

THE INFLUENCE OF REPETITION DRILL METHOD ON STUDENT'S PRONUNCIATION ABILITY AT THE VIII GRADE OF MTs DARUL HIKMAH AZ-ZIKRI NW PRINGGARATA

Marham Jupri Hadi ^a,

^a English Lecturer, Universitas Nahdlatul Wathan Mataram, marhamhadi@gmail.com

Siti Wahyu Puji Anggraini ^b

^b English Lecturer, Universitas Nahdlatul Wathan Mataram, wahyupuji@gmail.com

Mutia Humairo'ul Walihah ^c

^c English Student, Universitas Nahdlatul Wathan Mataram, mutiawalihah@gmail.com

Abstract

This study investigates the effect of the Repetition Drill method on students' pronunciation ability in English at MTs Darul Hikmah Az-Zikri NW Pringgarata. The research employed a quasi-experimental design with pre-test and post-test assessments. Students in the experimental class received treatment using the Repetition Drill method, while the control class received conventional instruction. The results showed a significant improvement in pronunciation scores for the experimental class compared to the control class. The study concludes that the Repetition Drill method is an effective tool for enhancing students' pronunciation skills and recommends its integration into English language teaching practices. However, challenges remain in optimizing its implementation within existing curriculum constraints.

Keywords: Repetition Drill Method, Pronunciation Ability, Quasi-Experimental Research

INTRODUCTION

English is the number one international language in the world often used at meetings between nations, (Richards and Rogers, 1986). Most Indonesians have been introduced to English since childhood, bearing in mind that the role of English includes many things ranging from science, technology, the world of work, and much

more. Being able to master English will make it easier for us to build communication with people all over the world. This is the reason why English needs to be developed in learning at school (Octavita & Saraswati, 2017).

When we learn a language, especially English, we must know and understand some important things from that language. In

English, there are 4 skills (in general) that must be mastered to be able to communicate and understand English well, that are: listening, speaking, reading, and writing. In listening skills, we are required to use our hearing well to understand the English text that is heard. In Reading skills, we are required to focus on the text by using reading techniques in order to understand and find the contents of the reading. In writing, there are several abilities that must be mastered to be able to write well such as vocabulary and grammar. One part of speaking that is very important to be learned besides grammar and vocabulary is pronunciation ability. Pronunciation is a skill that is often considered complicated in learning English because, in all situations of speaking activity, pronunciation takes an important role in expressing ideas, feelings, and so on so that the other person can speak and understand clearly. Pronunciation in English is very important. Errors in this pronunciation are very dangerous and fatal because if one word is pronounced incorrectly, it will affect the meaning of the word itself. Like the pronunciation of the word "beach", in English, this word is pronounced / bi:tʃ /, and the vowel sound / i: / is pronounced long. Meanwhile, if there is even the slightest

mistake in the pronunciation, for example, the vowel sound / i: / is pronounced as a short vowel / I / then the sound of the word will change to / bItʃ / "bitch", which is a word that is very negative and even taboo. From this case example, it can be concluded that mispronunciation can affect very far meanings and this is very dangerous if left unchecked.

Basically in the school, no learning material specifically studies pronunciation, so its application can be included in all existing English learning materials, to make it easier for students to learn. Another factor in students' difficulties in pronouncing pronunciation is because they are used to using their mother tongue as the everyday language used in communication, so they will have difficulty pronouncing foreign languages that are not familiar. In addition, other factors that affect the low ability of students' English vocabulary pronunciation are the influence of the previous education level which did not emphasize students to practice reciting English vocabulary, unfamiliarity, and lack of confidence.

Another factor is that when students are in junior or senior high school, most English teachers pay little attention to this pronunciation. In terms of other mastery such as mastery of Vocabulary, Grammar, and

Structure, almost all teachers master them and teach them to students, but in terms of pronunciation in the teaching process, there are still many English teachers who pay little attention to pronunciation so that their focus is more on mastering Vocabulary, Grammar, and Structure. The teaching methods used by teachers greatly influence students' interest in learning, monotonous teaching methods tend to make students feel bored and less focused on the lesson. Therefore, choosing the right method in teaching is very important to increase students' interest in learning, especially in English lessons which are actually less popular with students. There are many methods that teachers can use in teaching English, one of which is the Drill method.

Using the "drill" method can increase students' interest in the lesson and is a familiar technique used in various social environments and as a valid learning strategy. The definition of the word "drill" means a good repetitive exercise "trial and error" or through certain routine procedures (Sardiman, 2006: 23). According to Richards and Platt (1993: 117) this method is commonly used in language learning to train sounds or sentence patterns in language based on guided practice and repetition. In other words, the drill is an exercise with the practice that is carried out

repeatedly or continuously by students to gain certain knowledge and skills so that they become permanent, stable, and can be used at any time automatically. Thus, the "drill" method in learning has advantages that can broaden students' understanding and be able to use their knowledge and skills because they are used to it.

There are various drills that teachers can do such as substitution drills, question and answer drills, and Repetition Drills. Substitution drills can be used to practice structure or to change one or two words in place of the drills. While in question and answer drills Students are asked questions and then students answer with the words that have been prepared. To practice Pronunciation for eighth-grade students in the first semester, the researcher gives drills to students using Repetition Drills. Practice with this technique gives students to practice the skill of listening and speaking certain words or phrases. It also helps students to imitate intonation which tends to be slightly different from their mother tongue.

In the Eight-grade students of Mts Darul Hikmah Az-Zikri NW Pringgarata, most of them have difficulty in pronouncing the word corresponding to the pronunciation, they tend to read English readings directly

without proper pronunciation, due to lack of practice and are still influenced by the mother tongue. From these problems, researcher is interested in examining Eight-Grade students of Mts Darul Hikmah Az-Zikri NW Pringgarata, to prove whether the Repetition Drill method affects students' pronunciation skills.

LITERATURE REVIEWS

Pronunciation is a very important component in learning English, improper pronunciation of words can affect the meaning of the words spoken. Brown (2001: 259) stated that pronunciation is one of the keys to building effective communication competence, in other words by learning pronunciation students can distinguish between one word and another even though they sound somewhat the same. Learning a foreign language is very different from learning their mother tongue, therefore students must learn pronunciation as the basis for language learning so that students are not affected by their mother tongue. According to Lado (1964:70), Pronunciation is the use of the sound system in speaking and listening. In this case, pronunciation is only treated as an action that occurs in speaking and listening, Lado does not mention how the sound is produced. From these definitions, it can be

concluded that pronunciation is a way of pronouncing certain words or phrases that are generally accepted or understood.

According to Aqib and Murtadlo (2016), drill learning is a way of presenting lesson material in a way or a way of training students to master the lesson and be skilled in carrying out the given training assignments. Roestiyah (2008), drill learning is a technique that can be interpreted as a way of teaching students to carry out training activities, so that students have higher dexterity and skills than what is learned. According to Suwarna (2006), drill learning is a way of teaching by giving repeated exercises about what the teacher has taught so that students acquire certain knowledge and skills. Sudjana (2011), learning to drill is an activity of doing the same thing, repeatedly in earnest to perfect a skill so that it becomes permanent. The distinctive feature of this method is the repeated repetition of the same thing.

The drilling method aims to train motor and mental skills to strengthen the associations that are made. In addition, the Drill method serves to instill habits that have become a reality as well as efforts to gain dexterity, determination, and practice skills about something being learned. According to Roestiyah (2008), learning with the drill

method is carried out with the following objectives. Have motor/movement skills; such as memorizing words, writing, using a tool/making an object, carrying out motion in sports. Develop intellectual skills, such as diverting, dividing, adding, subtracting, drawing roots in arithmetic, and recognizing objects/shapes in mathematics, physics, chemistry, punctuation, and so on. Having the ability to connect one situation and another, such as the causal relationship between lots of rain and floods, between letter signs and sounds, and so on, the use of symbols/symbols on maps, and so on.

The implementation of the drill method does not mean repetition of the same as what has been previously learned by students, but the occurrence of a learning process with the first exercise, then the second, third and so on will have a different nature. According to Aqib and Murtadlo (2016), for the drill method to work according to the specified objectives, several principles must be considered. The time used in the drill method is sufficiently available. The drill method should be adapted to the level of ability and development of students. The drill method has an appeal and stimulates students to study and practice seriously. In this exercise accuracy is first prioritized then speed. At the

time of practice it should be prioritized as essential. Exercise can meet the differences in abilities and skills of individual learners. Can intersperse exercise, so it's not boring. It requires patience and persistence on the part of the teacher.

According to Roestiyah (2008), the steps taken in the implementation of the drill method are as follows. Exercises carried out only for lessons or actions carried out automatically by students without using deep thought and consideration. But it can be done quickly, such as memorizing, calculating, and so on. Teachers must choose exercises that have a broad meaning, that is, they can instill understanding, understanding, meaning, and purpose before they do. In the preliminary exercise the teacher must put more emphasis on diagnosis because the initial exercise cannot expect students to produce perfect skills. It is necessary to prioritize accuracy so that students do the exercise correctly and also pay attention to whether the student's response has been carried out correctly and quickly. The teacher calculates only a short time/time of practice so that it is not tiring and boring, but is often done on other occasions. Teachers and students need to think about and prioritize essential/basic or core processes so that they don't sink into

things that are low/do not need less attention. Teachers need to pay attention to individual student differences so that the abilities and needs of each student are channeled. So in carrying out the training, the teacher needs to supervise and pay attention to individual training.

Repetition is one of the basic principles of learning. Dimyati (2002) suggests that three theories emphasize the importance of repetition, namely: Power Psychology theory, Association Psychology theory (Connectionism), and Conditioning Psychology theory. Power Psychology Theory states that learning is training the existing powers in humans which consist of the power to observe, respond, remember, imagine, feel, think, and so on. Through repetition, these forces will develop. The Psychological Theory of Association (Connectionism) with Thorndike's law of learning, namely the "law of exercise" reveals that learning is the establishment of a relationship between stimulus and response, and the repetition of these experiences increases the chances of a correct response occurring.

Finally, the theory of Conditioning Psychology which is a further development of Connectionism also emphasizes the importance of repetition in learning. If in

Connectionism, learning is the establishment of a stimulus and response relationship then in Conditioning Psychology, the response will arise not only because of the stimulus but also of the conditioned stimulus. According to this theory, individual behavior can be conditioned, and learning is an attempt to condition a behavior or response to something. Teaching is forming a habit, repeating an action so that it becomes a habit.

Davies in Dimyati (2002) stated that full mastery of each step allows learning as a whole to be more meaningful so that repetition is still needed in learning activities. The implication of the principle of repetition for students is the awareness of students to be willing to do repetitive exercises for one type of problem. Through this awareness, students are expected not to feel bored doing repetition. The form of learning behavior which is the implication of repetition includes memorizing. The implication of the principle of repetition for teachers is being able to choose between learning activities that contain messages that require repetition and those that do not require repetition (Dimyati, 2002). This needs to be owned by the teacher because not all learning messages require repetition.

Teacher behavior which is an implication of the principle of repetition includes planning the implementation of repetition, developing or formulating practice questions, developing instructions for psychomotor activities that must be repeated, developing evaluation tools for repetition activities, and making various repetition activities. Repetition does not mean it is done in the form of questions or the same information, but in the form of varied information so that it is not boring. By giving questions and assignments, students will remember the information they receive and get used to solving mathematical problems.

Repetition drill can be interpreted as a method that relies on the senses of hearing and also sight and can train students to be more focused and active in class. Because in practice it requires students to pay close attention to what is conveyed by the teacher so that later they can imitate and follow the sentences properly and correctly as exemplified by the teacher in front of the class. This method can also provide opportunities for students to take part in English lessons without having to always listen to the teacher's explanation, so as to hone students' mentality. The benefits of imitating the model of speech (repeat after the

model) from vocabulary practice as stated by Yoshida and Fukada (2014) are useful in facilitating students to master the intonation/emphasis of pronouncing words without explicit instructions. So that it can improve students' pronunciation skills gradually if it is done continuously.

Researches on similar topic is crucial to avoid replication. Previous studies have examined the influence of repetition method in various contexts.

The results of Andy, Rusfandi, and Lasim Muzammil's research (2018) entitled "English Language Training with Drilling and Repetition for Youth Organizations in Jedong Village", showed that after the activity the participants felt the method of drilling and repetition was very helpful sharpening particularly in spoken English improve vocabulary, grammar, and pronunciation. The research equation above with the researcher that is, applying the same method, namely Repetition and Drilling (Repetition Drill). The differences in the research above improved the English language skills (in general) of the participants by applying the repetition and drilling methods. Andy, Rusfandi, and Lasim Muzammil measured the participants' English skills in general or overall (vocabulary, pronunciation, grammar) while in this

research the researcher will try to measure the effect of student's English skills in pronunciation only. In another side,

The results of Siti Rohmah and Muhimatul Ifadah's research (2018) entitled "Utilization of the Audio lingual Method Through Repetition Drill to Improve Pronunciation of Class XI MIPA 6 Students at SMA N 9 Semarang", the results showed that the audio-lingual method through Repetition Drill can increase pronunciation student. The research equation above with the researcher, applies the same method, that is Repetition Drill to improve students' Pronunciation abilities and measure students' learning outcomes, using the same media and flow in learning, by reading English texts repeatedly. The difference in the research above use descriptive qualitative method while researcher will use quantitative with quasi-experimental.

The results of Slamet Riyanto, Y, Gatot Sutapa, Aloysius Mering (2018) entitled "Implementation Of Multimedia-Assisted Drill Method To Improve English Vocabulary Pronunciation Skills In Vocational Schools" The results of the research show that the method of drill aid of multimedia is very helpful for learners in achieving mastery learning. The research equation above with

the researcher, apply the same method, that is drill method to improve the skills to pronounce english vocabulary, the difference between the research above is using different media, with the help of multimedia in the form of video, audio text or images. Meanwhile, the researcher will only use written media by reading the text english repeatedly.

RESEARCH METHODS

This study uses a quantitative methodology, a quasi-experimental research design with a non-equivalent control group design, to investigate the relationship between variables using statistical procedures. The population is 89 students at Mts Darul Hikmah Az-zikri NW Pringgarata, with a sample of 89 students. The research will use nonprobability sampling with purposive sampling technique, with the experimental class receiving treatment using the Repetition Drill Method and the control class not receiving treatment using conventional methods. The study will focus on eighth-grade students, with the experimental class being VIII A and the control class VIII B. The variables will be divided into independent and dependent variables, with the Repetition Drill Method being the independent variable and pronunciation skill as the dependent variable. The research will be conducted in

odd semesters between September and Oktober 2023.

Data collection is a crucial process for researchers to gather necessary information. The researcher uses various methods to gather data, including pre-tests, treatment, and post-tests. Pre-tests measure students' initial abilities before treatment, while treatment involves giving treatment to experimental and control classes. Post-tests collect data after treatment, using the same level of difficulty as pre-tests. The results are analyzed to determine the influence of the treatment.

Observation is another non-test method used to observe students' difficulties in studying pronunciation. Field notes are used to focus on specific teaching behaviors over time, including classroom situations, management, and interactions between teachers and students. Documentation is also used to collect data, such as voice or video recorders and photos, to ensure optimal results are obtained. Overall, data collection is a crucial aspect of research.

This study uses a performance test as a research instrument, a t-test, to assess students' pronunciation abilities towards English words or sentences. The test is divided into two parts: the pre-test and the post-test. The instrument is a performance

test that assesses students' pronunciation abilities. The study uses the ANATES 4.0.9 program to determine the validity, reliability, level of difficulty, and discriminatory power of the instrument.

The validity of the instrument is divided into content validity, predictive validity, and construct validity. The reliability test measures the instrument's consistency and reliability in measuring 29 phenomena that do not change. The Alpha equation formula is used to determine instrument reliability.

The data normality test determines whether the data is normally distributed or from a normal population. The sample must come from a normally distributed population with a significance level of $\alpha = 5\%$ (0.05). If the significance is < 0.05 , the data distribution is considered abnormal, while if it is > 0.05 , it is normal.

The homogeneity test determines if the data variance is uniform. The sample is processed using the F test, which is used to process the initial and final data of students.

The hypothesis testing is performed using a two-party t-test. If $t_{table} < t_{count}$, the hypothesis is accepted, and if $t_{table} \geq t_{count}$, the hypothesis is rejected and the effect of

learning using the learning module is accepted with a significant level of 5%.

FINDINGS AND DISCUSSION

The study aimed to improve students' pronunciation using the Repetition Drill Method at Mts Darul Hikmah Az-zikri NW Pringgarata. The research was conducted in six meetings from September 23 to October 30, 2023. Class VIII B was used as the experimental class and class VIII A as the control class. The study used pre-test and post-test tests to assess the learning outcomes in both experimental and control classes. The results from the pre-test and post-test are presented in a table.

The study focuses on the English learning outcomes of class VIII B students at Mts Darul Hikmah Az-zikri NW Pringgarata before and after treatment using the Repetition Drill Methode. The pre-test data showed that the students had an average score of 67.54%, with a minimum score of 56 and a maximum score of 76. The learning completeness was 6.66%.

The "Good" classification was achieved between 76-85, with a total of 15 students. The pre-test value data was presented in a bar chart, showing no students who received the classification scores.

Students who received fair grade classification were four, students who received fairy good grade classification were 10 (ten), and students who received good grade classification were one (one).

The post-test data showed that the students had an average score of 85.73, with a minimum score of 80 and a maximum score of 92. The learning completeness was 100%. The "Good" classification was achieved between 76-85, with no students receiving the classification scores very poor, poor, very good, fairy good, and exelent. Students who received good grade classification were six (six), and students who received very good grade classification were nine (nine).

In conclusion, the study provides valuable insights into the English learning outcomes of class VIII B students at Mts Darul Hikmah Az-zikri NW Pringgarata before and after treatment using the Repetition Drill Method. The results provide valuable insights into the effectiveness of the intervention and the potential benefits of the intervention.

The pre-test data on the English learning outcomes of class VIII A students at Mts Darul Hikmah Az-zikri NW Pringgarata was processed to provide an initial picture of their abilities before being given treatment

using the conventional method. The pre-test results showed that the average score was 66.85, with a minimum score of 54, a maximum score of 84, and a learning completeness of 11.53%. The data was classified into "Good" and "Exelent" categories, with a total of 26 students.

The pre-test value data results were presented in the form of a bar chart. There were no students who received the classification scores very poor, very good, or excellent. However, there were three students who received good grade classification, twelve students who received fairly good grade classification, ten students who received fair grade classification, and one student who received poor grade classification.

In conclusion, the pre-test data provided an initial picture of the English learning outcomes of class VIII A students at Mts Darul Hikmah Az-zikri NW Pringgarata before being given treatment using the conventional method.

The study focuses on the post-test data on English learning outcomes in the control class. The results show that the control class had a lower average score of 77.31, with a minimum score of 68 and a maximum score of 88. The learning completeness was 76.92% for the "Good" classification, which is

between 76-85. The data was classified into different groups based on their distribution classification scores.

The post-test value data results for the experimental class and control class were presented in a bar chart. There were no students who received very poor, poor, or excellent grades. The experimental class received treatment using the Repetition Drill method, while the control class received the usual learning method without the method. The pre-test and post-test results showed an increase in the average value of the results in both classes.

The experimental class experienced an increase in the pre-test average value of 67.54 to 85.73, while the control class experienced an increase in the average value of 66.85 to 77.31. The highest score for the experimental class was 76 at the pre-test and the lowest score at the pre-test was 56, while the lowest score during the post-test was 80. The highest score for the control class was 84 at the pre-test and the lowest at the pretest was 55 and the post-test was 65.

In conclusion, the study found that the experimental class and control class experienced improvements in their English learning outcomes.

The study conducted a Validity and Reliability Test on a questionnaire used in a study. The validity test was conducted using a formula behavior correlation person, with a sample of 26 students in class VIII Mts Darul Hikmah Azzikri NW Pringgarata. The results showed that 25 valid questions were obtained and 25 invalid questions were obtained.

The reliability test was conducted using the SPSS version 25 program, with two tables interpreted: case processing summary and reliability statistics. The case processing summary showed a 100% accuracy rate, indicating that all data was filled in. The reliability statistics showed a Cronbach's Alpha of .950, indicating that the data was reliable. The reliability test results exceeded the r table value of 0.334, indicating that the measuring instrument was declared reliable.

The study used a data normality test and a homogeneity test to determine the distribution of the data. The Kolmogorov-Smirnov test was used to determine the distribution of pre-test and post-test data, with a significance value of 0.141. The results showed that the data was normally distributed, with a significance value of 0.05.

The homogeneity test was conducted using the SPSS version 25 program, with a

significance value of 0.635, indicating that the data was homogeneously distributed. The results showed that the data was distributed evenly between the experimental and control groups.

Hypothesis testing was conducted using the T-test to determine the effect of the Repetition Drill Method on students' pronunciation ability. The decision-making criteria were to accept a significant value of <0.05 , reject a significant value of >0.05 , and accept a significant value of 0.05.

The results showed that the t-test for equality of variances showed a significance value of 0.033, rejecting the hypothesis of a difference in learning outcomes between classes given the Repetition Drill method and classes not given the method. This suggests that there is a difference in learning outcomes between classes given the Repetition Drill method and classes not given the method.

The study focuses on improving students' pronunciation in class VIII B Mts Darul Hikmah Az-zikri NW Pringgarata. Prior to the Repetition Drill method, students' pronunciation scores were poor due to their lack of knowledge about pronunciation. After the first and second treatments, students began to improve their pronunciation and confidence. They were enthusiastic about

following the method and were able to say the same words they had learned in the first or second meetings. The researchers conducted a post-test to measure the improvement of students' pronunciation. The mean score was 85.73 in the pre-test and 67.54 in the post-test, with an improvement of 18.19 in the pretest to post-test. This is supported by a 2018 research by Andy, Rusfandi, and Lasim Muzammil, which found that drilling and repetition were helpful in improving vocabulary, grammar, and pronunciation in spoken English.

The Repetition Drill method is a teaching method that involves repeatedly practicing a procedure or skill to improve pronunciation skills. Research has shown that this method can increase students' ability to pronounce English sounds or words through routine repetition. The repetition stages carried out include listening and repeating, reading together, and reading individually.

Listening and repeating involves the researcher acting as a facilitator for students, reading sentences about Daily Activities while they pay attention. Each word in the sentence must be repeated by the students after the researcher reads it. The researcher will focus on listening to the student's pronunciation of each word spoken. Reading together involves

students reading sentences modeled by previous researchers slowly and with correct pronunciation. The researcher will supervise and ensure all students are involved in the activity and correct any errors.

Reading individually involves students trying to read the Daily Activities sentences one by one to hear their pronunciation. The researcher asks students to repeat the sentences they have learned in their respective places.

Research has found several words that are often mispronounced by students, such as "since," "set," "my," "I," "thirty minutes," "Easily get sick," "tidy up," "at the kitchen," "take a bath," "exercise," "healthy," "to make," "help her," "we usually," "breakfast," "goes," "food," and "lunch box."

In conclusion, the Repetition Drill method is a valuable tool for improving students' pronunciation skills through continuous practice and repetition. By implementing this method, students can improve their intonation and emphasis on pronouncing words without explicit instructions.

The study reveals that 18 words in English are often pronounced incorrectly by students during pre-action readings. This is due to several factors, including the influence

of the mother tongue, minimal practice, and teaching methods.

Students tend to read words in English according to their original writing, which can lead to difficulties in pronunciation. Habit interference, where some sounds in English may not exist in Indonesian, can cause confusion and differences in letter pronunciation between the two languages. This can result in the exclusion of letters and sounds.

When a child learns English words or sentences, they are not separated from the accent attached to them, causing difficulties in learning English. For example, students in class VIII B Mts Darul Hikmah Az-zikri NW Pringgarata face difficulties when presented with English sentences about Daily Activities. Some words, such as "my," "since," "breakfast," "goes," and "Tidy up," are difficult for them to pronounce.

Minimum practice also plays a role in pronunciation difficulties. Students' knowledge and abilities in pronunciation are low due to the lack of intensity in practicing English words. This lack of practice makes students feel less confident about reading or saying English words. Dalem (2017) states that students fear making mistakes because

they are afraid of being laughed at, shy, and lack confidence.

Teaching methods in the classroom greatly influence students' ability to understand lessons. In English lessons, there are no special lessons that study pronunciation, so teachers pay little attention to pronunciation compared to other aspects such as grammar. To address this issue, the Repetition Drill method is needed, which has the advantage of improving students' pronunciation. Research by Andy, Rusfandi, and Lasim Muzammil (2018) showed that drilling and repetition were helpful in sharpening spoken English vocabulary, grammar, and pronunciation.

However, the weakness of this method is that teachers must be able to utilize and allocate the best possible time to apply the Repetition Drill method compared to core lessons. Teachers must prepare words and how many words they will give to students before entering the classroom.

In conclusion, the study highlights the importance of addressing the factors influencing pronunciation in English language learning. By incorporating the Repetition Drill method, teachers can help students improve their pronunciation and overall language skills.

The validity test was conducted on 50 English word questions about daily activities, with 25 questions being valid and 25 invalid. The test involved 26 respondents from IX Mts Darul hikmah az-zikri NW Pringgarata. The results showed that the measuring instrument was declared valid using a formula person behavior correlation. The reliability test was conducted with 100% of respondents, indicating consistency in the level of the instrument questions. The reliability test results from the research data reached 0.950, exceeding the r table's 0.334, indicating the instrument's reliability. The results indicate that the measuring instrument is reliable.

The study used the Kolmogorov-Smirnov test and the SPSS version 25 program to test the data normality and homogeneity of cognitive learning outcomes. The data normality test yielded a significance value of 0.141, indicating normal distribution. The homogeneity test, using the Test of Homogeneity of Variance, yielded a significance value of 0.635, indicating homogeneous distribution. The data was thus concluded to be homogeneously distributed.

The hypothesis testing, using the T test, was conducted to determine the effect of the Repetition Drill method on students'

pronunciation abilities. The results showed a t count of 1.729 and a significance of 0.033, rejecting the hypothesis of H0. This indicates that there are differences in learning outcomes between classes with the Repetition Drill method and those without. The results suggest that the Repetition Drill method may have a positive impact on students' pronunciation abilities. Overall, the study provides valuable insights into the distribution of cognitive learning outcomes.

CONCLUSION AND IMPLICATIONS

The research found that the Repetition Drill method significantly improved learning outcomes in classes compared to those not using it. The results showed that the Repetition Drill method was more effective than the non-repetition method. However, teachers faced challenges in utilizing the best time to apply the method, as they had to prepare words and the number of words they would give to students before entering the classroom. The Repetition Drill learning method can be an alternative for improving student pronunciation and can be beneficial for both students and teachers. The study emphasizes the importance of learning using methods and the usefulness of all methods in education.

REFERENCES

- Andy, A., Rusfandi, R., & Muzammil, L. (2018). English language training with drilling and repetition for the Jedong Village Youth Organization. *Martabe: Journal of Community Service*, 1(2), 42-48.
- Brown, H.Douglas. 2001. *Teaching by Principles, An Interactive Approach to Language Pedagogy*. Second Edition: white plains, N.Y: Pearson.
- Creswell, J. (2014). *Research design : qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, California: SAGE Publications, Inc.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Merrill.
- Creswell, john. W. 2018 *Research Design Qualitative, Quantitative, and Mixed Methods Approaches Fifth*.
- Fitri, F. I., Wahdah, N., & Yulianingsih, N. (2023). Application Of The Repeat After Me Method In Training English Vocabulary Pronunciation At Muhammadiyah 2 Sma Palangka Raya. *Community Empowerment PkM Journal*, 4(1), 29-33.
- Jones, Daniel. (1975). *An Outline of English Phonetics*. Cambridge: Cambridge University Press.
- J.W. Creswell (2002) *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* Pearson Education Upper Saddle River, NJ.
- Lado, Robert. (1964). *Language Teaching: A Scientific Approach*. New York: Mc Graw - Hill, Inc.
- Muamar, M., Ampa, A. T., & St Asmayanti, A. M. (2022). Improving The Students'pronunciation Using English Language Speech Assistant (Elsa) Application (A Pre-Experimental Research At The Eleventh Grade Students Of Sman 9 Makassar). *Journal of Language Testing and Assessment*, 2(2), 119-124.
- Roestiyah, N. K. (2008). *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta.
- Rohmah, S., & Ifadah, M. (2018, November). The Use of Audiolingual Method through Repetition Drill to Improve Students' Pronunciation in Class XI MIPA 6 at SMA N 9 Semarang. In

Prosiding Seminar Nasional
Mahasiswa Unimus (Vol. 1).

Richards, j. and Rodgers, T. (1986).
Approaches and methods in
language teaching. New York :
Cambridge University Press.

Yoshida, K. & Fukada, A. (2014). Effects of
Oral Repetition on Learners'
Japanese Word Accentuation.
IALLT Journal of Language
Learning Technologies. 44 (1).