given repetition. This has an impact on students' English proficiency especially for students who want to add English vocabulary to better understand English-language texts with many new vocabularies. English teachers can use the repetition method in the learning process so students and students can better understand the lessons that have been delivered (Suparsa *et al.,* 2017; Astawa *et al.,* (2017).

It can be concluded from the study that the repetition method has an influence on the ability of the students in absorbing the lesson that has been discussed in the class. The students that get a repetition methods during the lesson can memorize the lesson better compared to the students who do not. It also impacts the learning habit of the students because they can memorize more vocabulary using this technique and the teacher can use this method during the learning process so that the students can understand the lesson better.

4 Conclusion

It can be concluded through this research that the technique of repetition is effective in improving the student's acceptance of the English language during the process of English teaching in the classroom. It is suggested that the teacher should use this technique to improve a student's language proficiency. It is found out during the research that the students who get repetition during the class get a better score compared to the students who do not get the repetition during the lesson. Therefore, the teacher should give a reputation during the class to improve the students' English proficiency. This repetition can be in the form of reading or repeating the vocabularies that have been discussed in the previous lessons to improve their memory.

References

Aryani, I. G. A. I., & Rahayuni, N. K. S. (2016). Innovation of teaching and learning english applied to animal sciences' student with the combination of computer media and audio visual. *International Journal of Linguistics, Literature and Culture*, *2*(1), 1-7.

Astawa, I. N., Mantra, I. B. N., & Widiastuti, I. A. M. S. (2017). Developing communicative English language tests for tourism vocational high school students. *International Journal of Social Sciences and Humanities*, *1*(2), 58-64. https://doi.org/10.29332/ijssh.v1n2.43

Budiningsih, C. A. (2005). Belajar dan Pembelajaran. cet. ke-1. *PT Rineka Cipta. Jakarta*.

Darmiyati, Z. (2007). Strategi meningkatkan kemampuan Membaca. *Yogyakarta: UNY Press. Lampiran*, *1*.

Dimyati, M. (2006). Belajar dan pembelajaran. *Jakarta: Rineka Cipta*.

Hamid, S. (2011). Metode edutainment.

Hernawan, A. H. (2007). Belajar dan Pembelajaran Sekolah Dasar. *Bandung: UPI Press A. Sulaiman Darwis.(1990). Media Pembelajaran. Surabaya: Usaha Nasional*.

Kasiram, Moh. (2010) *Metodologi penelitian: Kualitatif–Kuantitatif.* UIN-Maliki Press, Malang. ISBN 978-602-958-280-2

Kosasih, N., & Sumarna, D. (2013). Pembelajaran Quantum dan Optimalisasi Kecerdasan. *Bandung: Alfabeta*.

Moleong, L. J. (2007). Metodologi penelitian kualitatif edisi revisi. *Bandung: PT Remaja Rosdakarya*, *103*.

Prayoga, I. A., Ratminingsih, N., & Budasi, I. (2015). The effect of scripted song as a teaching on english competence. *International Journal of Linguistics, Literature and Culture*, *1*(1), 9-17.

Roestiyah, N. K. (2008). Strategi Belajar dan Mengajar. *Jakarta: PT. Rineka Cipta*.

Sagala, S. (2010). Konsep dan makna pembelajaran. *Bandung: alfabeta*.

Suparsa, I. N., Mantra, I. B. N., & Widiastuti, I. A. M. S. (2017). Developing learning methods of Indonesian as a foreign language. *International Journal of Social Sciences and Humanities*, *1*(2), 51-57. https://doi.org/10.29332/ijssh.v1n2.41

Suprijono, A. (2011). Cooperative Learning; Teori dan Aplikasi Paikem. cet. ke-5. *Pustaka Pelajar. Yogyakarta*.

Suryasa, I. W., Prayoga, I. G. P. A., & Werdistira, I. W. A. (2017). An analysis of students motivation toward English learning as second language among students in Pritchard English academy (PEACE). *International Journal of Social Sciences and Humanities*, *1*(2), 43-50. https://doi.org/10.29332/ijssh.v1n2.36

Wena, M. (2009). Strategi pembelajaran inovatif kontemporer suatu tinjauan konseptual operasional. *Jakarta: bumi aksara*.

Biography of Author

I Gede Nika Wirawan, S.S., M.Hum., M.H. is an English lecturer in ITB STIKOM BALI-INDONESIA. He graduated from the Department of English Language and Literature, University of Udayana (2010), Master Degree of Translation Study in University of Udayana (2012), and Master Degree of Law from the University of Mahendradatta (2019). Besides teaching English, he also teaches in Konsultan Bahasa as an Indonesian Language Teacher for foreigners in Bali. In addition, he is also a certified translator to translate legal documents from Indonesian to English and vice versa, as well as from French to Indonesian, French to English and vice versa.
Email: nika.wirawan@gmail.com