

## **USING REPETITIVE WRITING TO IMPROVE SEVENTH GRADE STUDENTS' VOCABULARY MASTERY AT SMP GPDI BERA TONDANO**

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**Abstract:** In learning a language, there are some variant levels from the low to the advance level where people going to learn from the simple to the more complex aspects of a language. One of the basic aspects is the vocabulary. This research aims to study a method called "repetitive writing" to see the effectivity and efficiency in improving students' vocabulary mastery. This research took place in SMP GPdI Bera Tondano on the seventh grade students. This research used a quantitative approach in collecting the data and used pre-experimental research design in the form of "one group pre-test post-test design" and used mean formula for data analysis. The research instrument used a multiple choices test which contains of two main part: translation and definition. There were two main data, the pre-test score (before the treatment) and the post-test score (after the treatment). The result showed that the score after the treatment is higher with the mean score of 86,5, compared to the mean score before treatment which was 62, which indicates that there were some improvements in students vocabulary performance. From the result, it can be concluded that the repetitive writing method is effective and efficient so thus it can be introduced by teacher and applied by students to improve students vocabulary mastery. It is suggested to the teacher to use the repetitive writing method in learning process in order to help the students in their activity of mastering vocabulary.

**Keywords:** *Improving, Vocabulary, Repetitive Writing, Effectivity.*

### **INTRODUCTION**

In Indonesia, English subject is considered as one of the important learning subjects, like what stated in one research: "Indonesia has adopted English as a tool of communication to establish relationships with other countries. English, despite its status as a second language, has become more and more popular among scholars,

bureaucrats and the elites in Indonesia as the use of information technology is increasing" (Liando, 2009). When we come to the domain of English language education, we will go through some various stages or levels in learning a language. We will face some components start from the basic and simple to the more complex section of the learned language and we will comprehend the traits of the language along the way.

When people (in this case student) learn other language (in this case English), first, people going to face the basic things of the language. "Teaching vocabulary is one of the basic facilities to help children to study a foreign language. Children require multiple exposures to words to develop a rich understanding of their meaning and use" (Mozes & Liando, 2020).

In learning a new language, include English, before students learn about the grammar (rule and structures), the classifications, the function, the communication factor of the language, prior to those, students will have to learn or to get know with the new words from the learned language (Liando & Tatipang, 2022). "because grammar and vocabulary are the components of language that has connection each other in grammar not talking about grammar itself but indeed there is vocabulary" (Andries & Rombepajung, 2019). Before students try to communicate using English, construct a sentence to communicate an idea or merely a statement, they have to be familiarized with the words first, as the one of the basic containers of meaning and idea.

After students got introduced to the new words of English, there are two main aspects in vocabulary learning process. First, students have to understand the meaning of the words and next, students have to be familiar with the words, in other words, students have to memorize the vocabularies so that they can remember the meaning of the words when they hear or read them or when the students want to use the words when they try to communicate as a sign that they have mastered it. "The mastery of language can be recognized by the skill to use it" (Maru et al., 2020).

From the statements above we can conclude that in learning English, especially English vocabulary, the main activities are to comprehend the meaning of

the words and memorizing the words with their meaning, like mentioned in a research by Sabudu, "Vocabulary can be acquired in many different ways. One way is through word memorization. The words in your vocabulary are those you understand and use" (Sabudu, 2019). Therefore, it is needed to find some ways of how students can improve their vocabulary by understanding the meaning of the words and memorize it in the most effective and efficient way in order to improve student's language study.

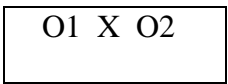
The idea of "repetition affect our memory" is well known and obviously not new. It is accepted as a fact by most people that repetition help (automatically) in construct our memory and also help to understanding some topic. What kind of repetition is the most effective yet efficient for easier vocabulary learning activity?

Writing is a common and important activity in the academic world. People will write to express their idea, to make a statement, to give information, to secure some important information, and also as a reminder, if we want to go further, writing also a media in self exploring.

The fact that repetition and writing as the common things of people activity, and the fact that we cannot separate these two things in people's education live, then it can be said that it is something that might work out as it is wanted to find a way in improving people's language ability in the case of mastering the vocabularies. In other words, the main idea is to use something that already familiar with students such as writing, and using the basic idea that repetition form people's memory and comprehension in improving student's vocabulary mastery.

## RESEARCH METHOD

This study used an experimental research design in the form of "one group pre-test post-test design." Using this design, this study got an accurate quantitative data to know the comparisson between the results of the students before using repetitive writing method and after using the repetitive writing method. The research design is described as the following:



(Hastjarjo, 2019)

Description:

O1: pre-test (before students introduced to repetitive writing method)

X : Treatment (researcher introduced the repetitive writing method)

O2: Post-test (after students introduced to and use he repetitive writing method)

There were three main steps in this research design:

1. The researcher gave a pre-test on the student's vocabulary mastery before the treatment to measure the variable, 2. the researcher gave a treatment: introducing the repetitive writing method, 3. the researcher gave a post-test to measure the variable to know the effect of the treatment.

The research was applied to all Seventh grade students of SMP GPdI Beraa Tondano. There are total of 14 students in the seventh grade class.

The technique of collecting data in this research was using test, which was vocabulary test. Students was instructed to use some particular methods to prepare themselves for some tests, one method for each tests.

Students did three tests . Before one test, students was given eight words to be memorized for the test, and student was instructed to use one chosen method. The tests are similar to the other in term of difficulty and the kind of the test. Each test is consist of eight tasks in the form of multiple choices.

1. Translate three English words into Indonesian. Example: Ostrich=

a. Burung unta b. kasuari c. burung d. hewan (11 scores)

2. Translate three Indonesian word into English. Example: Liar=

a. Wild b. jungle c. predator d. prey (11 scores)

3. Choose the correct definition of two English words. Example: Ostrich=

a. The fastest bird in the world, b. the biggest bird in the world, c. the biggest animal in the world, d. the smallest bird in the world (17 scores)

Total scores: 100 (scores)

The technique to analyze the data that was used by this research is quantitative

comparative analysis. The numeric result of each tests will be compared to the other in order to get some conclusion from the comparisson.

This study will use the mean formula to get the average score of each test

$$\bar{X} = \frac{\sum X}{n}$$

(Moore, 1983)

$\bar{x}$ = mean/average

x= sum of all data points

n=number of data point

This study also used the standard deviation formula:

$$S = \sqrt{\frac{\sum x^2}{N} - (\bar{X})^2}$$

(Moore, 1983)

Where:

S = Standard deviation

$\bar{X}$  = Mean square

$\sum x$  = Sum of X

N = Total number of subjects

**Table 1. Result interpretation:**

Test correct answers result (%)	Interpretation
0-30%	Very Low
31-50%	Low
51-70%	Avarage
71-90%	High
>90%	Very High

## FINDINGS

The findings of this research deals with students' score in pre-test and post-test, the students' score classification, mean score, and the significant differences between the score of pre-test and post-test.

The following table shows the classification of frequency and percentage of score of students' vocabulary mastery at the second grade students of SMP GPdI Bera Tondano from the result of the pre-test and the post-test.

**Table 2. Classification of frequency and percentage score of students' vocabulary mastery (pre-test)**

<b>Classification</b>	<b>Score</b>	<b>Frequency</b>	<b>Percentage</b>
Very Low	0-30	2	14,28%
Low	31-50	0	0%
Avarage	51-70	5	35,71%
High	71-90	5	35,71%
Very High	>90	2	14,28%

**Table 3. Classification of frequency and percentage score of students' vocabulary mastery (post-test)**

<b>Classification</b>	<b>Score</b>	<b>Frequency</b>	<b>Percentage</b>
Very Low	0-30	0	0%
Low	31-50	0	0%
Avarage	51-70	3	21,42%
High	71-90	6	42,85%
Very High	>90	5	35,71%

The data from the pre-test shows that from 14 students, there were 2 (14,28%) students in the very low level, 5 students (35,71%) in the average level, 5 students (35,71%) in the high level, 2 students (14,28%) in the very high level, and non students were in the low level. The data from the post-test shows there were no students in the low and very low level, there were 3 students (21,42%) in

the average level, there were 6 students (42,85%) in the high level, and there were 5 students (35,71%) in the very high level. Based on the two table above, it is concluded that the test results of the students in the post-test are higher compared to their scores on the pre-test.

After calculating the result of the students score, the mean scores and standard deviation for both classes can be presented by the following table.

***Table 4. The mean score from the result of post-test and pre-test***

<b>Test</b>	<b>Mean Score</b>	<b>Standar Deviation</b>
Pre-Test	62	30,34
Post-Test	86,5	14,69

From the table above, it shows that the mean score (average score) that the students got from the post-test is significantly higher compared to the score they got in the pre test.

## **DISCUSSION**

From the early part it was said that the two main things in learning and mastering the vocabulary, those are memorization and comprehension. The importance of the memorization parts mentioned in a research which said "It means that the English teachers want students to remember new vocabulary then it needs to be learnt, practiced, and revised to prevent students from forgetting" (Susanto, 2017). Because of this information the researcher tried to explore the learning method called "repetitive writing" that considered "helpfull" in vocabulary mastery because the uses of the repetition help students in memorizing and understanding the meaning and function of the words.

The collected and analysed data to the point of finding the mean scores indicate that this method is effective to use when students are learning vocabulary. The mean score of the students in the post-test (86,5) is higher than the score from

pre-test (62) showing that there were improvement of student's vocabulary mastery performance after they were introduced and used the repetitive writing method in their vocabulary learning process.

After the research, there were some noticeable reasons of why this method is effective in helping the students improve their vocabulary mastery, those are:

### ***1. The act of "writing" and repetition help memory***

The activity of the students in the form of writing itself is actually help them psychologically to make them more "easier" to memorize, like what have been said in a research "In L2 vocabulary learning, the ultimate goal for learners is to be able to use the new vocabulary productively. Producing L2 words involves storing them and retrieving them from the mental lexicon. In order to facilitate this process, research has shown that it is helpful for learners to pay attention to the form of the word, i.e. to engage in structural elaboration. One method for directing a learner's attention to word-form is by requiring the learner to write the target word down" (Candry et al., 2018). Not only that, the fact that a repetitive activity is helpful for our memorizing process is a quite well-known idea.

### ***2. The repetitive writing effect on understanding***

The second reason is that the action of repetitive writing has a positive effect for students to comprehend the new vocabularies better. Repetitively writing the same words in different sentences or even in different sentences with different structure, will stimulate the students's minds to get a clear understanding about the meaning and also the communicative function of the words. This idea is even better applied when students write a contextual paragraph with one word that repeatedly appears.

### ***3. The understanding of the word effects the memorizing of the word***

One of the interesting fact is that the comprehension of the word meaning and function itself, helps students to remember the words easier. In other words, it is easier for students to remember a new words when they are already understand



the meaning, context and function of the words in the first place.

The effectivity of this method in the vocabulary domain is proven by the numeric data, which shows a quite significant improvement of the students vocabulary performance when we compare the result of the students before the treatment and after the treatment. This result is supported by an older research that said "The main pedagogical implication of the current research is based on the superiority of oral+written and written repetition strategies over oral repetition strategy for vocabulary learning in the long run" (Altalhab, 2018). After the effectivity of the method has been discussed, we come to the point to discuss the efficiency of the method, which already been mentioned in chapter one.

After the researcher done the research on the students, the researcher conclude that this method can be considered as efficient. This method can be called efficient because it is only take three to five minutes for the students to learn eight new words using this method. The instruments that are necessary for this method is only pen and paper for the students. Because of that, this method can be considered as efficient.

The excitement of the students was not clearly noticeable or perhaps do not appear. It is because the method itself is not really interesting compared to the other methods, for example the method using picture or other visual media. Besides, this method itself when we look from the "writing" side, is not entirely new for students, in fact, the activity of writing is a very common activity of the students. The only difference is that in this method, the students have to write in a different way which uses the idea of repetition.

It is quite clear that the method is not necessarily the most interesting method, but it is shown by the data that this method is quite effective and can be said "helpful" for the students, and not only that, it is also considered efficient (lest costly in time, resources, and instrument).

## **CONCLUSION**

Based on the discussion above, it is clear that the method called "repetitive writing" can improve students vocabulary mastery. This can be seen in the numeric

data above that shown the improvement students make after the students applied this method to their vocabulary learning activity. The data shows that the scores of all participant in the post-test (after treatment) is higher than their scores in the pre-test (before treatment) which indicates an improvement in their vocabulary performance.

From the data that were collected, data analysis and the discussion, it is included that this method is considered effective and at the same time it is also considered as efficient. "An effective and an efficient method" is one of the several definition that we can call "a good method" or "applicable" method that can be done for some purpose, in this case, in students' vocabulary mastery.

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