IMPLEMENTING REPETITION TECHNIQUE TO IMPROVE STUDENTS VOCABULARY MASTERY FOR SEVENTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL INSAN TERPADU

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Abstract

The researcher found the problems in the learning process that the students are lack of self-confidence, it makes them are unable to memorize, and difficult in pronouncing the words. Therefore, the researcher interest to research this repetition technique on students vocabulary mastery to strengthen their memory in mastering the vocabularies they learn without memorizing in the class. Vocabulary mastery is a complete skill to understand the stock of words and their meanings of a particular language. Repetition technique is repeated encounter of the words, the learners are enabled to retrieve the meaning or the form of the words to use them creatively. This research aims to know the effect of repetition technique on students vocabulary mastery. This research was conducted by using Classroom Action Research (CAR). In this study researcher made VII A students of SMP Insan Terpadu as the research target, which consist of 13 male students in academic year 2022/2023.The data were gathered through qualitative data and quantitative data. The qualitative data were gained by observation. Then, quantitative data were obtained from the student's vocabulary score of pre-test and post-test. In this research, the researcher used 1 cycle, because based on the results, it showed that there was a development on students vocabulary mastery. It can be seen from the mean score of pre-test which was 58, while the mean score of post-test was 82. Hence, the criteria of success were achieved. Furthermore, the results of the observation showed that the students were interested in the lesson and they able to master the vocabulary with four criteria success in the teaching learning process during the implementation of repetition technique.

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Keywords: *Vocabulary Mastery, Repetition Technique, Classroom Action Research.*

INTRODUCTION

English teachers face many obstacles in the learning process. Currently, there are many kinds of technique are used by teachers for teaching English lesson. The choice of appropriate teaching techniques can improve the English skills of the students in the classroom (Nika, 2019). Therefore, teachers must use appropriate technique in teaching English. Using a good technique can make students more understand and master the lesson. One technique that can be used is the repetition technique.

There are many studies had shown that the repetition technique can improve students' English learning. This technique aim to improve pronunciation, improve memory power or student's English vocabulary, and familiarize students using English (Situmorang, Raja, & Ginting, 2019). English undoubtedly plays the most important role. It contains three elements: pronunciation, vocabulary and grammar. It is clear that vocabulary is the most important and living part of these three elements (Bai, 2018). Vocabulary is one of the foundations for English learners. They have to master the vocabulary first to be able to speak English.

However based on previous research, most of the students were confused when they spoke English in the classroom. They just knew a few English vocabularies. The problem was caused by their way in mastering the vocabulary namely by memorizing the words only from the lists that they have made without practicing them and then they forgot them soon. The students also had low motivation when they learned English. They said that English was difficult (Situmorang, Raja, & Ginting, 2019). Memorizing a few words is one way to learn vocabulary, but it takes process. With this way, typically it is ineffective to ask students to memorize words and their meanings. But sometimes, most of them are easily to forget (Gunawan, 2020). This problem also happened to students in the junior high school Insan Terpadu.

Based on the researcher's observation at Junior high school at Insan Terpadu , especially in the VIIA class which consist of 13 students, it is found that the students are lack of self-confidence, it make them are unable to memorize, and difficult in pronouncing the words. Besides, students who live in Islamic boarding schools are often sleepy and even sleep during lessons because the density of pesantren activities is an excuse for them. Therefore, the researcher interested to research this repetition technique on students vocabulary mastery to strengthen their memory in mastering the vocabularies they learn without memorizing in the class. Repetition Technique is one of the solutions on the student's vocabulary mastery for junior students. Because, it will make them easier to pronoun, they will remember the vocabularies without memorizing, and they will feel fun in the conducive class. Besides,repetition technique can accelerate student's understanding in English learning process. Such: self-dcovery of speed, ability to reflect, consistency and clarity of thought. This encourages deep learning. "The fundamental principle of education is repetition" (Bruner, 2001). Repetition of the penalty make the students popular with the words in the sentence; this may be used for the students to get the new vocabulary and will be useful for pronunciation class (Aini, Khoyimah, & Santoso, 2020). Choosing the right techniques in teaching activity can make the process of learning interesting and make students understand and master the lesson. Besides, they will not feel sleepy and bored. This technique can make students active while learning process (Situmorang, Raja, & Ginting, 2019).

According to the previous research with title Effect Of Repetition Method On Teaching English Process In Classroom has researched and tested students who were taught by using repetition techniques and not. But apparently, students who got this repetition technique got higher score than students who did not use the repetition technique. The technique he uses is by giving material using text and then the material is repeated in the next meeting. So that students are trained to remember the material(Nika, 2019). Whereas in this research, the technique to be used is the repetition technique but, it is not just repeating the words but repeating by audio media or listening treatment. Firstly, direct students to look at the pictures. Say: Look at the Martinez family. Secondly, Read the captions, and have students repeat after you (the researcher). Then, have students listen to the audio. Ask them to point to the correct picture as they listen. Circulate and monitor. After that, check students comprehension by asking yes or no questions. Then, ask students to listen the audio and repeat the words. Then, order students to read the vocabularies together. Then, questions and answers about the meanings (if they don't know, the researcher helps them to give meanings). Then, have students to complete the sentences using the new vocabularies. The last, encourage students to take turns reading the completed sentences in pairs.

Based on the explanation, the researcher interests to conduct this study on the title Implementing Repetition Technique to Improve Students Vocabulary Mastery for Seventh Grade Students of Junior High School Insan Terpadu.

METHOD

This study employed Classroom Action Research (CAR) using a mixed-methods approach that integrated quantitative and qualitative data to improve students' vocabulary mastery through the repetition technique. CAR was selected due to its systematic and reflective nature, enabling continuous instructional improvement within an authentic classroom context. This approach is appropriate for addressing practical pedagogical problems while simultaneously enhancing learning outcomes.

The research design followed the CAR framework proposed by Kemmis and McTaggart, which consists of four interrelated stages: planning, acting, observing, and reflecting. These stages were implemented in a single cycle, as the predetermined indicators of success were achieved during the first cycle. The use of one cycle is methodologically acceptable in CAR when students' learning outcomes meet the minimum mastery criteria.

The research procedure was conducted in one cycle consisting of four sequential stages: planning, acting, observing, and reflecting. In the planning stage, lesson plans integrating the repetition technique were developed, including the selection of vocabulary materials aligned with the junior high school English curriculum, the design of audio-assisted repetition activities, the construction of pre-test and post-test instruments, and the preparation of observation checklists, with emphasis on pronunciation accuracy, listening comprehension, and contextual vocabulary use. The acting stage was implemented during regular English lessons conducted twice a week, in which vocabulary was introduced using visual media, followed by teacher modeling and guided repetition, supported by audio recordings to reinforce listening input; students then engaged in comprehension checks, repetition drills, sentence completion tasks, and pair-based reading activities to strengthen vocabulary acquisition and retention. The observing stage was carried out simultaneously with the instructional process using an observation checklist to record students' engagement, participation, attentiveness, and responses to the repetition technique, providing qualitative data on the learning process. Finally, the reflecting stage involved analyzing observational data and comparing students' pre-test and post-test scores, which were evaluated against the minimum mastery criterion (MMC) of 75; as students demonstrated measurable improvement and met the MMC, the research was concluded after the first cycle.

The study was conducted at SMP Insan Terpadu Sumberanyar, Paiton, Probolinggo, Indonesia, from March 20 to April 20, 2023, during the second semester of the 2022/2023 academic year. The participants were 13 students of class VII A, purposively selected based on preliminary observations indicating low vocabulary mastery. The instruments used in this study consisted of vocabulary tests and an observation checklist. The vocabulary tests included a pre-test and a post-test with identical items, comprising 20 multiple-choice questions with four answer options, administered to measure students' vocabulary mastery before and after the implementation of the repetition technique. Qualitative data were collected through systematic classroom observation using an observation checklist to document students' engagement, participation, attentiveness, and responses during the

learning process, while quantitative data were obtained from students' pre-test and post-test scores.

Data analysis employed both qualitative and quantitative approaches: qualitative data from classroom observations were analyzed descriptively to interpret changes in students' learning behavior, whereas quantitative data were analyzed by calculating students' mean scores. Each correct answer was awarded five points, yielding a maximum score of 100, and the mean score was calculated using the formula $X = \frac{\sum x}{n}$, where X represents the mean score, Σx denotes the total score, and n refers to the number of students. Students' achievement levels were categorized as Very Good (86–100), Good (71–85), Fair (56–70), and Poor (≤55), and the attainment of the minimum mastery criterion of 75 indicated the effectiveness of the repetition technique.

FINDINGS AND DISCUSSION
Findings
The data was analyzed by qualitative and quantitative. The qualitative data was taken from observation sheet. This research was conducted in one class of

VII A Insan Terpadu with 13 male students. Based on the observations showed that repetition technique can improve the students' vocabulary mastery: Students were interested in learning English and became conducive, more enthusiastic when discussing about the material.

The quantitative data was taken from the mean of the students' score in taking vocabulary test. This research was conducted in one cycle, while consisted of four steps (planning, acting, observing, and reflecting). The researcher conducted in five meetings include pre-test and post-test.

The preliminary data has taken from the preliminary test (pre-test). The researcher held pre-test in one meeting before the cycle started in order to analyze the student's vocabulary.

Observation
The researcher observed and investigated the students, identified the students development during teaching and learning process. Observation sheet was used to measure the level of students' achievements during teaching and learning process in which repetition technique was applied in students' activities, students' behavior in English learning, and interaction between teacher and students.

In teaching-learning process by using repetition technique, they felt enjoy and motivated to learn English. It can be seen from their development in the lesson while the teaching learning process and the improvement of their understanding on their final score.

Tests
The quantitative data were taken from the results of the test given to the students. The test that given still relevant to the topic taught and discussed in the learning process. The result of the test score of students were shown in the table below.

Table 1
Students' score in Pre-Test and Post-test Items

Name of students	Score of pre-test	Score of post -test
ASF	50	75

AIR	75	95
FPN	60	85
HFM	65	90
IAA	60	80
MFR	70	85
MRMS	60	75
MADF	40	80
MZK	50	75
MAH	65	85
MAA	55	75
TAAR	65	85
MRP	45	75
Total	$\Sigma x = 760$	$\Sigma x = 1060$
	x = 58	x = 82

From the data above the researcher found there was an increased of the students' vocabulary mastery. It could be seen from the mean of score from the test (pre-test and post-test) that increased.

a.   Pre-Test

The pre-test was conducted as the preliminary study or accomplished before Classroom Action Research (CAR) to identify the students' score in vocabulary. In pre-test, there were 20 questions of multiple choices.

To get the result of pre-test the researcher calculated the mean of score :

$$X = \frac{\Sigma x}{n}$$

$$X = \frac{760}{13}$$

$$X = 58$$

Then to the percentage of students based on the passing grade score or KKM 75, the researcher used the following formula:

$$P = \frac{F}{N} \ x \ 100\%$$

$$P = \frac{1 x 100\%}{13}$$

$$P = 7,69\%$$

b.   Post test

In the post-test the students score got increasing. The result of post test showed the mean score of the class increased to 82 which there were all students who passed the passing grade or KKM 75. The mean score derived the following formula:

$$X = \frac{\Sigma x}{n}$$

$$X = \frac{1060}{13}$$

$$X = 82$$

Then to the percentage of students based on the passing grade score or KKM 75, the researcher used the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{13 x\ 100\%}{13}$$

$$P = 100\%$$

It showed in the pots-test all students could improve their vocabulary using repetition technique.

Based on the result of student's test which has been conducted, it was found that the students score kept improve since the first until last meeting. The result that students' score increased from the pre-test to post-test. The students' score in post-test was higher than the pre-test.

Figure 1 the Students' Achievement in Vocabulary Score
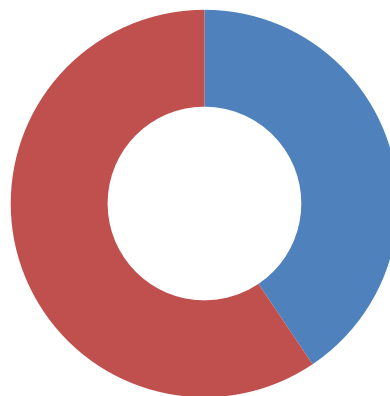
The data showed that the post-test was higher than the pre- test. The result of the students' vocabulary achievement, there was an increase of students' mean score from the students' vocabulary achievement on the preliminary study to the students' vocabulary

achievement. It was from preliminary study mean score from the mean class 58 increased to 82 passed the score above the passing grade or KKM 75.

The Implementation of Repetition Technique in Improving Student's Vocabulary mastery

1. Planning

    The first activities in this research were planning. Some of the planning activities carried out by the researchers are as follows:

    a) Making a lesson plan (RPP)

    Before implementing the repetition technique in the teaching and learning activities, the researcher designed a lesson plan. It was significant to make the implementation of repetition technique run well.

    b) Determining an appropriate material for students

    c) Preparing a list of students names

    List of students' name had been provided by the school. The researcher just needed to fill it by checking the students' attendance.

    d) Preparing an observations sheet for researcher to find out student situation and development during the learning activity.

    e) Preparing tests (Pre-test and Post-test)

2. Acting

    In thelearning process at VII A Insan Terpadu, researcher received the following teaching schedule and learning materials to conduct a classroom action research:

Table 2
Learning and Teaching Schedule

No	Day	Class	Time	Subject
1.	Monday	VII	08:20-09:30	English
2.	Thursday	VII	10:00-11:10	English

Table 3 Subject Matter

No	Day/Date	Class	Time	Subject Matter
1.	Thursday, 23 March 2023	VII	10:00-11:10	Introduction
2.	Monday, 27March 2023	VII	08:20-09:30	Pre-test
3.	Thursday, 06April 2023	VII	10:00-11:10	Family
4.	Monday, 10 April 2023	VII	08:20-09:30	Family
5.	Thursday, 13April 2023	VII	10:00-11:10	Post-test

The researcher asked permission and meet with the teacher to ask for permission to enter the class as well as to identify the situation and class developments. The researcher assessed the class from the activeness of the students during the learning activities. Then the researcher introduced herself on 23 March 2023 to students and explained the purpose of the study accompanied by the teacher.

In this second meeting on 27 March 2023, the researcher started the class with conditioning the class, after the class conditions feel disciplined and well conditioned, the researcher begins to open the class by greeting students and praying before the learning activities begin. Then the researcher greeted and checked the attendance of the students. After that the researcher asked the students to do a pre-test to determine the students' vocabulary mastery before implementing the repetition technique. Then, the researcher distributed 20 multiple choices pre-test to students and and accompanied them until they finished working. The purpose of all these activities is also to provide an overview to researcher about theabilities of students as well as a social approach between researcher and students. This activity lasts until the lesson hours are over.

At the next meeting on 06 April 2023, the researcher continued the learning activities by starting the class with conditioning the class, after the class conditions feel disciplined and well conditioned, the researcher begins to open the class by salutation, greeting students, asking students condition, and praying before the learning activities begin. Then the researcher checked the attendance of the students. After that the researcher starting the lesson by warming up. The researcher draws her family in stick figures on the board and tell the students about the family members. He is my father, she is my mother, and she is my sister. Her name is Desy. She's married. She lives in Sumberrejo. She has two children. Say the sentences as the researcher points to each picture. After telling, the researcher points to the pictures and ask students to tell what they remember. Write the relationship words under each person. Then, point to the people on the board, and say: This is my family. Stated the objective: Today we'll learn words to talk about families. Then the researcher orders the students to open their books and learn about family members with the repition technique. The researcher directing students to look at the pictures in the book. Then, say: Look at the Martinez family. Secondly, Read the captions, and have students repeat after you (the researcher). Then, have students listen to the audio. Ask them to point to the correct picture in the book as they listen. Circulate and monitor. After that, check students comprehension by asking yes or no questions (is Robin a father?, are Anita & Eric merried?, is Anitaa wife?, is Carlos a husband?). Then, ask students to listen the audio and repeat the words. Then, order students to read the vocabularies together. Then, questions and answers about the meanings (if they don't know, the researcher helps them to give meanings). Then, have students to completethe sentences using the new vocabularies. The last, encourage students to take turns reading the completed sentences in pairs.

On 10 April 2023, the researcher carried out the same activities as the previous meeting. At this meeting, the researcher was able to determine which students were increasedand who were not in the learning process. On 13 April 2023, the researcher carried out the same activities as the previous meeting. Then, the researcher informs what students will do at this meeting, namely students will carry out post-tests to determine students' abilities while receiving the material. The researcher started the core activity by distributing post-test question sheets to all students. The researcher students to work on the post-test questions

honestly and individually. The researcher goes around to the students' seats to condition the class so that students do not cheat or discuss with their friends. Before collecting the post-test results, the researcher instructs the students to check their answers first, then they can collect them. This post- test activity lasts until the lesson hours are over.

3.   Observing

In conducting research, researcher collaborate with teachers to be guided and assisted during the research. This effort is expected in order the research can run very well as expected. Teachers are expected to be able to assess and evaluate how research runs during learning.

At the first meeting, the researcher entered the classroom accompanied by the teacher. Previously, the researcher introduced herself. After introducing herself, the researcher asks to the students for introducing themselves to make nearer relation between students and the researcher.

At the second meeting, the students attended the class and followed the class happily. The researcher found some students were very enthusiastic when they know they will do pre-test even though some students also looked sleepy because they are fasting. They do not have more energy but its not affect the enthusiasm of other students in the examination because I invite them to play game.

At the third meeting, the researcher observed that students were interested in the lessons given through repetition techniques. The researcher also feels that the students have been able to master vocabulary with the success criteria below.

Table 4 Observation sheet for criteria of success

Name	Class	criteria of success			
		1	2	3	4
ASF	VII A	☐			
AIR	VII A		☐		
FPN	VII A	☐			
HFM	VII A		☐		
IAA	VII A	☐			
MFR	VII A		☐		
MRMS	VII A	☐			
MADF	VII A		☐		
MZK	VII A	☐			
MAH	VII A		☐		
MAA	VII A	☐			
TAAR	VII A		☐		
MRP	VII A		☐		

❖   Vocabulary   :
1.   Able to mention the meaning of the vocabulary
2.   Able to mention the English of the vocabulary
3.   Able to mention the English of the vocabulary with correct pronunciation
4.   Able to mention the English of the vocabulary with correct pronunciation and spelling

At the fourth meeting, the researcher observed that students In the fourth meeting, students development more increase as the table below.

Table 5 Observation sheet for criteria of success

Name	Class	criteria of success			
		1	2	3	4
ASF	VII A			☐	
AIR	VII A				☐
FPN	VII A			☐	
HFM	VII A				☐
IAA	VII A			☐	
MFR	VII A				☐
MRMS	VII A				☐
MADF	VII A				☐
MZK	VII A			☐	
MAH	VII A				☐
MAA	VII A				☐
TAAR	VII A				☐
MRP	VII A			☐	

❖ Vocabulary :
1. Able to mention the meaning of the vocabulary
2. Able to mention the English of the vocabulary
3. Able to mention the English of the vocabulary with correct pronunciation
4. Able to mention the English of the vocabulary with correct pronunciation and spelling

The last meeting the students attended the class and followed the class happily. The researcher found some students were very enthusiastic when they know they will do post-test.

4. Reflecting

After the implementation and observation stages, the researcher concluded that student learning activities using the repetition technique could improve vocabulary mastery. Thus, researcher determined that there would be no second stage because the learning stage had met the specified success criteria.

Based on the data above, the total score of the student's pre-test is 760 and the total sore of the student's post-test is 1060. It can be concluded that there is an increase in vocabulary learning through the repetition technique.

Discussion

Based on the observations in the findings above, it showed that repetition technique can improve the students' vocabulary mastery: Students were interested in learning English and became condusive, more enthusiastic when discussing about the material. It is stated that the repetition technique is important and essential in the learning process. Repetition techniques

provide the practice that students need to hone their skills (Jill, 2018). Repetition technique can accelerate student's understanding in English learning process. Such: self-dcovery of speed, ability to reflect, consistency and clarity of thought. This encourags deep learning. "The fundamental principle of education is repitition" (Bruner, 2001). By using the repetition technique, students can store the information better than the conventional one (Wirawan, 2019). Repetition technique of the penalty make the students popular with the words in the sentence; this may be used for the students to get the new vocabulary and will be useful for pronunciation class (Aini, Khoyimah, & Santoso, 2020).

Repeating the phrase makes the learners remember them (Atikah& Rezki, 2018). Related to memory, also that repeating the learning; it can make the learners remember it in their long-term memory (Zhan, Guo, Chen, & Yang, 2018).

Beside, based on the result of student's test which has been conducted, it was found that the students score kept improve since the first until last meeting. The data showed that the post-test was higher than the pre-test. The result of the students' vocabulary achievement, there was an increase of students' mean score from the students' vocabulary achievement on the preliminary study to the students' vocabulary achievement. It was from preliminary study mean score from the mean class 58 increased to 82 passed the score above the passing grade or KKM 75.

CONCLUSION AND SUGGESTION

This research aimed to know the process of implementing repetition technique to improve student's vocabulary mastery at seventh grade of SMP Insan Terpadu, the process is started by planning, acting, observing and reflecting. In planning the researcher makes lesson plan, determining an appropriate material for students, preparing a list of student's names, preparing an observations sheet for researcher to find out student situation and development during the learning activity, and preparing the tests. In action step the researcher teaches English by using repetition technique in five meetings. Then, in the observation, the researcher able to assess and evaluate how research runs well during learning. After that the researcher concluded that student learning activities using repetition technique could improve vocabulary mastery.

Based on the explanation above, it can be concluded that teaching vocabulary by using repetition technique can improvestudent's vocabulary mastery. It was proved by the mean score of the post-test 82 was higher than the mean score of the pre-test 58, which means that the student had an improvements support the quantitative data, that students have the improvement in vocabulary. Besides, based on the qualitative data from the observation, the repetition technique can improve the students' vocabulary and help them to remember and keep their vocabulary. They become active, more interested to learn English lesson.

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