The Effectiveness of Repetition in Increasing Students Vocabulary

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Intisari

Terdapat 2 permasalahan yang melatarbelakangi peneliti melakukan penelitian ini. Yang pertama masalah yang muncul dari internal dan yang kedua masalah yang berasal dari eksternal yang berhubungan dengan lemahnya mahasiswa jurusan teknik dalam menguasai kosakata Bahasa Inggris. Penelitian ini dimaksudkan untuk memberikan penguatan kepada mahasiswa terhadap kosakata bahasa Inggris agar kemampuan berbahasa Inggris meningkat. Melalui metode Repetition mahasiswa lebih sering mengulang dan melatih ejaan yang benar pada saat pengucapan kata bahasa Inggris. Selain itu, kemampuan untuk meramu kalimat pun bisa dilatih dengan metode tersebut. Data yang yang berupa catatan lapangan dan hasil angket menunjukkan bahwa dengan repetition mahasiswa mampu meningkatkan kosakata bahasa Inggris disertai peningkatan membuat kalimat.

Kata Kunci : *Kosakata, Pengulangan, Metode, Pengajaran*.

Abstract

There are 2 problems that motivated the researchers to conduct this research. The first problems arises from internal and the second comes from external problems related to the weakness of engineering students in mastering English vocabulary. This study is intended to provide reinforcement to students on English vocabulary so that their English language skills increase. Through the repetition method, students are more likely to repeat and practice correct spelling when pronouncing English words. In addition, the ability to concoct sentences can also be trained with this method. The data in the form of field notes and questionnaire results show that with repetition students are able to increase English vocabulary accompanied by an increase in creating sentences.

Keywords : Vocabulary, Repetition, Method, Teaching

1. Introduction

English is important to learn and practice directly by speaking English. Now days, there are many tools or media to improve English. It has four elements that include in learning English, such as reading, speaking, writing, and listening. Any level of education uses those elements including in university.

Students of mechanical engineering of STTR Cepu basically avoided to learn English. This is why most of them feels difficult to learn English. In another side, they have to take this material as the condition to reach the higher level in education.

The researcher is challenged to the condition. By conducting this research, it can be drawn that the students have problems in learning English. There are two problems faced by the students in learning English as a foreign language.

One of the problems of teaching English for the students is the lack of the students' vocabulary which is reflected by their misuse of English word. So, the role and the function of vocabulary are important in teaching English and also it is the main basic of learning English. After understanding and mastering vocabulary, the students are able to develop the four basic skills in English (Putra, 2014).

The second problem is the students' motivation in learning English was very low. That was because the students' interest in learning English was weak.

To make the students understand, the English lecturer must be able to organize teaching learning activities. He/she has to master the lesson and gives the materials by using a suitable subject. A good technique can make students understand and master the lesson. Asking the students to memorize words with their meaning is usually ineffective. But sometimes, most of them are easily to forget it.

The researcher as the lecturer understood the condition emerge because of the model in teaching English was monotone. To overcome this problem, the researcher gave an alternative method to make the students interested in learning English especially vocabulary.

Through the repetition technique, the participation of the students will be better than the students who only watch the theory or listen to the sound of what the lecturer says.

Collage students come in several different varieties. There are some students who are too shy to even tell their 59 name and of course. There are also some students who just would

not stop talking to the writer in Indonesian language. The writer believes that by following principles and procedures that grammar is taught inductively, concrete vocabulary is taught inductively, concrete vocabulary is taught through demonstration, objects, and picture the student will be more active in learning process.

The objective of the research is to find the effectivness of repetition in teaching vocabulary in the students of mechanical engineering of STTR Cepu.

2. Theoretical Review

2.1. Definition of Teaching

Teaching is not an easy job because it requires a big responsibility and enough capability. As the teacher, the teaching ability is the first thing because the achievement in teaching and learning process depends on him/her.

Based on (Calhoun, 1999), "Teaching and learning English is, at its richest, an energising, purposeful and imaginatively, vital experience for all involved, developing youngsters' competence, confidence and creativity as well as building positive attitudes to learning." Teaching and learning English must be imaginative, purposeful, energizing and also the teacher has to create a competence, confidence, creativity as well as a building positive attitude of the learners to learn English.

A statement from (Cameron, 2011) states: "Teaching and learning are not two sides of the same coin, but are essentially different activities, although they both take place in the public arena of the classroom." Teaching and learning are different. In teaching, the teachers transfer knowledge to the students and as the students receive the knowledge of the teachers.

Concerning to a definition of teaching, there is also another argument. (Mangal, 2009) argues: "Teaching is a quite serious task or activity undertaken by the teachers to produce desirable changes in their students." Teaching is an activity which is undertakes by the teachers to give the changes for the students.

So, there is a conclusion about the definitions of teaching above, teaching is giving or transferring the knowledge to the learner in order to gain and acquire a capability to understand and also comprehend of a certain material. The setting and manage of the place where the learning activity occurs should be arranged well and also the teacher itself must be creative and innovative to create an impressive result of the students.

2.2. Definition of Vocabulary

(Calhoun, 1999) argues:"The PWIM is an inquiry-oriented language arts strategy that uses pictures containing familiar objects and actions to elicit words from children's listening and speaking vocabularies." PWIM stands for Picture Words Inductive Model. It is a kind of strategy to teach children through pictures and the pupils will elicit new words from that picture, especially vocabulary and also listening. A definition of vocabulary comes from (Harris, 2011) who argues: "Standardized tests in first grade gauge a child's ability to either name objects (expressive pictures vocabulary) or recognize objects (receptive picture vocabulary) that he sees in pictures." In standardized tests there has a fact. The fact is children more easily understand and recognize to guess or answer a vocabulary question through picture Based on the statement from (Watch, 2003) "Vocabulary is the collection of words that you hear throughout your life. Your own vocabulary will never stop growing. The larger your vocabulary is, the more you will understand what you hear and read. Your writing and speaking will improve, too." Vocabulary is a group of collecting words. If the learners want to enlarge more vocabulary, they have to read and hear about new words frequently. Learning vocabulary also will increase the skill of writing and speaking. So, from those elaborations above, vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important because the learners are able to speak, write, and listen in order to know the meaning of each vocabulary.

2.3. Definition of Oral Repetition

The definition of oral repetition comes from Hossein and Potos (2011:42) 60 argues:"Repetition is useful textual enhancement device because it not only makes certain from perceptually salient but it also allows the learner to have a longer time to process the incoming input." The oral repetition can make easier for the learner to absorb or comprehend the particular material which is given by the teacher. (Cohen L, 2006) say: "Repetition helps to develop automatic knowledge of word meaning that is important to reading comprehension. A limited knowledge of vocabulary meaning could interfere with reading comprehension." Repetition is also useful for reading aspect, too. Susan (2006:242) argues: "Repetition, at appropriate intervals, is a key strategy to use with low-literate clients. Review information often, and set aside time to remind learners of what has already been learned and to prepare them for what is to follow." Repetition is a strategy key to use for the low-literate clients. The review of information occurs frequently and it sets time to remind the learner of what have the learners learnt and preparing what will happen next. Thus, oral repetition is mostly useful for students and also has awesome effect of the result of learning activity because; the students will listen and comprehend again of what the teachers say about. It is same like giving the second chance for the students to master the certain material.

3. Methodology

3.1. Research Approach

This research approach applies the method qualitative descriptive. According to descriptive qualitative method is a method based on philosophy post positivism which is useful for examining the condition of objects natural one. Qualitative research is generally designed to provide real experience and capture meaning as created in the research field through direct interaction between the researcher and the researched. The type of research applied is research field (field research). The location of this research is carried out in the classroom of mechanical engineering students of STTR Cepu. The data used by the author is obtained through field studies by collecting data in the form of questions and answers or interviews with selected resource persons, then documentation and literature study of report results related to problems under study, as well as distributing questionnaires. For limitation of the problem in this study, it is necessary to explained the operational definition of variables. Research variable is a thing in any form that is determined by

researchers to study in order to obtain information about this, then conclusions are drawn.

The research variables consist of independent variables and bound. The independent variable is the variable that affects or be the cause of the occurrence of the dependent variable el with symbol (X). While the dependent variable is variables that are affected or that are the result because of the independent variable with the symbol (Y). This study there consist an independent variable, namely the effectiveness of repetition (X) and the improving vocabulay (Y) is the dependent variable.

3.2. Data and Source of Data

Types of data and data sources used by researchers can be explained in the following description.

1. Types of data used by researchers is qualitative data where the results of this study was obtained from the results of observation of the teaching and learning activity, then used as description by researchers. Next researcher conduct background interviews and the role of the method in improving students vocabulary. After that researchers carry out documentation that becomes reference for researchers in this study.
2. The source of the data used by the research is data primary data in the form of data obtained directly from informant. Which includes primary data are transcripts of interviews and findings during the research implementation process. While secondary data is data that obtained from data collection techniques that support primary data sourced from books, journals and other related documents with research problems.

3.3. Technique of Collecting Data

In this study, in general, the data obtained by observation, interviews, and documentation.

1. Observation

   The observation used is observation frankly in data collection stated frankly to the data source, that the researcher is doing research. Be an informant who researched to know from the beginning to the end about research activity (Sugiyono, 2015).
2. Interview

   The interview is a re-checking tool or proof of information or information that previously obtained. Next interview can be implemented in a structured and not structured, and can be done face-to-face (face to face) or using the telephone or email other communication media (Sugiyono, 2015).
3. Documentation

   Documentation is a record of events that has passed can be in the form of writing, pictures, or monumental works of someone (Sugiyono, 2015). The reason the researcher uses this documentation is to provide an authentic picture and realistic role of repetition method in improving the students' vocabulary in STTR Cepu.

3.3. Technique of Analyzing Data

According to (Sugiyono, 2015), data analysis is a process searching and systematically compiling data obtained from the results of interviews, observations, and documents by organizing data into categories, break down into units, synthesize arrange into a pattern, choose what is important and that will be studied, and draw conclusions so that easy to understand by yourself and others. This research is a qualitative research (Sugiyono, 2015)

Data analysis techniques applied in research this is with the interactive model shown in following picture:

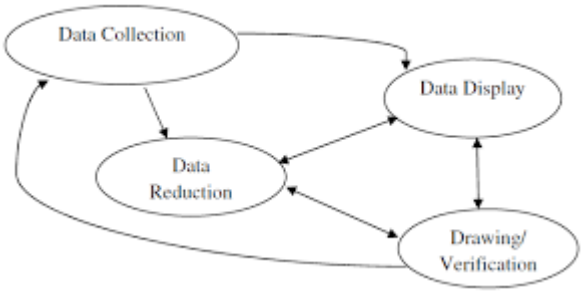


Figure 1 Interactive Model

4. Result and Discussion

There were 4 main activities at the time before the research began, among others: observation, distributing questionnaires, questions and answers and preparation of applying repetition method in increasing student' vocabulary for students of 1st semester of Mechanical Engineering STTR Cepu period year of 2020-2021.

Using the oral repetition as the technique that is being used by the teacher is so effective and has splendid result. The pupils are interest and looked enthusiastic. The class is so alive and active. That is study English. So, within this technique, it takes two aspects at the same time, those are speaking, listening. Students were false in pronunciations.

The third and fourth grade of students are children, so because they were still children, so it is impossible for the English teacher to use one hundred percent full of speaking English to the student, so the percentage of speaking in Bahasa was about forty percent.

The Teacher : "Ok students, now I will give you the title of today's material. (*Baiklah, sekarang saya akan memberikan judul materi kita hari ini*). "Are you ready?"

The Students: "Yes!"

The Teacher: "The title of today's topic is "Technology, Materilas, and Tools" (*Judul materi kita hari ini adalah: "Teknologi Material, dan Alat*").

The Students: "Ooohhh…"

The Teacher: "Now, I please to you to mention the tools in the workshop as much as you can. Understand?" *(Sekarang saya minta kalian untuk menyebutkan benda- benda didalam ruang kelas sebanyak yang kalian bisa. Mengerti?)*

The Students: "Ok!"

The Teacher : "Mention it, now!" *(Sebutkan itu, sekarang!)*

Sometimes, the teacher pointed, touched and gave the clues concerning some particular things in the classroom. It is for helping them thinking, translating and answering loudly

The Students: "*Obeng, Palu, Alat Las, Pelindung Tangan, Kacamata*, …" (They say at the same time)

The Teacher : "Come on, students! Again!" (The teacher does a gesture to them). "Is that all, students?" *(Hanya itu saja?)*

The Students: "Iya, Mister" (Yes, sir)

The Teacher : "Ok, now please listen to me! All of you must be quiet and pay attention to me! Ok!"

In this session, the teacher mentioned the things in the classroom and the students were paying attention, absorb and calm. All of the students really used their brain maximally.

The Teacher : "The things in the classroom are thirteen. They are: hammer, screwdriver, pliers, vices, wrenches; measuring tools: squares, callipers, levels; cutting tools: saws, chisels, punches, snips; finishing and repairing tools: files, scrapers; boring and drilling tools; fastening tools: bolts, rivets; cutters) to various machine tools (lathe, drilling and boring machines, planning and shaping machines)"

The Students: (The students totally listen and comprehend quietly)

The Teacher : "Ok students, now please repeat after me!" (*Sekarang ikuti kata-kata saya, oke*!)

Afterwards, the teacher pronounced the name of the things in the classroom and the students repeating of what the teacher says. The words were totally short, so they must pronounce quickly not slowly. The teacher asked them to shout and said the words loudly. Although the pronunciations of the children were not so clear and clear, so the teacher must correct the pronunciations of them. In this point, the teacher made sure that they must be able to pronounce so well. The students must speak and shout several times until they were able to pronounce it.

The Teacher : "HAMMER!"

The Students : (The students repeat it) "HAMMER!"

The Teacher : "SCREWDRIVER!"

The Students : (The students repeat it) "SCREWDRIVER!"

The Teacher : "PLIERS!"

The Students : (The students repeat it) "PLIERS!"

The Teacher : "VICES!"

The Teacher :"That's pretty good, students! Your voice was loud!" (*Bagus Suara kalian keras!)*

The Teacher : "Well, students! I want you to translate into either English into Indonesian! Or into Indonesia into English! Ok! Get ready, students! Please shout!" (*Baiklah,! Sekarang saya ingin kalian menterjemahkan kedalam Bahasa Indonesia atau Bahasa Inggris.*)

The Students : "Ok, Mister!

Students were false in pronunciation. So, for the students who had mispronunciations, the teacher told them to listen the example of real pronunciations of the teacher. After listening well, the teacher allowed them to pronounce. Once they were still wrong, they must repeat for many times until they were able to pronounce it well.

Not all the wits of the students were the same. It can be proved, that the wits or the intelligence of the students were different each other, for the students who had a less of it, they must pay attention fully, repeat and memorize. These processes of learning English are slowly but it will be seen surely.

Noise will disturb the others' concentration. Noise must be stopped immediately and quickly. Sometimes, prohibitions cannot make them to be silent. So, the teacher told them to move from their seat away for some students who were too noisy.

Besides learning of thirteen vocabularies about the certain material and in order to increase or upgrade the students' capabilities, the teacher told and gave them strongly suggestion to learn and of course practice it at their students' home each other nicely. So, they will learn it at their home. Teaching English use an oral repetition technique has a benefit. The students use their eyes for seeing the images, ears for listening the correct pronounce and the last one is brain for memorizing. In short, because of using those three media, the young learners feel like easier to absorb and understand about the material.

5. Conclusion

Based on the results of the study, the researchers concluded that from the side of the passion of the learners, they were zealous and felt enthusiastic. The students really had their time during learning activity occurred. They had to speak together, especially they had to open their mouth and speak loud at the same time with the others. From that activity, it can be concluded that it also has the equal effect of the assessment. Certainly, the score overall was great and awesome

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