

The Implementation of Repetition and Chain Drill at Akademi Maritim Nusantara Cilacap

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ABSTRACT

The act of communicating using English is still an obstacle for students, especially for countries that make English as a foreign language. English conversation must be mastered fluently by students of Akademi Maritim Nusantara Cilacap, especially the Nautical Sciences Study Program. This becomes an obligation because as seafarers, graduates will definitely have to deal with many people from other countries. Learning English conversation by imitation is seen as still relevant when viewed from the position of English as a foreign language in Indonesia. This study aims to see the impact of applying repetition and chain drill methods in learning Maritime English at the Akademi Maritim Nusantara Cilacap. The Repetition and Chain Drill methods are part of a language teaching method called the Audio-Lingual Method. Both methods are implemented in one Nautical Science class which contains 33 students. With the help of 33 Nautical program students, the research was done utilizing the Classroom Action Research approach. Three study steps yielded the necessary data. Researchers assess each student's fluency and pronunciation in various ways. The results showed that there was an increase in the average value between stages. It also proves that learning with repetition and chain drill methods helps students start English conversation.

Keywords: *Audio-Lingual Method, Classroom Action Research, Chain Drill, Repetition.*

INTRODUCTION

Communication is a crucial thing in any situation. Communication can be done in many ways, such as through pictures, signals, and words (see Apriyanto & Nurhayaty, 2019; Dalman et al., 2020; Kasiyarno et al., 2020; Santoso & Apriyanto, 2020). There are so many people with so many different forms of communication in this world. Sometimes we run into a miscommunication among us. It happens not only between those who have other languages but also those who have the same languages.

English, as one of the international languages, has been taught in every country, including Indonesia. Unlike Malaysia that considers English as a second language, English in Indonesia is regarded as a foreign language. That is why many Indonesians are hard to communicate in English.

Listening, speaking, reading, and writing are the four primary language learning abilities. Reading and listening are characterized as receptive skills, whereas speaking and writing are referred to as 'productive' abilities. They believe that experts in Indonesia should only study grammar. That's neither right nor bad.

One of the language learning methods to expertise the speaking ability is the Audio-Lingual Method (see Anum & Apriyanto, 2019; Apriyanto, 2019; Apriyanto & Anum, 2018; Hidayat & Apriyanto, 2019). This method was used firstly in Army Specialized Training Program (ASTP) in 1942. The reason is to have much fluent personnel in foreign languages and could work as interpreters and translators. The Audio-Lingual method is based on Skinner's Behaviorist Psychology. In Larsen and Freeman (2000), Skinner stated that learning the target language's phrase patterns resulted from conditioning. Researchers should use shaping and reinforcement to teach their students how to respond appropriately to stimuli.

Nautical Science of Maritime Nusantara Academy has a subject called Maritime English. The main purpose of that object is to make the students understand and imply English knowledge related to the maritime world. To be a good seafarer, the cadet must be good at communicating with other people. Difficulties in communicating in English are still encountered in this class. Especially in the Nautical Sciences study program, in addition to being proficient in communicating, they must also understand maritime material delivered in English. The Audio-Lingual Method approach through repetition and chain drill is used to help the students improve their English especially speaking ability. The background led to a general question; how is the implementation of repetition and chain drill.

Many methods can be used in language learning and teachings, such as Communicative Language Teaching, Direct Method, and Audio-Lingual Method. Each technique has its specialty in the improvement of language skills. This research attempts to find the effectiveness of the Audio-Lingual Method for the advancement of students' speaking ability.

Audiolingualism is a technique for language instruction based on a language or structure. The beginning point is a linguistic curriculum, which includes the principal phonological elements, morphology, and language syntax arranged by their presentation sequence. These may have arisen in part from the contrasting analyses between the native language and the target language as the learner's main issues are thought to cause. In addition, there is also a lexical syllabus of essential vocabulary articles.

Speaking, listening, reading, and writing language abilities are taught. Listening is considered as training in basic sound patterns in aural discernment. The language can first be delivered completely orally; early-stage students generally reject written representations.

Introducing reading and writing teaches students to read and write what they have learned to speak orally. The endeavor is made by employing a strictly structured strategy to present new language articles to minimize errors in both speaking and writing. More complicated tasks can be introduced at more advanced levels for reading and writing.

The audiolingual classroom activities are based on dialogue and drilling. Dialogs provide the means to put essential structures in context and exemplify scenarios in which the target language's forms and particular cultural elements might be utilized. Repetition

and memorizing dialogs are being used. It emphasizes correct speech, stress, rhythm, and intonation. After a dialogue, particular grammatical patterns are identified in the discussion and become the subject of different sorts of workouts and activities.

The Audiolingual Method is notable for its use of drills and pattern practice. Drills come in a variety of shapes and sizes. In Vidhiasi and Lengari (2018), the following is included: (1) Repetition means that students respond to what they have just heard by repeating it; (2) Inflection is the repetition of a single word in speech in a different form; (3) Replacement means that one term is substituted for another; (4) Restatement tells about the rephrased sentence and addressed to a different person; (5) Completion means that students hear a message that is complete but for one word and then repeat the speech in its completed form; (6) Transposition is about reordering words when a new one is introduced; (7) Expansion is about new word has a precise location in the sequence when it is inserted; (8) Contraction tells about one word might represent a whole sentence or clause; (9) Transformation is about changing the tense, mood, voice, characteristics, or modality of a sentence can affect the meaning of a sentence; (10) Integration means two statements are combined into one; (11) Rejoinder lets the learner responds with an acceptable retort (answer) in response; and (12) Restoration means that the student is given a series of words that have been omitted from a statement, but which nevertheless convey the sentence's overall meaning. To return the statement to its former shape, he only adds a few words here and there. He may be told if the time is now, in the past, or the future.

The principle of a method is built on the goals established at the beginning of time. The Audiolingual Method has four main objectives: learning English as a foreign language (Bagheri et al., 2019). First and foremost, it ensures that students can grasp and care about the everyday details of a conversation in a foreign language when spoken at an average rate. Second, there are appropriate pronunciations and grammar for language learners. Third, learners of a second language have no problem reading printed information. Forth, language learners can write high-quality text.

Language is a set of arbitrary vocal symbols used for oral communication (Mart, 2013). Graphic representations of spoken language may be found in writing and printing. The sound system, the structure, and the lexicon are the three major components of language. The only reliable source of information about accuracy is the usage of native speakers. The only way to learn to speak and comprehend a language is to hear and use it. Inductive language learning is considerably more efficient than deductive language learning. When it comes to learning a language, grammar should never be seen as a goal in itself but rather as a means to that purpose. In second language instruction, the student's native language should be avoided or kept to a minimum. Native speakers should always be able to understand the structures that students are exposed to. Before students attempt to learn structural information at home, all content should be provided in class and performed. The goals of learning a foreign language inform the guiding principles of this approach to language instruction. The approach has several applications in the field of language acquisition.

According to the ALM's language goals, learners are expected to understand foreign languages when spoken normally and about everyday topics. The ability to

communicate with appropriate pronunciation and grammatical accuracy is also a requirement for language learners. Language learners can read and understand printed information without difficulty. Students of a foreign language can express themselves accurately and correctly on issues that are familiar to them.

According to Kakunta and Kamanga (2020), the Audiolingual Method is based on three assumptions: Language is a collection of words and phrases used regularly. We can observe from this remark that this strategy amplifies the musty flavor of speech. According to the Audiolingual Method, grammar and vocabulary are effective when applied directly through speech, which is why this statement is correct. If students merely memorize, they will never understand grammar. Instead, they must put what they learn into practice. Reading and writing follow listening and speaking as the most important skills. Inspired by our own childhood experiences, this method was developed. When you were a kid, listening was how you learned a language. It has been my experience that no one has ever been born capable of writing, reading, or speaking without listening first. After hearing our parents converse, we begin to say things like “mama,” “daddy,” “brother,” and so on. It’s now known as the speaking process, and it is the second component. Reading and writing are the next two steps in the process of gaining knowledge of words. It is important to remember that each language user will be expected to communicate entirely differently. To put it another way, a student will not be obliged to recall an idea and apply it continuously. They will learn how to communicate effectively via language and, of course, many topics.

The goal of teaching is the control of four language skills in a balanced manner (Hinkel, 2006). (1) The order of presentation is listening and speaking than reading and writing. (2) The foreign language sentence model is given in the form of a conversation to be memorized. (3) The mastery of sentence patterns is done by using pattern-practice exercises. The exercise or drill follows the sequence: stimulus> response> reinforcement. (4) Vocabulary is strictly defined or expressed, not as independent words that stand alone. (5) Teaching the sound system systematically (structured) to be used/practiced by students, using demonstration, imitation, comparison, contrast, and so on. (6) Writing lessons represent speaking lessons because writing lessons consist of sentence patterns and vocabulary that have been learned orally. (7) Translation avoided. The use of the mother tongue, if it is essential for an explanation, is allowed to be limited. (8) Grammar (in the sense of science) is not taught at an early stage.

If grammar is required at a particular stage, it should be taught inductively and gradually from easy to complex. (1) The choice of material is emphasized on units and patterns that show structural differences between the foreign language being taught and the student’s mother tongue. Likewise, the forms of student error that are general in nature and high in frequency. This requires a constructive analysis and a validity analysis. (2) The possibilities for student error in giving responses must be avoided. (3) The researcher becomes the center of in-class activities; students follow (respond to) what is ordered (stimulus) by the researcher. (4) The use of recording materials, language laboratories, and visual aids are essential.

Drilling is a method of teaching that involves reiterating the same patterns and structures repeatedly (Kartikasari & Salam, 2015). Drills are an essential part of the learning process in techniques based on the Behaviourist theory of learning, such as Audiolingualism. This method's primary goal is to emphasize grammatical structures, which uses drills to encourage beneficial habits. Listening to a model, such as a recording or another student in the classroom, then repeating what is heard is known as "drilling," according to Tice (2004). It is a recurrence exercise. It is common for teachers to use repetition drills to help students improve their pronunciation. When someone does not know how to perform something, looking at a model or pattern usually helps them figure it out.

Abu (2009) said that a method's principle is built on the goals established at the beginning. The Audiolingual Method has four main objectives, which include learning English as a foreign language. The purpose is: (1) Students can understand a foreign language when speaking at an average speed and care about the usual things around their conversation. (2) Language learners are able to speak in acceptable pronunciations and correct grammar. (3) Language learners have no difficulty in understanding printed materials. (4) Language learners can write with a good standard.

METHOD

This research is descriptive quantitative research. The researcher will explain the findings with statistics and numbers by employing a related approach, the Audio-Lingual Method, through repetition and chain drill by Brown (1994). This research data is collected from the whole 2nd semester of the academic year of 2020/2021 in Maritime English II subject.

This study used a method known as Classroom Action Research (see Herlisya & Wiratno, 2022; Nissa et al., 2021; Nurchurifiani et al., 2021; Sagita, 2021a, 2021b). The researcher came up with an activity that he hoped would fix the classroom issue. According to this definition, educators (researchers) do action research to improve the quality of education at the school (Kunandar, 2008).

The researcher first devises a lesson plan, tools, and other resources to perform this action research. When the issue was discovered, he was present in the classroom. A researcher/teacher teaches this lesson. Students were encouraged to speak English through repetition and chain drills. A field note was created to document the findings. Observation results are used to perform reflection to assess whether or not the educational activity is effective. For the researcher, determining what should be done next was a primary goal of their investigation.

A substantial part of the educational process is played by testing and assessment, according to Geetha and Ahammed (2020). Students' awareness, knowledge, perception, and attitude toward learning are all assessed in an assessment. Teachers can use it to classify and evaluate students, provide feedback, and plan their teaching in accordance with this information.

The performance test is used to evaluate students' performance. This study relies on data gathered via the use of observational methods. The following data collecting tools will be used for this project: First, students take an oral exam that measures fluency and pronunciation. Researchers then observe students' reactions to classroom teaching and learning activities using a variety of methods. Students' actions in class are then documented step-by-step to help teachers better understand how they interact. Finally, the kids were given a task. Student knowledge of the content may be gauged with the help of the assignment.

According to Salma and Prastikawati (2021), a performance-based evaluation is a way to determine how well students understand and apply what they have learned. Student performance is evaluated using the standards contained in the grading assessment or grading standard (Aini, Khoyimah, and Santoso; 2020). The New Jersey World Language Curriculum Framework is a source of inspiration for these standards:

Table 1. Fluency score

| Category | Descriptors | Point |
|------------------------------|--|-------|
| Smooth delivery | Has natural pausing, around 1 to 5 pausing of thinking | 4 |
| Fairly smooth | The number of pauses is around 6 to 10 | 3 |
| Unnatural pauses | The number of pauses is around 11 to 5 | 2 |
| Halting; hesitant; long gaps | The number of pauses is more than 15 | 1 |

Table 2. Pronunciation score

| Category | Descriptors | Point |
|--|--|-------|
| Accurate throughout, near-native | Inaccuracies in pronunciation of not more than 5, great and decent pronunciation | 4 |
| Understandable, with very few errors | 6 to 10 problems with pronunciation. The pronunciation is good enough. | 3 |
| Some mistakes but still understandable | 11 to 15 Errors in pronunciation were found. With a lot of impact from the mother tongue, pronunciation is still intelligible. | 2 |
| Poor pronunciation, very anglicized | Many of the faults in pronunciation are heavily anglicized. | 1 |

To measure students' scores:

$$X = \frac{F + P}{2}$$

Fluency (F) = total score x 25

Pronunciation (P) = total score x 25

Table 3. Score Qualification

| Mean Score | Specification |
|------------|---------------|
| 85 – 100 | Excellent |
| 65 – 84 | Good |
| 45 – 64 | Average |
| 0 – 44 | Poor |

FINDINGS AND DISCUSSION

In the beginning, we have the first stage. We began the process with our first meeting. Before describing the information, the researcher provided an exploratory phase as part of the teaching-learning process. The researcher asked them a few questions. Students were asked by the researcher to assist them in better comprehending the content. Students were taught how to enunciate the term by the researcher appropriately. During the second meeting, the researcher reviewed prepositions and described the objective and structure of the study to the participants. He went into further depth on a few of the ideas by way of an example.

The second stage is now complete. The students were passionate about the teaching-learning process from the second, third, to sixth meetings onward. A similar pattern emerged in the first and second encounters. The students were tested for the third and fourth time after they had completed the drills.

Pre-lesson questions were posed in front of the students to get them thinking about the subject matter. Student participation in this conference is facilitated via a series of one-on-one question-and-answer sessions conducted consistent with a formal classroom setting. Students are required to respond to the questions by speaking. In addition, the researcher instructs students to utilize prepositional phrases to describe the locations of various classroom items in their writing assignments. When the researcher returned, she did the last check on the student's assignment response to ensure no misspelled prepositional phrases. There were several high-quality performances by the students. As a result of the investigation, the following performance scores were compiled:

Table 4. Students Score in Second Stage

| No | Student Fluency | Pronunciation | Total Score (X) | No | Student Fluency | Pronunciation | Total Score (X) |
|-----|-----------------|---------------|-----------------|--------------------------|-----------------|---------------|-----------------|
| 1. | 2 | 3 | 62.5 | 18. | 2 | 2 | 50 |
| 2. | 2 | 3 | 62.5 | 19. | 2 | 2 | 50 |
| 3. | 3 | 3 | 75 | 20. | 3 | 3 | 75 |
| 4. | 2 | 2 | 50 | 21. | 2 | 3 | 62.5 |
| 5. | 3 | 3 | 75 | 22. | 3 | 3 | 75 |
| 6. | 2 | 2 | 50 | 23. | 2 | 3 | 62.5 |
| 7. | 2 | 3 | 62.5 | 24. | 2 | 3 | 62.5 |
| 8. | 3 | 2 | 62.5 | 25. | 2 | 2 | 50 |
| 9. | 3 | 3 | 75 | 26. | 3 | 3 | 75 |
| 10. | 2 | 2 | 50 | 27. | 3 | 3 | 75 |
| 11. | 3 | 2 | 62.5 | 28. | 2 | 2 | 50 |
| 12. | 3 | 3 | 75 | 29. | 2 | 2 | 50 |
| 13. | 2 | 3 | 62.5 | 30. | 3 | 3 | 75 |
| 14. | 2 | 2 | 50 | 31. | 2 | 3 | 62.5 |
| 15. | 3 | 3 | 75 | 32. | 2 | 3 | 62.5 |
| 16. | 2 | 2 | 50 | 33. | 2 | 2 | 50 |
| 17. | 2 | 3 | 62.5 | Total Score ($\sum X$) | | | 2050 |
| | | | | Mean (M) | | | 62.12 |

The students can be grouped according to their mean score above. Only 10 (ten) students achieved a passing grade of 65, according to the data above. The researcher's methods were shoddy, based on the evidence offered above. The researcher hopes more students will pass the next meeting's test.

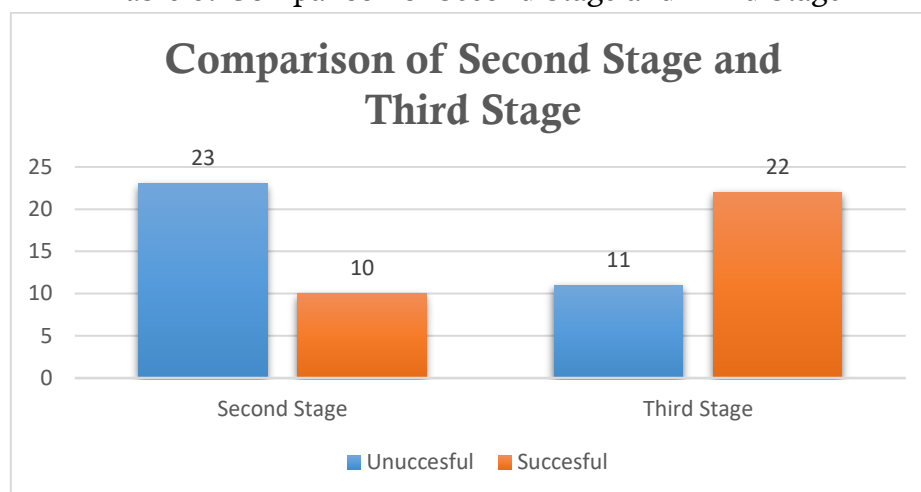
The third stage is called. After the Mid Term Test, there were six meetings in the final phase. Five sessions were dedicated to teaching and learning, while the sixth was devoted to assessing student performance. In addition, the kids were told to pay great attention to the drills. The researchers surveyed the students and gave incentives, who inquired about their difficulties in teaching and learning.

The performance of the student was the focus of the sixth meeting. The researcher reminded the students of two aspects of their performance that will be graded before the exam began to motivate the students. Everyone had the opportunity to perform in front of the class at this point. This is a considerable improvement for the majority of the students compared to their previous results. Reductions in fluency and pronunciation difficulties were seen in the student population.

Table 5. Students Score in Third Stage

| No | Student Fluency | Pronunciation | Total Score (X) | No | Student Fluency | Pronunciation | Total Score (X) |
|-----|-----------------|---------------|-----------------|-----|-----------------|--------------------------|-----------------|
| 1. | 3 | 3 | 75 | 18. | 2 | 2 | 50 |
| 2. | 3 | 3 | 75 | 19. | 3 | 2 | 62.5 |
| 3. | 3 | 4 | 87.5 | 20. | 3 | 3 | 75 |
| 4. | 2 | 2 | 50 | 21. | 2 | 3 | 62.5 |
| 5. | 3 | 3 | 75 | 22. | 3 | 3 | 75 |
| 6. | 2 | 3 | 62.5 | 23. | 2 | 3 | 62.5 |
| 7. | 3 | 3 | 75 | 24. | 2 | 3 | 62.5 |
| 8. | 3 | 3 | 75 | 25. | 4 | 3 | 87.5 |
| 9. | 3 | 4 | 87.5 | 26. | 3 | 3 | 75 |
| 10. | 2 | 4 | 75 | 27. | 3 | 3 | 75 |
| 11. | 3 | 3 | 75 | 28. | 4 | 2 | 75 |
| 12. | 3 | 3 | 75 | 29. | 2 | 3 | 62.5 |
| 13. | 2 | 3 | 62.5 | 30. | 3 | 3 | 75 |
| 14. | 2 | 4 | 75 | 31. | 2 | 3 | 62.5 |
| 15. | 3 | 3 | 75 | 32. | 3 | 3 | 75 |
| 16. | 3 | 3 | 75 | 33. | 2 | 3 | 62.5 |
| 17. | 3 | 3 | 75 | | | Total Score ($\sum X$) | 2350 |
| | | | | | | Mean (M) | 71.21 |

Only 11 (eleven) out of 33 students failed the standard score, according to the table 5. Even though not everyone achieved the desired result, the strategy was successful.

Table 6. Comparison of Second Stage and Third Stage

This study relied on classroom action research. There were three stages of the project. According to the outcomes of the study, the students' speaking ability increased after the second stage. There was no way to acquire an early test result because the researcher was still learning about the issue. Because of this, the researcher had to alter the following step's schedule.

Although some students continue to mispronounce phrases during drilling, their enthusiasm for the second stage of the teaching-learning process is undiminished. Repeating the method until the words were correctly spoken was the next step for the scientist. In the last round of teaching-learning, the students remained engaged and focused on following the recorder's instructions. As a result, there were fewer pronunciation errors, and most students' performance improved significantly over the previous year. Students made significant progress in the third stage. Self-assured and confident, they were able to talk in front of their peers. Students' interest in the material was piqued as a result of the repeated practice. Larosa, Qamariah, dan Rosdiana (2020) inspired the researcher to remain engage to build the students' confidence.

CONCLUSION

Repetition activities helped students improve their speaking talents as they proceeded through the phases. This was supported by the mean score and the influence of the observation. First, the researcher was unable to get the students to perform appropriately. The first part of the experiment had difficulty. Students' abilities improved gradually at the second level. The students' speaking abilities were excellent. In the last stage, students showed significant growth in their development. It gave the researcher substantial proof that the researcher's speaking skills had improved.

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