



The Implementation of Repetition Method to Improve Students' Vocabulary to The Seventh-Grade Of Smp Negeri 1 Sabu Barat in The Academic Year 2025/2026

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ARTICLE INFO	ABSTRACT
Article history Received : January, 29th 2026 Revised : March, 17th 2026 Accepted : May, 29th 2026 OPEN ACCESS	This study aims to investigate the effectiveness of the repetition method in improving students' vocabulary mastery at the seventh grade of SMP Negeri 1 Sabu Barat in the academic year 2025/2026. This study employed a pre-experimental design using a one-group pre-test and post-test. The subjects of this study consisted of 16 students. Data were collected through vocabulary tests and classroom observations. The results showed a significant improvement in students' vocabulary mastery, as indicated by the increase in the mean score from 36.88 in the pre-test to 82.25 in the post-test. This finding suggests that the repetition method is effective in improving students' ability to memorize, recall, and pronounce English vocabulary. Therefore, teachers are encouraged to apply interactive repetition-based activities to enhance students' motivation and participation in vocabulary learning.
Keywords:	<i>English Learning, Repetition Method, Vocabulary Mastery.</i>

1. Introduction

Vocabulary plays a crucial role in foreign language learning as it connects the four language skills: listening, speaking, reading, and writing (Thornbury, 2002). Without adequate vocabulary mastery, effective communication cannot occur. Vocabulary knowledge influences students' ability to comprehend texts, understand spoken language, express ideas orally, and convey thoughts clearly in writing (Dani, 2015). Therefore, vocabulary is a fundamental component of students' English communication skills.

From a cognitive perspective, vocabulary learning is closely related to memory processes, as learning new words requires storing, retaining, and retrieving information.

Memory can be divided into short-term memory and long-term memory, where information must be transferred from short-term storage into long-term memory to ensure retention. Repetition plays a significant role in this process by strengthening memory traces and facilitating recall. When learners repeatedly encounter and practice vocabulary, the information becomes more familiar and easier to retrieve, thus improving retention.

The repetition method supports vocabulary learning by providing frequent exposure to new words through repeated pronunciation, listening, and usage. This repeated practice helps learners reinforce their memory and gradually internalize vocabulary. As a result, repetition not only improves students' ability to memorize words but also enhances their pronunciation, comprehension, and ability to use vocabulary in context. Therefore, there is a strong conceptual relationship between memory, repetition, and vocabulary learning, where repetition functions as a strategy to strengthen memory and ultimately improve students' vocabulary mastery.

Teaching vocabulary requires appropriate and varied methods to ensure successful learning (Lubis, 2017). Students learning English as a foreign language must master sufficient vocabulary to support the development of the four basic language skills, which are interrelated and cannot be separated. Vocabulary is one of the essential elements of language learning, alongside phonetics and grammar (Pan, 2011).

Based on preliminary observations at SMP Negeri 1 Sabu Barat, seventh-grade students experienced difficulties in learning English due to limited vocabulary mastery. Students struggled to recognize, understand, memorize, and spell unfamiliar words. To address these problems, this study proposes the use of the repetition method. The repetition method allows students to repeatedly hear and pronounce vocabulary items, helping them memorize and understand words more effectively. This method is expected to improve students' vocabulary mastery and support their overall English learning. According to the previously described backdrop, the research questions are:

1. Does the implementation of repetition method improve the students vocabulary mastery at SMP Negeri 1 Sabu Barat In The Academic Year 2025/2026?
 2. What are the challenges faced by the students during the implementation of the repetition method in learning English vocabulary at SMP Negeri 1 Sabu Barat In The Academic Year 2025/2026?
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3. What solutions can be implemented to address the challenges experienced by students in applying the repetition method during the teaching and learning process at SMP Negeri 1 Sabu Barat in the Academic Year 2025/2026?

Although previous studies have demonstrated that the repetition method has a positive effect on students' vocabulary mastery and other language skills, most of these studies mainly focused on general learning outcomes without specifically examining the challenges faced during the implementation of the method in classroom settings. In addition, limited attention has been given to the application of the repetition method among junior high school students in rural or low-resource contexts. Furthermore, previous research has rarely combined quantitative data with qualitative insights to explore both the effectiveness and the learning process in a more comprehensive way. Therefore, this study aims to fill these gaps by investigating not only the effectiveness of the repetition method in improving students' vocabulary mastery but also the challenges encountered during its implementation among seventh-grade students at SMP Negeri 1 Sabu Barat.

2. Research Method

A quantitative descriptive design was used in this study. As a non-participant observer, the researcher was present in the classroom and observed the learning process without getting involved. The subjects of this study were 16 students from one class VII of SMP Negeri 1 Sabu Barat and an English teacher who used the repetition method.

This research was conducted in July 2025 at SMPN 1 Sabu Barat. Data were collected through observation and tests. After conducting observations, the researcher implemented the repetition method in Cycle I and conducted a test at the end of the cycle to examine whether the seventh-grade students of SMPN 1 Sabu Barat improved their vocabulary mastery. After conducting the Cycle I test, it was found that there were still students who had not achieved the Minimum Passing Criteria. Therefore, the researcher continued with the Cycle II test.

The data in this study were analyzed using both quantitative and qualitative approaches. Quantitative data were obtained from students' vocabulary test scores, including the pre-test and post-test. The data were analyzed by calculating the mean score to determine students'

improvement after the implementation of the repetition method. In addition, percentage analysis was used to classify students' achievement levels.

To measure the effectiveness of the repetition method, the researcher compared the mean scores of the pre-test and post-test to identify the improvement in students' vocabulary mastery.

Meanwhile, qualitative data were obtained from classroom observations and analyzed descriptively to describe students' participation, motivation, and challenges during the learning process. The qualitative analysis supported the interpretation of the quantitative findings.

3. Research Findings and Discussion

3.1 Research Findings

3.1.1 Observation

Classroom observations showed that the SMP Negeri 1 Sabu Barat used the repetition method. Teachers began by preparing teaching materials and ensuring that all electronic devices were functioning properly. Teachers then introduced the class, explained the theme, and activated students' prior knowledge through guided questions.

3.1.2 Test

The following is data from seventh grade students at SMPN 1 Sabu Barat who have completed cycles I and II, consisting of 16 students in class VII B.

Table 1. The Percentage of Pre-Test Classification (Cycle I)

Number	Classification	Score	Frequency	Percentage
1.	Excellent	86-100	0	0%
2.	Good	61-85	2	13%
3.	Fair	47-60	1	6%
4.	Very Poor	0-46	13	81%
Total			16	100 %

Based on the rate percentage of frequency students' scores in the pre-test table above, it was clear that the majority of the students, namely 81% or 13 out of a total 16, fell into the “very poor” category with scores ranging from 0 to 46. No students succeeded in reaching the “excellent” category, meaning no students scored between 86 and 100. In addition, only two students (13%) were classified as “good” with scores between 61 and 85, and one student (6%) was in the “fair” category with scores between 47 and 60.

Table 2. The Percentage of Post-Test Classification (Cycle II)

Number	Classification	Score	Frequency	Percentage
1	Excellent	86-100	4	25%
2	Good	61-85	12	75%
3	Fair	47-60	0	0%
4	Very Poor	0-46	0	0%
Total			16	100%

The table presents student scores grouped into four levels: Excellent, Good, Fair, and Very Poor. This classification was based on score ranges, with "Excellent" ranging from 86 to 100, "Good" from 61 to 85, "Fair" from 47 to 60, and "Very Poor" from 0 to 46. Out of the total 16 students, 4 students fell into the Excellent category, making up 25% of the class. The largest group was the good category, with 12 students or 75%. There were no students in the Fair or Very Poor groups.

Table 3. Comparison of Pre-Test and Post-Test Result

Category	Score Range	Pre-test (Frequency)	Pre-test (%)	Post-test (frequency)	Post-test (%)	Improvement (%)
Excellent	86-100	0	0%	4	25%	+25%
Good	61-85	2	13%	12	75%	+62%
Fair	47-60	1	6%	0	0%	-6%
Very poor	0-46	13	81%	0	0%	-81%
Total		16	100%	16	100%	

Average score	36.88	82.25	+45.37
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The table above presents the comparison between students’ vocabulary mastery before and after applying the repetition method. Based on the data above, the average pre-test and post-test was 36.88, which falls under the very poor category. Meanwhile, the average post-test score increased to 82.25, categorized as good. There was an improvement of 45.37 points between the two mean scores.

Discussion

This research was conducted to examine the effectiveness of the repetition method in improving the vocabulary mastery of seventh-grade students at SMP Negeri 1 Sabu Barat in the academic year 2025/2026, to identify the challenges encountered during its implementation, and to propose solutions to overcome those challenges. Based on the findings and discussion presented in the previous chapter, several important conclusions can be drawn.

The results of this study indicate that the repetition method has a significant and positive effect on students’ vocabulary mastery. Quantitative analysis of the pre-test and post-test scores shows a substantial improvement in students’ performance. Prior to the implementation of the repetition method, students’ vocabulary mastery was generally low, as reflected in the pre-test results where 81% of the students were categorized as having very poor vocabulary mastery, with a mean score of 36.88. This finding suggests that students experienced difficulties in recognizing, recalling, spelling, and pronouncing English words, which limited their ability to understand simple texts and express basic ideas in English.

After the implementation of the repetition method, students’ vocabulary mastery improved considerably. The post-test results revealed that 75% of the students achieved a good level of vocabulary mastery, while 25% reached the excellent category. No students remained in the fair or very poor categories. The class mean score increased significantly from 36.88 in the pre-test to 82.25 in the post-test, indicating an improvement of 45.37 points. This improvement demonstrates that repeated exposure and practice through the repetition method effectively enhanced students’ ability to

memorize, recall, and apply English vocabulary in context. These findings support the theoretical perspectives of Richards and Rodgers (2001), Nation (2001), and Schmelzer (2015), who emphasize that repetition strengthens vocabulary retention and supports long-term memory.

In addition to its effectiveness, this study also identified several challenges during the implementation of the repetition method. The data regarding these challenges were collected through classroom observations and semi-structured interviews with the teacher and selected students. Observation was used to record students' participation, behavior, and responses during repetition activities, while interviews were conducted to explore students' feelings, difficulties, and perceptions of the method. The findings revealed that one of the main challenges was students' boredom caused by repetitive activities, which occasionally reduced their motivation and focus. Another challenge involved students' difficulties in pronouncing certain English words, particularly among those with low confidence or limited exposure to the language. Furthermore, differences in students' initial vocabulary proficiency required the teacher to adjust instructional pacing and strategies to ensure that all students could participate effectively. Classroom management also became more demanding during repetitive drills, especially in maintaining students' attention and discipline.

To address these challenges, several solutions are proposed. Incorporating a variety of engaging activities, such as vocabulary games, group competitions, flashcards, interactive drills, and contextual learning, can reduce boredom and increase students' motivation. Providing immediate feedback and modeling correct pronunciation can help improve students' accuracy and confidence. Differentiated instruction, such as grouping students based on their proficiency levels, allows teachers to support slower learners while challenging more advanced students. Maintaining a conducive classroom environment through clear rules and effective teacher guidance is also essential to maximize the benefits of the repetition method.

In conclusion, this study confirms that the repetition method is an effective and practical approach for improving vocabulary mastery among seventh-grade students at SMP Negeri 1 Sabu Barat. Although several challenges were encountered during its implementation, these challenges can be managed through appropriate teaching

strategies. Therefore, the alternative hypothesis (Ha) is accepted, and the null hypothesis (H0) is rejected. The findings suggest that when implemented in an engaging, interactive, and contextual manner, the repetition method can significantly enhance students' vocabulary learning outcomes.

The Implementation of the Repetition Method Improve the Students' Vocabulary Mastery

This is proven by the comparison between the pre-test and post-test results. Before the treatment, the students' average score in the pre-test was 36.88, which was categorized as very poor. Most of the students (81%) were in the very poor category, and none reached the excellent level. After the implementation of the repetition method, the post-test average score increased to 82.25, which was categorized as good. There were 75% of students in the good category and 25% in the excellent category, with no students remaining in the fair or very poor categories. The improvement of 45.37 points in the mean score clearly indicates that the repetition method effectively enhanced students' vocabulary mastery. Therefore, the alternative hypothesis (Ha) is accepted, and the null hypothesis (H0) is rejected.

Challenges Faced by the Students During the Implementation of the Repetition Method

During the implementation of the repetition method, several challenges were identified:

- Difficulty in remembering vocabulary, even after repetition, especially when words were unfamiliar or lacked meaningful context.
- Boredom and lack of motivation, because repeating the same words continuously sometimes felt monotonous.
- Pronunciation difficulties, as some students lacked confidence and hesitated when repeating words.
- Different levels of vocabulary mastery, where some students progressed faster than others.
- Classroom focus and discipline issues, since repetition activities require sustained attention.

These challenges influenced students' engagement and required careful classroom management and strategy adjustment.

Solutions can be implemented to address the Challenges

Several solutions were proposed and applied to overcome the challenges:

- Varying repetition activities, such as using vocabulary games, group discussions, flashcards, competitions, songs, and contextual exercises to reduce boredom.
- Providing meaningful context, by connecting new vocabulary to students' real-life experiences.
- Giving immediate correction and pronunciation modeling, to improve students' confidence and accuracy.
- Grouping students based on ability levels, so that instruction can match their learning pace.
- Creating a supportive and disciplined classroom environment, with clear rules and positive reinforcement such as praise and small rewards.
- Using simple and creative teaching aids, especially in limited-resource settings.

These solutions helped make the repetition method more engaging, effective, and suitable for students' needs, ultimately supporting the improvement of vocabulary mastery.

Based on the results of this study, several suggestions are proposed to improve the implementation of the repetition method and vocabulary learning. Teachers are encouraged to apply the repetition method with varied and interactive activities such as games, flashcards, and group practice while providing feedback on students' pronunciation. Students should actively practice vocabulary both inside and outside the classroom to strengthen retention. Schools are expected to support learning by providing adequate resources and training for teachers. Future researchers are suggested to involve larger samples, apply different methods, and use more rigorous research designs to obtain more comprehensive findings.

4. Conclusion

Based on the findings and discussion, it can be concluded that the repetition method significantly improves the vocabulary mastery of the seventh-grade students of SMP Negeri 1 Sabu Barat in the academic year 2025/2026. The pre-test results showed that most students had low vocabulary mastery, with 81% categorized as "very poor category." After applying the repetition method, students' performance improved substantially, with 75% in the "good"

category and 25% reaching the “excellent” category. No students remained in the “fair” or “very poor” levels, proving that this method was effective for the entire class. The improvement in students’ scores demonstrates that repetition activities—such as hearing, repeating, and practicing vocabulary multiple times—help students store vocabulary in long-term memory, increase their ability to recognize and pronounce words, and enhance their overall confidence in using English vocabulary. Therefore, the hypothesis (Ha) stating that the use of the repetition method improves students’ vocabulary mastery is accepted, while the null hypothesis (Ho) is rejected.

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