ACADEMIC JOURNAL PERSPECTIVE:
Education, Language, and Literature
http://jurnal.unswagati.ac.id/index.php/Perspective/

REPETITION TECHNIQUE IN AN EFL SPEAKING CLASS IN ISLAMIC HIGHER EDUCATION IN INDONESIA

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Abstract

This research aims at analysing the development of students' speaking skill in Islamic higher education in Indonesia through repetition technique. This is a CAR (Classroom Action Research) implemented in cyclical process, covering planning, acting, observing, and reflecting. The subject of research was the fourth semester students of EFL speaking class which consist of 25 students. The data were obtained from observation checklist, field notes, questionnaire, and test. They were analysed qualitatively and quantitatively. Quantitative data dealt with teaching-learning process, i.e. students' participation in the classroom activities. They were gained from students' achievement tests. The findings revealed that in cycle 1 there were twelve students who achieved minimum criteria of achievement. It means that the classical achievement was 48%. In cycle 2, it showed that there were twenty of students who achieved the minimum criteria of achievement. It means that the classical achievement was 80%. Both classical and individual achievements have met the criteria of success. It can be concluded that the repetition technique is proved to be useful to develop students' speaking skill.

Keywords: EFL, Islamic higher education, Repetition Technique, Speaking

INTRODUCTION

In recent year a learning paradigm has changed from teacher centered approach to learner's centered approach (An & Reigeluth, 2011). The students are agent of changes instead of object of change. Because of this assumption, some English lecturers in Islamic higher education institution have misunderstood in interpreting and implementing the learners' centered approach, especially the steps or the strategies in the teaching and learning process (An & Reigeluth, 2011). Based on the observation, the lecturers usually teach English based on the reference book or students' books without considering the lesson plan prepare in advance before applying it in the real classroom. They did not care whether their lesson plan is correct or not, like, whether there is a correlation between the goal of teaching and its main activities, evaluation, and teaching media. Moreover, they have low motivation to improve their methods or strategies in teaching the four English skills (Marzuki, 2019a; Marzuki, 2019b).

Nowadays, the teaching of English speaking always raise complaints relate to the problems they encounter in the teaching of speaking skill where they are teaching (Marzuki, 2017). The lecturer complaints range from the students' inattentiveness to English class, students'

low competence in speaking class and up to the difficulty in finding out an applicable technique to teach speaking skill. The problems were afraid of making mistakes, mispronunciation, and ungrammatical sentence.

English is a compulsory subject which must be learned by students at university level. Speaking, like other skills, is placed as one of the significant skills for students to learn (Bahadorfar & Omidvar, 2014; Derakhshan et al., 2015; Hughes & Reed, 2016; Leong & Ahmadi, 2017). Teaching speaking skill is fundamental point to enable students to speak or to use language in communication (Bailey, 2005; Harmer, 2007; Marzuki, 2016; Rivers, 2018).

The main target of teaching English at university level is that the students are able to speak English as a means of communication which is suitable to the students' need (Kuśnierek, 2015; Fauzan, 2016). However, it is not easy for the lecturers of English to enable students to communicate in English. A professional lecturer who has a good competence and performance is needed to teach this subject. The lecturer must be able to recognize or identify ways or techniques used to make the students to learn English easily. Therefore, the researchers try to suggest repetition technique to find possible instruction for helping students with speaking motivation. Based on some theoretical basis (Harmer, 2007; Hughes & Reed, 2016), the researchers assume that this technique is more suitable to apply for this purpose. Repetition technique focuses on what students need to do or to accomplish through speaking. Teaching program through this technique emphasizes on students' communicative purpose. The functional notional approach to learning is that it emphasizes the fact that the students and their communicative purposes are at the very core of the teaching program (Richards & Rodgers, 2014). In addition, in repetition technique, the students may listen to their lecturer, imitate their lecturer dealing with pronunciation, words, and sentences, and repeat after the lecturer as a model.

The application of repetition technique should mainly depend on what materials are taught in order to successfully achieve the teaching learning objectives (Harmer, 2007; Hughes & Reed, 2016). In teaching English and speaking in particular, the lecturer needs to apply an appropriate technique. In such situation, if the lecturer just applies speech technique to teach the students, the result of teaching will remain deficient or the teaching objectives are not successful.

Actually, repetition technique offers more chance to students to practice the language. It tends to allow students to study and interact freely, and the students are allowed to use the mother tongue to express them (Saville, 2001; Comay, 2015). To some extends, it encourages the students to the purpose of communication. Shortly repetition techniques are permissive, they can tolerate simple grammar, understandable pronunciation and the use of mother tongue and translation may also be used where if it is possible (Harmer, 2007; Larsen-Freeman & Anderson, 2013; Leow, 2015).

There are three steps in employing repetition drill in teaching speaking skill, namely: choral repetition, individual repetition, and cue-response drill (Harmer, 2007; Kartikasari et al., 2014). Before coming to the choral repetition activity, the lecturer gives the clear explanation to the meaning and use, the form and the pattern of the new language that is going to be practiced. After explaining them the lecturer asks the whole class to repeat the model of the new language they have learnt together. This is called choral repetition. This activity is useful to give all students a chance to say the new language immediately, with the lecturer controlling the speed and the stress. It gives students confidence (where immediate individual repetition might cause anxiety) and it gives the lecturer a general idea of whether the students have grasped the model.

There are three points that the lecturer should consider when conducting the choral repetition: first, the lecturer must be sure whether the students have grasped the model before starting the chorus. Second, the lecturer must indicate clearly the correct stress during the chorus. And finally, the lecturer must stay silent during the chorus so that she/he can hear how well the students are performing (Hohenshell et al., 2013; Kuśnierek, 2015). Then, the lecturer moves to individual repetition activity. It is conducted in three stages also. First, lecturer nominates a student in random order. Then, the student responses, and the last stage, lecturer gives feedback by acknowledging or showing incorrectness to him or her. Lecturer selects or calls the student's name to give response then; the students give response to the lecturer's questions, statements or instruction. After that, the lecturer gives feedback by acknowledging them or showing incorrectness to them. If the students' answer is correct, the lecturer acknowledge them by saying 'good', 'yeah', say 'yes' or just 'nod'. But if the students' response is wrong, the lecturer do not give acknowledge to them but showing incorrectness such as: Repeating (the lecturer asks the student to repeat what he or she has just said by using the word 'again'; Echoing by stressing the part of the utterance that was incorrect; Denial; Questioning and Expression.

The repetition activities should be done by the students in pre-activity as an introducing in the first step in teaching speaking skill (Saville, 2001; Kartikasari et al., 2014; Rachmawaty & Hermagustiana, 2015; Comay, 2015). The students have to be familiar with the new language that they are going to practice and are expected to be able to pronounce the language used well. Then, To be more specific, the research question to be answered was how can the students' speaking skill be developed through repetition technique?

METHOD

This research was conducted by applying classroom action research design. It covered planning, implementing, observing, and reflecting. The researchers in this research employed collaborative action research. Collaborative action research involves at least two persons as the main actors of the study action and this research team works together to solve the problem in a single classroom research (Bogdan & Biklen, 2010; Kemmis et al., 2013; McNiff, 2013; McDonough & McDonough, 2014; Israel et al., 2019). The researchers and the collaborator designed lesson plan, prepared instructional material and media, and implemented the action plan. This research was conducted at an EFL speaking class. The subject of the study was the fourth semester of an EFL students in Islamic higher education level in Palu city, Indonesia. The class consists of 25 students. In order to obtain accurate and reliable data, the researchers employed some instruments, i.e. observation checklist, field notes, questionnaire, and test.

In classroom action research, data analyses are done through reflection (Hughes & Reed, 2016; Mertler, 2019; Coghlan, 2019). The reflection phase is the place the researchers to collect the data from different instruments, selecting, categorizing, comparing, synthesizing, and interpreting data; it was done in ongoing cyclical process. To validate data, the researchers employed triangulation. Triangulation is cross scheme of cross validation data gained from the field. It consists of three main steps to analyse data; they were data collection, data reduction and data display. It focuses on the cross check between the data obtained from different instruments that were employed in research. It was aimed at making data more accurate. The obtained data were analysed qualitatively and quantitatively. Quantitative data were analysed based on the students' achievement on each evaluation phase. Its result then is correlated with qualitative data related to lecturer's performance and students' response in ongoing process.

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In order to have required achievement in speaking skill and to determine continuation of cycle, criteria of success need to be previously determined (McNiff, 2013; Norton, 2018; Chevalier & Buckles, 2019). Since the research was about developing speaking skill through repetition, so the criteria of success in this research are as follows:

1. The students participate the learning process enthusiasticly (This is taken from observation checklist).
2. There will be at least 75% students who get individual achievement ≥30 based on level of success. (This is taken from achievement test).

RESULTS

Learning Achievement

The learning achievement that was referred in this action research was students' progress in speaking performance when answering the researchers' question orally. The students were asked to mention their name, the date at that day, and the three expressions that people usually use when they called someone through a hand phone or a telephone. The collaborator recorded the students' oral performance to maintain the authentic data from the field. The result of speaking assessment in cycle 1 is presented: there are 12 or 48% students whose achievement in speaking skill has met the criteria of success of score ≥ 30. The students who got score ≥ 30 were categorized as successful. On the other hand, the percentage of the students who obtain the scores of ≤ 30 is bigger. It is 52% or 13 students.

Based on the students learning achievement in cycle I and the data obtained from observation sheets and field notes, the researchers and the collaborator have made a reflection. The result of reflection is presented in the following table.

Table 1. The Result of Reflection in Cycle I

No.	Researchers' activities	Students' activities
1.	The researchers gave materials in one meeting so that the students were difficulty to remember them well.	The students got difficult to answer the researchers' questions orally.
2.	The researchers did not train the student to practice all expressions one by one in individual repetition stage.	Some students got difficult to pronounce the expressions because they were not trained well by the researchers as the time was very limited.
3.	The researchers did not use the time efficiently and effectively when they asked the students to practice the target language.	Each student only got one phrase or sentence to be pronounced because of the time limitation.

The researchers assessed the students' speaking performance when presenting a phone conversation in pairs. They recorded the students' oral performance to maintain the authentic data from the field. The result of speaking assessment in cycle 2 is presented: there were 20 students or 80% of total students whose learning achievement met the criteria of success. It means the 20 students (80%) have made an improvement in the aspect of fluency when presenting the phone conversation. Nevertheless, there were also some students whose individual achievement did not meet the minimal mastery standard or lower than 30. The numbers of these students were 5 or 20%.

Based on the students learning achievement in cycle 2 as shown in the table 3 above, and the data obtained from observation sheets and field notes, the researchers and the collaborator made a reflection. The result of reflection is presented in the following table.

Table 2. The Result of Reflection in Cycle 2

Lecturer's Activities	Students' Activities
The researchers explained again the teaching material that the students still unable to pronounce them correctly. They also explained how to send a message by using polite expressions or imperative form, then asked them to practice and repeat the expressions.	The students practiced again those expressions as fluent as possible, as the starting point to talk through phone in the real context. All students were busy in preparing their task. Even, some students asked the questions frequently related to material and the other ones were eager to present their work in front of the class.
The researchers asked the students to perform the phone conversation in front of the class in which they send a message to each other based on their own words.	Most of them were enthusiastic and had self confidence in their speaking performance.

The above table shows the data from observation sheets and field notes. These data contributed to the findings of this research to show that most of the students were very active and enthusiastic in joining the teaching and learning process such as, asking questions frequently, criticizing their friends' argument, or even commenting the researchers' explanation. They look having self-confidence; they spoke freely without any afraid of making mistake, they could pronounce the words correctly and they could produce grammatical sentence.

As a result of the learning achievement, in cycle one there were 13 students who could not answer the researchers' questions fluently. Most of them, said or pronounced the words or sentences of their response repeatedly. When they pronounced the words of course the three elements of speaking pronounciation, grammar and vocabulary were covered in it. Then in cycle 2 the 13 students decreased from 13 to 5 students. Some students have made the development in speaking skill in cycle 1, but the number of the classical percentage did not yet met the criteria of success 75%. Therefore, the researchers continued the action into cycle 2 by learning from the obtained data in the reflection. They revised their teaching plan and implemented it in cycle 2.

In cycle 2, most of students' speaking ability became better and categorized as good. Their willingness to try presenting the phone conversation was also better than it was in cycle 1. Therefore, they could present the phone conversation based on the given message from the researchers. They presented their conversation with high self-confidence although they often made several mistakes in accuracy and fluency. They could construct the phone conversation more quickly and they competed to present it in front of the class without feeling nervous anymore. As the result, most of the students obtained the score 30 or greater than it and the classical percentage was 80%.

The Students' Responses toward the Implementation of Repetition Technique
The data from questionnaire showed and contributed that most of students are interested in learning English through repetition technique. It can be proved from the seventh statements provided, most of the students gave response "agree" which mean that this repetition technique was really effective to develop their speaking skill. There were still some students

who gave response "disagree" to the questionnaire item. They answered based on what they felt during joining the teaching and learning process. Even though there were still some students who gave response "disagree", the researchers concluded the application of this technique was success because the parameter in the criteria of success is most of students should response "agree", and the percentages of success were ≥ 75%. Most of the students feel happy and enjoy when learning English by using repetition technique; they can find and improve some mistakes (related to vocabulary, grammar, and pronunciation) which they made; they can pronounce the words better than before after practicing the number of models; they feel easier to express their ideas or opinions; and they can assess themselves that their speaking ability also develop after training them to pronounce the new language. The students needed repetition technique in training them as the starting point to speak English fluently.

DISCUSSIONS

Based on the findings, repetition technique could solve the students' problem i.e. afraid of making mistakes, mispronunciation, and ungrammatical sentence. For solving afraid of making mistakes, the researchers always encourage the students to speak freely based on the topic discussing at the first time, while the researchers can improve their grammar errors step by step. They also gave a model to the students how to pronounce the words and the students could follow the researchers' pronunciation and this model was followed by the others students as the application of repetition technique. These activities then could help to solve the students' problem in afraid of making mistakes and mispronunciation. Then, they made correction to the students when they constructed ungrammatical sentence through the application of this technique. For example, when one student said "I am not understood" the students repeated this statement "I don't understand". This repetition can correct the students ungrammatical sentence directly without discourage him/her. Therefore, the student would not feel ashamed, and this is supported by Al-Tamimi & Attamimi (2014) who express that the purpose of using correction techniques, of course, is to give the student(s) a chance to (know how to) get the new language right.

The application of repetition technique as teaching strategy is effective to develop the students' speaking skill. The repetition task consisted of the expressions of opening, holding, and closing a conversation is helpful to develop student's activity in presenting a phone conversation orally. It was supported by previous finding (Kartikasari et al., 2014) that sstudents' speaking ability can be improved by using repetition drill. This was proved by the result of the mean score and the result of the observation. At the first cycle the writer did not get the students' score. The second cycle was 68,75 and the last cycle was 80,08. In the first cycle, they did not get the students' score because there were some problems that happened in this cycle. The problems were unclear explanation, the length of the text for teaching material, the speed of audio record, and others. They planed to make next cycle. Through second cycle, students' competences step by step were increased. Students' speaking result was good. There were 18 students passed. But there were only 56,25 % students could get score 70 or above as the minimum standard score (KKM). Next, they continued with the last cycle. In the last cycle, students showed the great progress of the result. It gave them significant sign that the speaking ability improved. Students' fluency and pronunciation aspect of the students were better by using repetition drill. They were enthusiastic and explored themselves using repetition drill.

In relation with the research problems that the students got difficulties in expressing their opinion in spoken language, but the application of the repetition technique as the teaching strategy could develop the student's ability in speaking. This is supported by Harmer (2007)

who states that the difficulties were caused by their low level in pronunciation, grammar, and vocabulary could be minimized. Based on the findings, one of benefits of repetition technique is to get the accurate reproduction where the students can express the words correctly, getting the grammar right and perfecting their pronunciation as far as is necessary, by showing and giving a model how to pronounce or say the words (the new vocabularies), phrases, and sentences, how to construct the form and the pattern of the target language and repeat it frequently. Consequently their oral performance in one aspect, fluency aspect was also gradually developed. It can be proved from the students' speaking skill performance. This finding was supported by previous findings (Saville, 2011; Bahadorfar & Omidvar, 2014; ThiTuyetAnh, 2015; Kuśnierek, 2015) that repetition technique might develop the students' speaking skill.

The development can also be proved from the students' self-confidence they have been already brave to present the phone conversation in front of the class although there were still many mistakes in grammar and pronunciation, the mispronunciation they made is not related to the words they have practiced before.

CONCLUSION

Repetition technique can be used to develop the students' speaking skill at speaking class. It is proved to be useful to develop students' speaking skill. This technique can also be applied to help the students to correct their mispronunciation, encouraging their self-confidence, reducing afraid of making mistake, and producing grammatical sentence. The primary criteria to judge the students'developments are from the score they gained from two phases of test. In the first test, the students' development reached 48% of 12 students, while, in the second test, students' development attained 80% of 20 students. Since learning achievement is calculated based on the number of students who get the score over the criteria of success, so it is stated that the classroom achievement has been attained.

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Appendix

| | Level of Success | |
Score	Qualification	Level of Success
40 – 50	**Very Good**	**Successful**
30 – 39	**Good**	**Successful**
20 – 29	Fair	Failed
10 – 19	Low	Failed
1 – 9	Very Low	Failed