THE IMPLEMENTATION OF REPETITION DRILL IN TEACHING SPEAKING SKILL

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ABSTRAK

Berbicara adalah salah satu keterampilan bahasa yang harus dikuasai oleh siswa agar proses belajar dapat berjalan dengan baik dan lancar, salah satunya dengan menggunakan Repetition Drill. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan menggunakan latihan pengulangan terhadap keterampilan berbicara siswa dan bagaimana pendapat siswa tentang teknik latihan pengulangan dalam pengajaran keterampilan berbicara kelas dua di SMP 8 Banda Aceh dalam akademik. Metodologi penelitian yang digunakan adalah desain eksperimen Quasy. Data hasil belajar siswa diperoleh dengan melakukan pre-tes, pos-tes, dan kuosioner. Data dianalisis secara manual dengan menggunakan rumus statistik, T-test dan T-tabel. Yaitu T-test>T-table = 12,80 > 1,72. Hasil analisis kuesioner menunjukkan respons positif yaitu 74% siswa menyatakan bahwa mereka setuju teknik latihan pengulangan meningkatkan kemampuan mereka dalam berbicara teks deskriptif. Berarti Ho ditolak dan Ha diterima. Kesimpulan penelitian ini adalah teknik repetiton drill meninggkatkan kemampuan berbicara teks deskriptif.

Kata Kunci: Berbicara, *Repetition Drill*

ABSTRACT

Speaking is one of the language skills that must be mastered by students so that the learning process can run well and smoothly, one of them is by using Repetition Drill. The purpose of this research is to find out whether there is a significant effect of using repetition exercises on students' speaking skills and how students think about repetition training techniques in teaching second grade speaking skills at SMP 8 Banda Aceh in academics. The research methodology used is the Quasy experimental design. Student learning outcomes data obtained by doing pre-test, post-test, and questionnaire. Data were analyzed manually using statistical formulas, T-tests and T-tables. Namely T-test> T-table = 12.80> 1.72. the results of the questionnaire analysis showed a positive response that 74% of students stated that they agreed the repetition exercise technique improved their ability to speak descriptive texts. Means that Ho is rejected and Ha is accepted. The conclusion of this research is the repetition drill technique increases the ability to speak descriptive texts.

Keywords: Speaking, Repetition Drill

INTRODUCTION

Speaking is considered as one of the important skills that must be mastered for communication. In addition, though speaking someoe could express and deliver his/her feeling and ideas directly. Someone who wants to speak should be able to give understanding to people who listen them and express their idea. Hence, mastering english is one of main goals to everybody especially for learners. One of target of teaching language is to improve students skill to speak that language.

Fulcher (2003:23), argued that speaking is the verbal use of language to communicate with others. Speaking used to express something through voice conversation. When someone does a conversation, it means that is something important to say to his/her interlocutor. Meanwhile, Hybel (2001:45) mentioned that speaking is any process in which people share information, ideas, and feeling. It means that speaking used to express our ideas to others in oral communication, and also a process in which a speaker conveys information or messages to listener. Moreover, Jane (2009:2) stated that speaking as one of language skills that should be developed beside the other three language skills is consider important because it plays in essential role in facilitating the students to master the English proficiency.

It is supported by Nunan (2001:34) asserts that for most people mastering speaking skills is the single most important aspect of learning a foreign language, and success is measured in terms of the ability to carry on a conversation in that language. From Shumin's and Nunan's view related to the mastery of speaking skill, it may be concluded that EFL students are considered capable of mastering the language when they are able to communicate smoothly by using target language.

The problem of poor spoken English language among form four graduates has led to ageneral feeling that there is need to re-examine the teaching of English language in secondari schools n kenya (Mwamba, 2005). According to many researchrs, the reasons for poor speaking skills could emanate from lack of emphasis on speaking skills in the curriculum since it is not examinations, teachers' own limited english proficiency, class conditions that do not favor oral activities and limited opportunities, outside class for practicng using english language.

One target of language teaching is to improve students' skills for speaking the language. For most Foreign Language English (EFL) students, learning speaking skills is difficult for students to understand. This is supported by Brown (2001: 250) who said that the mastery of speaking skills for many students in the EFL context is still considered a difficult thing. It is supported by Nunan (2001:34) asserts that for most people mastering speaking skills is the single most important aspect of learning a foreign language, and success is measured in terms of the ability to carry on a conversation in that language. From Shumin's and Nunan's view related to the mastery of speaking skill, it may be concluded that EFL students are considered capable of mastering the language when they are able to communicate smoothly by using target language.

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goals to everybody especially for learners. One of target of teaching language is to improve students skill to speak that language.

Based on preliminary interviews conducted by researchers with a teacher at SMPN 8 Banda Aceh on 4 February 2020, are researchers found problems in the learning process of speaking, the first obstacles, are students worried about making mistakes, fear of criticism, and embarrassed to speak because they could not arrange grammatically obstacles are, lacking vocabulary and not able to pronounce words correctly. Second, students did not have motivation in learning English. Third, the lack of technique or method, the teacher only applied singing and some in class. Third, the use of mother tongue, students who share the same mother tongue tended to use it because it is easier and because students feel less exposed if they speak their native language. Finally, some students have little motivation to learn English.

Researchers add that the assumption why they have little motivation to learn English may be because they are not interested in English as a subject. To overcome all the problems above, researchers use one technique, namely repetition training techniques. Repetition exercises are an effective way to motivate students to improve their speaking skills in English. Accordingly, Dornyei stated that (2001: 5) "this reflects our intuition and in my view the correct belief that during the process of foreigner mastery is long and often boring second language (L2), enthusiasm, commitment, and persistence of students are the main determinants of success or failure". Indeed, in the vast majority of cases learners with sufficient motivation can achieve a working knowledge of an L2.

Repetition drill is when the teacher or a learners models language and the group of learners repeat it together. Example, the class are practising the pronounciation of the schwa sound. The teacher models words from a list and the learners repeat them together. Drill is a technique that has been used in foreign language classrooms that emphasizes repetition of structural patterns through oral practice to demonstrate the ability of students to use certain languages. The use of this technique not only gives students the opportunity to speak in front of the class and practice their speaking skills, but also their understanding of the text can be achieved through this technique. In this study, researchers chose "repetition exercise" as a technique used in the classroom. Where, the teacher says the text model, then students repeat what the teacher says as quickly as possible.

In this study, the researcher takes two previous researches comparison. The first research was done by Handayani, (2011), "Using a chain Drill to Improve students' Fluency in Speaking English (The Case of Seventh Grade Students of "SMP N 5" Sragen in the Akademic Year of 2010/2011). In her thesis, she analyzed the students, fluency improvement in speaking English using chain drill. She used classroom action research (CAR). She also showed the learning process. It shows that this technique effectively help the students to improve their fluency in speaking English. In the end of her research she said that there was significant result before and after using chain drill to improve the students' speaking fluency

The research findings show that the implementation of repetition drill in teaching speaking skill. The improvement of classroom situation includes: the class is alive because the students participated actively during the speaking class, the students were motivated

to speak English, the students paid good attention to the teacher's explanation and the result finding from previous study proof that repetition drill technique is a good technique and can be implement in the speaking class. Because the previous of study shows that the student speaking skill is improved by implementing repetition drill technique.

Repetition drills are use for familiarizing students quickly with a specific structure formulaic expression. Repetition drill is the simplest drill used in learning language patterns. Language learners merely repeat what the teacher says or the tape recorder produces. This may be used for the presentation of new vocabulary and will be useful for pronounciation class. Furthermore, at its simplest, drilling means listening the model, provided by the teacher, or a tape or another student in the classroom, and repeating what is heard. It is a repetition drill. In a repetition drill, the teacher says the model (words and phrases) and the students repeat it. (Tice, 2004).

In audiolinguism, drilling id needed to facilitate learning, although it is meaningless and mechanical drill (Tice, 2004). In conclusion, repetition drill enables the students to be aware of the relationship among form, meaning, the use of language, and also helps the students to memorize the words or phrases. In this study, the researcher uses repetition drill as a technique in teaching speaking. Regarding motivation in learning, the researcher want to propose one way to solve the problem above by applying repetition drill technique, to solve students's difficulties in speaking English and to motivate the student to speak.

METHODOLOGY

This research belongs to a descriptive quantitative study, with an experimental design. This research was conducted in class VIII SMPN 8 Banda Aceh in April as many as 6 meetings. The target in this study which became the study population were students of grade VIII in SMPN 8 Banda Aceh. As for the sample in this study is one class, class VIII-A which was taken by purposive sampling. The instruments used in this study are test and questioners. Test is given to know to know the students speaking ability improvement after repetition drill technique applied. Meanwhile, the questioner is distributed to know the students' opinions about repitition drill technique in teaching speaking skill.

The procedures in this study are: The preparation phase, at this stage the researcher compiles the learning , preliminary test, and final test. The implementation stage, the activities at this stage are: implementing the learning process using the repetition drill technique, while learning takes place observing student activities by the subject teacher, and giving the final test. Data analysis stage, at this stage management of the data that has been obtained at the implementation stage.

Data and information are collected from pre-test and post-test results. The 3 minute talk notes from the student's pre-test and post-test are then analyzed and then transcribed, and analyzed based on aspects of assessment, the five aspects are: Grammar, grammar refers to how well the students are able to use an appropriate of grammatical structures when expressing them selves, It also describes how accurate students use of English are and The language that students use also has to be effective. Pronunciation, Pronunciation

describes how well students' utterances are comprehensible to the listener, the using of intonation should be possible to express a range of attitudes and meanings and the using of sound volume makes the clear pronunciation. Vocabulary, Word choice sometimes is inaccurate, it is also find word repetition without try to speak other words. Fluency, speech is very slow, except for the short sentences; frequently punctuated by silence or long pause. As possible that there are not hesitation in speaking, it also for sound repetition which makes fluency is not effective. Comprehension, understand too little for the simplest type of conversation, understands only slow, very simple speech on common social and touristic topic; requires constant repetition and rephrasing, understand careful, somewhat simplified speech directed to him, with considerable repetition and rephrasing.

In the other hand, the resercher also put questionnaire to know the students' opinion. Questionnaire is a set questions/statements for obtaning statiscally useful or personal information from respondent about their self-report or things that they have known. There are two types of questionnaire; they are closed questionnaire and direct questionaire. It is because the respondents give their opinion toward the question/statements by choosing the available answer. A questionnaire is said to be direct questionnaire if the question list send send directly to the respondent or asked the respondent to tell about his/her opinion about something. Therefore, the questionnaire that is used in this research is closed questionnaire because the question which is given by the researcher will be answered by choosing the available answer. Every question in the questionnaire has five answer choices. The answer from the respondent written by giving the checklist on the available questionnaire, they are strongly disagree, disagree, neutral, agree, strongly agree. There are 10 questions in the questionnaire, the researcher give the questionnaire to the student. After that the students will answer it in that time. The researcher collected the questionnaire and count it in percent to know the students' perception about the teaching speaking

Each assessment is score of 1-20 points. While the highest possible score is 100. On the other hand the researchers gave a zero score to students who made many mistakes in speaking. The five elements in assessing speaking namely grammar, vocabulary, pronunciation, and fluency have a level of speaking ability.

The scores of all the tests in this study are set in the frequency distribution analyzed using Mean. This statistical formula is recommended by Hadi (2003: 272).

The mean (M):
$$M = \frac{\sum x}{N}$$
Explanation:

M = Mean

$\sum x$ = Sum of score

N = Number of sample

Then to find out the weather the differences between pre-test and post-test is significant, the writer used the following T-score formula as suggested by Bungin (2005:191)

$$t = \frac{Md}{\sqrt{\frac{\sum d2}{N(N-1)}}}$$

Explanations:

Md   = D divided by N

D   = Score treatment II-score of treatment I

N   = Number of Sample

Finally, to test the hypothesis, the writer compares the results of the statistical analysis above to limit the score based on Bungin, (2005: 185) statement:

1. If the researchers' results are higher than or as high as the score limit in the t-score measurement table, it means that the difference is significant and the hypothesis is accepted

2. If the researchers' results are lower than the score limit in the t-score measurement table, that means the difference is not significant and the hypothesis is rejected

RESEARCH FINDINGS AND DISCUSSION

The data obtained by researchers from pre-test and post-test using repetition exercise techniques in the process of speaking, researchers used the test as an instrument in collecting data given to students of class VIII-A SMP 8 Banda Aceh, which consisted of 23 students.

In this section, the researchers reveal the students' ability in pre-test by using repetition drill technique in the process of speaking. In this presentation, the researcher presented and analyzed the collected through pre-test which were administrated to 23 students.

In this section, the researcher also showed the results of post-test after using repetition drillin the process of speaking. Based on the mean of post-test, the researcher concluded that the students' speaking ability at XI class of Junior High School8 Banda Aceh after using repetition drillwas totally increasing by referring to the table achievement. The result of analyzing the data by using formula shown that the coefficient from 46 to 88,17. It means that there was an improvement on their speaking ability. The researcher provided the table about the list of pre-test and post-test total score to make easier in identifying mean of pre-test, mean of post-test and T-test. The table was as follow:

Tabel 1. Grade VIII-A students' score at SMP 8 Banda Aceh by applying the Repetition Drill technique.

NO	NAMA	PRE TEST	POST TES	Ket
1	AH	43	73	Gagal
2	AS	41	79	Tuntas
3	AM	33	93	Tuntas
4	AG	34	80	Tuntas
5	CD	48	88	Tuntas

6	CA	45	96	Tuntas
7	DH	69	79	Tuntas
8	DP	28	13	Gagal
9	R	48	93	Tuntas
10	RI	49	77	Tuntas
11	PN	47	75	Tuntas
12	RM	46	88	Tuntas
13	MN	46	80	Tuntas
14	MN	33	95	Tuntas
15	MR	46	94	Tuntas
16	H	40	92	Tuntas
17	NS	69	94	Tuntas
18	HN	26	95	Tuntas
19	MZ	71	95	Tuntas
20	RF	60	95	Tuntas
21	ZF	43	95	Tuntas
22	SA	60	91	Tuntas
23	SA	33	95	Tuntas

As seen in table 1, According to the result of the statistical computation using T-test, the result shown that there is significant differences between pre-test and post-test score. The result of t-test was 10,2. If the t-test was compared to t-table with the degree of freedom 22 as stated in hypothesis testing, the t-test was higher than the t-table 1,72. Therefore, based on the hypothesis testing, the Ha was accepted and the Ho was rejected, the theory was verified. It means that the use of repetition drill to improve students' speaking skill is effective for teaching speaking.

After getting the treatment, the students were more enthusiastic and motivated to speak, they also enjoyed when presented the material. Students got easy to describe the picture and also more enjoy to spread out their idea. The researcher helped the performance of individual students directly. So the students did not get nervous about trying to say things in the target language. In addition they had self-confidence to describe the picture in front of class. However, the use of repetition drill in improved students' speaking ability and also gave advantageous to both teacher and students at Junior High School 8 Banda Aceh.

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the performance of individual students directly. So the students did not get nervous about trying to say things in the target language.

In addition, questionnaire analysis also showed a positive response. Responses were taken from students in the experimental class to all questions. One result said that 65% students f 23 students gave answers strongly agree, that they were interested in learning to speak. This will be a good result, and only 26% of students who answer agree that they are interested in learning to speak. There are two students giving neutral answers, and none of the students who disagree and strongly disagree.

In the other hand, questionnaire analysis also showed that the majority of students 78% said that repetition drill technique was one of the best tecnhnique in improving their speaking skills. This statement is supported by the results of tests in experimental class. The explanation above tells students' opinion repetition drill technique that improve their speaking ability in descriptive text. Therefore, it can be conclude that repetition drill technique is very effective in improving students' learning abilities. Nevertheless, there were several numbers of students who revealed that 78% students strongly agree one of the problem in learning speaking is hard to distribute the idea of story and deveop it.

The researcher realizes that there is still weakness in applying repetition drill technique to teach speaking descriptive text. However, the result of this reserch may give us enlightenment toward the important to vary out techniquesn teaching descriptive speaking in junior high school in order to make the teaching and learning process could run as we expected.

CONCLUSION AND SUGGESTION

Based on the result of analysis, some conclusions are drawn as follow: First, the students's ability in pre-test is generally low. It can be seen from the score obtained by the students before using repetition drill technique that from 23 students they only got score 46. Second, the students' ability in post-test by using repetition drill technique in teaching speaking is better than before. It is shown from the score obtained by the students after using repetition drill technique from 23 students they got score 88,17. The last, the using of repetition drill technique in improving students' speaking skill at the second grade of Junior High School 8 Banda Aceh is effective to be used. The total score after applying repetition drill technique in the teaching learning process was higher than before. It showed by the result of t-test is 10,2 that was greater than t-table 1,72. It means that there was an improvement of students' speaking ability by using repetition drill technique.

Finally, based on the analysis of questionnaire, it also shows positive response. 74% of the students stated that they agreed repetition drill technique improved their ability in speaking descriptive text. The explanations above tell the students' opinions that their speaking ability improve after using repetition drill technique. 65% of the 23 students gave answer strongly agree, that they are interested in learning speaking, 78% of the students answered one of the problem in learning speaking is hard to distrbute the idea of story and develop it, 69% of the students gave positive answer that there are some reasons that make students understand speaking material by using repetition drill technique, 78% of studets who answered strongly agree that will use repetition drill technique in learning speaking.

According to the results of the research, some suggestions are addressed: for the teacher, considering that teaching speaking by using repetition drill technique is effective, therefore, it is suggested that the English teachers of the school to use the technique. In addition, the teachers must make teaching and learning process become more interesting. In order to the students will not get bored in learning the target language and they feel confident to deliver their ideas in front of class.

For the future researcher, as this research is not perfect yet, it is suggested to conduct further research on similar area by improving the methodology or to use it as a reference to conduct a further research related to use repetition drill technique in difference area of teaching

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