

# ENHANCING STUDENTS' SPEAKING ABILITY THROUGH REPETITION DRILL AT EIGHT GRADE OF MTs MUHAMMADIYAH 01 RANDUBLATUNG

Al Dhinar Chandra Wahyu Septiawan<sup>1</sup>, Meiga Ratih Tirtanawati<sup>2</sup>, Puput Suriyah<sup>3</sup>

<sup>1</sup>Faculty of Language and Arts Education, IKIP PGRI Bojonegoro  
email: [aldinar.private@gmail.com](mailto:aldinar.private@gmail.com)

<sup>2</sup>Faculty of Language and Arts Education, IKIP PGRI Bojonegoro  
email: [meigaratihirtanawati@gmail.com](mailto:meigaratihirtanawati@gmail.com)

<sup>3</sup>Faculty of Language and Arts Education, IKIP PGRI Bojonegoro  
email: [puput.suriyah@gmail.com](mailto:puput.suriyah@gmail.com)

## **Abstract**

*The researcher explained about the low ability to speak English. It is solved with practice. The students' problems in speaking are; many students still cannot retell and are confused because they are not used to using confident in speaking English. The purpose of this study is to enhancing students' speaking ability through repetition drill strategy. Classroom Action Research (CAR) using a quantitave which was researcher used and done in 2 cycle. This research conducted on 32 students of class VIIID at MTs Muhammadiyah 01 Randublatung. Data collection techniques that in used are test. The result of test showed that there were increasing in each cycle. The students pre-cycle was 40.62%, cycle I score increased 57.81% and cycle II is 72.65%. It can be concluded that the using of repetition drill can enhance speaking English ability and interested students which means very good improvements.*

**Keywords:** *Speaking , Repetition Drill*

## **Abstrak**

*Peneliti menjelaskan tentang rendahnya kemampuan berbicara Bahasa Inggris. Itu diselesaikan dengan Latihan pengulangan. Masalah siswa dalam berbicara adalah; banyak siswa yang masih belum bisa berbicara Bahasa Inggris dan bingung karena mereka tidak biasa menggunakan Bahasa Inggris dan siswa kurang percaya diri dalam berbiacara Bahasa Inggris. Dengan menggunakan latihan pengulangan, penelitian ini bertujuan untuk meningkatkan kemampuan berbicara Bahasa Inggris siswa melalui pengulangan. Penelitian Tindakan Kelas (PTK) menggunakan kuantitatif yang peneliti gunakan dan dilakukan dalam 2 siklus. Penelitian ini dilakukan pada 32 siswa kelas VIIID MTs Muhammadiyah 01 Randublatung. Teknik pengumpulan data yang digunakan adalah test. Hasil tes menunjukkan adanya peningkatan pada setiap siklusnya. Hasil Nilai pre-test siswa adalah 40.62% siklus I meningkat 57.81% dan siklus II 72.65%. Dapat disimpulkan bahwa penggunaan latihan pengulangan dapat meningkatkan kemampuan berbicara Bahasa Inggris dan minat siswa yang mana sangat bagus untuk meningkatkan*

**Kata kunci:** *Berbicara , Pengulangan*

## INTRODUCTION

Speaking is a process of conveying, sharing ideas and feeling oral. It does not learn how to speak or does not get any opportunity to speak in the language may not be motivated and lose interest in learning. To communicate orally in English, should be able to use several speaking skills and considered as a difficult skill in learning English for years but still get difficulty in practicing speaking to communicate. Speaking is one of the skills that students in learning English. In general, speaking is communication through words as knowledge, information, thoughts, opinions, feelings, etc., exchanged by people as a single concept or idea. It usually appears in the interaction and consent phase as part of a conversation or more precisely, an exchange of verbs. Speaking helps students learn how to organize their thoughts and verbally express language with acceptable pronunciation and use of stress.

Speaking makes it easy for students to organize their ideas and easily learn how to express and emphasize spoken language in acceptable pronunciation modes. Teachers and students need speaking Talk to each other for the class. According to Jisda (2014: 2), there are many problems in learning speaking, first, some students cannot produce some words in English because they do not know how to say it. Second, students are afraid of being criticized by other students and the teacher. Third, they do not know how to use grammar effectively in speaking. Fourth, the students do not get any opportunity to train their speaking in the classroom.

Language learning technique and materials are used to reach learning goals. The writer chooses drilling as a technique and procedure text as material learning. The reason of chosen procedure text as a material for learning because of the model of technique use is listen to oral. So, the

students listen the text first then retell the text orally. Because of that the text used should be included a mixture of meaning-focused input and meaning-focused output (Nation, 2009:5). The repetition drill involves the teacher the students. The students have to repeat the teacher's sentences. The teacher gives the sentences with repetition as a drill mode. The teacher encourages the students to memorize the sentences. The students work in group and learn the sentences, The students perform their conversations with their group in front of the class.

Based on these problems researcher conducted research on the use of Repetition Drill in the English Education Study Program of IKIP PGRI Bojonegoro, to find out how perceptions are in enhancing students' speaking ability through Repetition Drill strategy.

## RESEARCH METHOD

This research method is quantitative. This research was conducted at MTs Muhammadiyah 01 Randublatung. The subject of these research 32 students of English Education study program at grade 8D. The object of this research is the to find out the factors that cause students difficulties in speaking on Repetition Drill.

Data collection techniques using in depth observation. The researcher uses the Classroom Action Research method, where the researcher pays more attention to the teaching and learning process. The techniques of data collecting applied in this research is performance test is used for assessing students performance based on the scoring table if a rating scale of speaking, and the observation technique.

**Table 1. Speaking Score**

Category	Descriptors	Points
Accurate throughout, near native	Good and acceptable speaking ability	4
Understandable, with very view errors	Good enough speaking ability	3
Some errors but still understandable	Speaking still understandable	2
Poor speaking	Many speaking ability errors	1

Fluency Score (FS) = total point x 50

To measure students' individual score :

X	=	$\frac{FS}{2}$
---	---	----------------

To measure students' mean score :

$$M = \frac{\sum X}{N}$$

Note : M	= the students' mean score
$\sum X$	= the sum of students' score
N	= the number of students being observed

**Table 2. Score Qualification**

<b>Mean score</b>	<b>Spesification</b>
80-100	Excellent
60-79	Good
50-59	Average
0-49	Poor

## **RESULT AND DISCUSSION**

### **1. Preliminary Research**

The researcher conducted pre-test conversation text at the first meeting. First, a conversation about two students' after that the researcher gives a repetition drill to students' to build speaking ability. The researcher explained the material and the students listened about the material, researcher gives pre-test to students, this pre-test was done by the researcher to know speaking ability of students before a action. Researcher start teaching learning process, greeting a students, after that introduced the researcher to students. Researcher introduced herself and explained about the mission in the class.

### **2. The First Cycle**

At the second meeting, researcher will use a guided speaking method. This meeting is a continuation of the first meeting and includes more speaking skill through repetition drill, giving students the opportunity to gain a deeper understanding of the text. In addition, the teacher gives the students a conversation text. In this phase, researcher identify problem that arise in the process teaching and language learning, look for alternative solutions to the problem.

Researcher need to apply improvements strategies to increase student motivation and understanding when learning to speak English.

### **3. The Second Cycle**

Researchers returned to guided speaking methods and continued to focus on their speaking ability. The researcher gives the student the text of the conversation. During this conference, the researchers focused on actively engaging students in speaking activities. At this stage, the researcher hopes the students score will increase and get better than first cycle because students have been given treatment many times. And indetifies the problems that arise in the teaching learning process and looking for alternative ways to solve the problems.

After implementing the repetition drill strategy, the writer got the data from preliminary research up to the second cycle. The results of the writer showed that there was significant improvement in the students speaking ability. This can be seen from the increase in average scores pre-test (40.7) , first cycle (57.8) and second cycle (72.6). it assumed that using repetition drill strategy makes a significant contribution in enhance students' understanding of speaking.

Based on Hinkel (2005:121) there are some students speaking problem to talk in the classroom. According to Howard in Berdine (2015: 7) other benefits to students resulting from participations in class are greater motivation and improve communication skill. Drilling is one of the kin of activities it will influence the students

interest and motivation to participate in the teaching learning in the class.

No	Initial of Students	Score		
		Pre Test	Post Test Cycle I	Post Test Cycle II
1	AMP	25	75	100
2	AR	50	75	100
3	ADS	50	50	100
4	ANW	50	50	100
5	DK	50	50	75
6	DM	25	50	75
7	DAR	25	50	75
8	EDAS	25	50	50
9	FY	25	50	75
10	FP	25	50	75
11	HAM	75	75	75
12	IA	50	50	75
13	KZKH	50	50	75
14	LP	50	50	75
15	MCM	50	50	75
16	MF	25	50	50
17	MNI	50	75	75
18	MIP	25	75	75
19	NA	50	75	75
20	NA	25	50	50
21	N	75	75	75
22	PCSL	25	50	50
23	PDA	75	75	75
24	RS	25	75	75
25	RAS	25	50	50
26	RA	25	50	50
27	SUS	75	75	75
28	SS	50	50	75
29	WAS	25	50	50
30	WP	50	50	75
31	YA	25	50	75
32	YAO	50	50	75
Total score		$\sum x = 1300$ $X = 42,18$	$\sum x = 1850$ $X = 57,81$	$\sum x = 2325$ $x = 72,65$

## CONCLUSION

Based on results of CAR (Classroom Action Research) which has been carried out in two cycles. After the researcher finished this research, is able to draw a conclusions as the result of the research then it can be analyzed the following conclusions.

Through repetition drill strategies it is proven to enhance students speaking ability, it can be seen on the data of the results students increased. That from the pre-test was (40.6), cycle I (57.8), cycle II was (73.4) which means very good improvements. Students' get score 75 as the minimum standard score (KKM)

During the implementations of repetition drill strategies in teaching speaking ability, students gave their attention and participation. They became more active in teaching learning process because repetition drill easy to apply in teaching learning process to enhance speaking ability. It gave the writer a substantial that the speaking ability improved. Students fluency aspect on eighth grade students of MTS Muhammadiyah 01 Randublatung in academic year 2021/2022.

## REFERENCES

- Jisda A W. (2014). Public Knowledge Project: *Teaching Speaking by Combining Talking Chips and Numbered Heads Strategies for Senior High School*. Retrieve December 4<sup>th</sup>, 2014
- Nation, I. S. P., & Newton, J. (2009). *Teaching EFL/ESL listening and speaking*. London: Routledge.
- Hinkel, E. (Ed.) 2005. *Handbook of research in secon dlanguage teaching and learning*. New Jersey: Lawrence Erlbaum Associates, Inc.
- Howard, J. R. (2015). *Discussion in the College Classroom Research (Fourth Edition)*. McGraw Hill: Open University Press.

Kartikasari, E., Arifin, Z., & Salam, U. (n.d.). *IMPROVING STUDENTS' SPEAKING ABILITY THROUGH REPETITION DRILL*.

LINK : <https://ejurnal.ikipgribojonegoro.ac.id/index.php/JPE/author/submission/2648>