

## THE IMPACT OF REPETITIVE METHODS TO ENHANCE STUDENTS' PRONUNCIATION IN THE POST-PANDEMIC

**Asy Rahmania Djuhari**

*English Education Program FKIP Galuh University Indonesia*

[asy.rhmn30.697@gmail.com](mailto:asy.rhmn30.697@gmail.com)

**Didih Faridah**

*English Education Program FKIP Galuh University Indonesia*

[didihfaridah@gmail.com](mailto:didihfaridah@gmail.com)

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**Abstract:** The obstacles that students face when learning pronunciation in the post-pandemic becomes the topic of the present study. This study aims to explore the impact of repetitive methods on the pronunciation phenomenon that affects high school students to address this issue. The present study used a qualitative case study. To gather the data, first, a questionnaire was administered to 23 students of the tenth grade from one of the Islamic Senior High School in Ciamis. Then, interview was conducted to an English teacher and three students as representatives of three pronunciation levels. To address the problem, the purpose of this study is to investigate the impact of repetitive methods on the pronunciation phenomenon that appears in Islamic Senior High School students. This study explores the obstacles encountered, the possible causes of the obstacles, the state of English-speaking ability, and the use of repetitive methods in pronunciation learning based on the perspectives of students and the teacher. The findings of the study showed a significant positive impact experienced by students from the use of repetitive methods as seen from several statements, namely increased confidence, fluency, and memory related to the pronunciation they learned during the post-pandemic. In addition, this study provides new insights into the use of repetitive methods as a powerful method in improving students' English-speaking ability.

**Keywords:** *impact; method; pronunciation; repetitive*

### INTRODUCTION

In the era of the COVID-19 pandemic, all Indonesian students experienced online learning in all subjects, including English. According to Faridah et al. (2022), the education sector is the second most affected by the COVID-19 pandemic after the health sector. Due to the time constraints of online classes, students were forced to complete their coursework at home and practice more independently. However, little progress has been made for some students who still struggle with pronouncing and spelling English words (Budiman & Kania, 2019). These students do not receive feedback from the lecturer regarding their pronunciation. Consequently, many problems are faced by students and teachers of English, mainly in teaching pronunciation.

In addition, the teachers experienced difficulties when teaching pronunciation to students. According to Adila & Refnaldi (2019), the students have trouble pronouncing consonant sounds, and occasionally what is said is misunderstood due to mistakes the pronunciation students make. In the pre-interview, similar to other students in general, some high school students were enthusiastic during the pronunciation while others were not.

In the preliminary research, most students are afraid of pronouncing English words incorrectly, though some students are confident in their pronunciation, whether it is accurate or not. Then, based on the importance of pronunciation, as mentioned by Burns cited from (Siregar, 2017), it becomes more crucial that English speakers accomplish intelligibility (the speaker produces sound patterns which recognized as English), comprehensibility (the listener is aware of the meaning of what is being said), and interpretability (the listener can comprehend the message of what is being said).

Teaching pronunciation is not easy for teachers, and they face many problems in teaching pronunciation, such as the condition of students who lack vocabulary. For example, in preliminary research, most students feel uncomfortable when their teacher asks them to practice a dialogue in front of the class (Maharsuci, 2023). Therefore, the writer was eager to study how the pandemic affects students' pronunciation and how repetition methods have a more significant impact on improving students' pronunciation. In the meantime, when asynchronous learning emerged during the COVID-19 pandemic, several obstacles affected students' pronunciation during learning. Therefore, in the post-pandemic world of synchronous learning, students' understanding of English word pronunciation is not good, and they do not know how to pronounce it correctly. Therefore, looking at the aforementioned discussion, this study used the repetitive method as a well-known and effective method to enhance students' pronunciation.

In the shape of education after the COVID-19 pandemic, different learning methods, even simple ones, play a huge role in improving students' English pronunciation. Although the repetitive method which refers to mimicking a native or skilled speaker was perhaps as old as the idea of language learning itself, it drills in the way of the repetitive learning method. Also, it has taken on a special meaning as spoken language methods which have grown in popularity, especially in this Post-Pandemic World.

This method is also known as the "Michigan method" because it was developed from the work of Fries 1945, a professor at the University of Michigan (Barker, 2017). Moreover, the use of repetition in pronunciation is mentioned by Morley (1991), as cited in (Gilakjani, 2016), who finds that learners cannot effectively communicate unless they have perfect pronunciation skills, which are an essential component of communicative competence.

An application called English Pronunciation helps learners overcome obstacles to pronunciation learning, especially for beginners who struggle with word pronunciation and sound recognition (Faridah et al., 2022). Even though learning English pronunciation takes time, the process and outcomes are well worth the effort. The regular use of pronunciation in the classroom could help students become more fluent in the language; but it can also affect how motivated they are to learn if the teacher delivers the lesson effectively and there is good communication between the teacher and the students.

Research shows that when a task is repeated many times, the brain forms a new pathway to optimize skill performance (Gilakjani, 2016). Numerous studies have demonstrated the beneficial effect of the repetitive method. As a result, students can easily memorize English words by using this method frequently while learning. It is more varied if this repetitive method is used in a speaking learning environment where the teacher and other students are present. To improve English Foreign Learners' pronunciation, repetitive methods are the best approach to use.

Many teachers avoid using the repetitive method because they believe it is unnecessary for students at a higher level (Barker, 2017). There are some studies showed that task repetition significantly increased the participants' fluency, but neither complexity nor accuracy improved right away (Iwata, 2020). Those studies highlight difficulties, potential solutions for enhancing learners' command of the English language through pronunciation, as well as issues related to the utilization of repetitive methods in language teaching.

Previously, many research focus on the repetition as a method for improving pronunciation (Bajri, 2018; Barker, 2017; Sugiura, 2016; Kirkova-Naskova, 2019). Very little is known about repetition that teachers frequently omit the repetitive method because they believe higher-level

students do not need it. Due to the lack of such a study at the senior high school level, in particular, where this phenomenon occurred in the Post-Pandemic World, this research is carried out. This study has two research questions, namely “How does the students’ repetitive method affect their pronunciation?” and “What is the teacher of English viewpoints about the impact of applying repetitive methods on students’ pronunciation?” Therefore, the purpose of this study is to find out the impact of repetitive methods on the pronunciation phenomenon that appears in high school students.

## **METHOD**

This study used qualitative research with the type of a case study approach which examines contextual conditions. The reason is that the writer believes in the importance of the phenomenon under the study related to the impact of the repetitive method on students’ pronunciation in the post-pandemic era. Consequently, a descriptive type is used in this case study research to explain an intervention or phenomenon along with the actual environment in which it took place (Baxter & Jack, 2008). The participants of this study consist of an English teacher and 23 students in one of an Islamic senior high school in tenth grade in Ciamis. The writer used snowball sampling as a type of purposive sampling for gathering data to get access to particular groups of people (Naderifar et al., 2017). In carrying out this research, the writer used two instruments for data collection, namely, questionnaires and interviews. The data analysis used by the authors is transcription and interpretation.

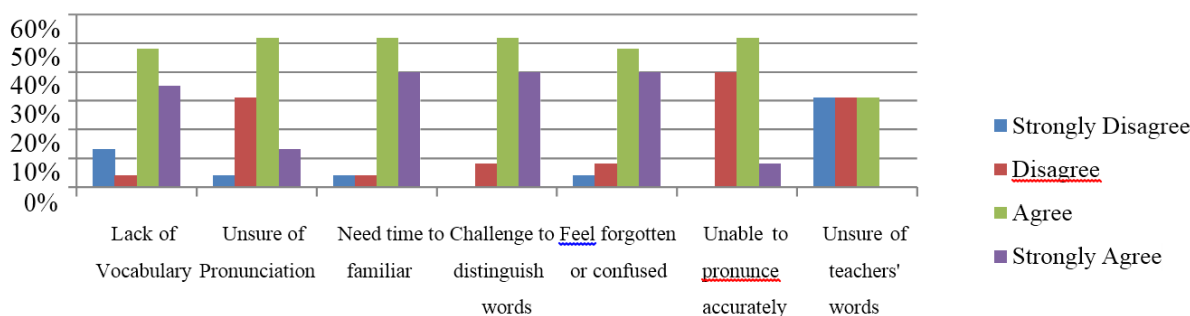
## **RESULT AND DISCUSSION**

As previously mentioned, the objective of the present study is to investigate “How does the students’ repetitive method affect their pronunciation?” and “What is the teacher of English viewpoints about the impact of applying repetitive methods on students’ pronunciation?” “The result will be given in the following discussion.

### **The Students’ Repetitive Method Affects Their Pronunciation**

This case study aims to find out the impact of repetitive methods used as one of the most powerful teaching strategies to improve students' pronunciation which is set in the post-pandemic period. In this study, an instrument in the form of a questionnaire was used to answer the first research question about the outcome of the repetitive method on students' pronunciation. According to the writer, a questionnaire with 24 closed-ended questions was given to students to complete to conduct the study. The participants were given the option of selecting one of the desired responses from these questions on a scale consisting of strongly disagree (SD), disagree (D), agree (A), and strongly agree (SA). This was done to find out more details about the difficulties highlighted in repetitive methods that affect students' pronunciation during the post-pandemic period. The following Figure 1, Figure 2, Figure 3, and Figure 4, show the questionnaire results.

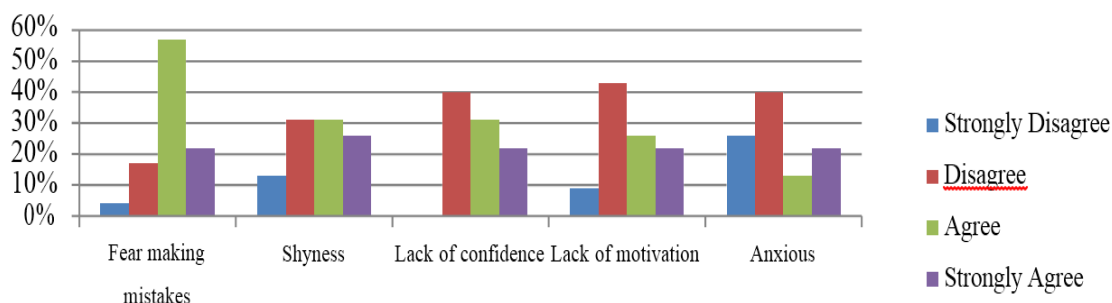
The first response deals with several issues including vocabulary and pronunciation as given in Figure 1:



**Figure 1 Students' responses to the issues**

The results in Figure 1 generally indicate that the lack of vocabulary had a significant impact on the majority of students in communication during the post-pandemic. It played a significant role in making students unsure of their English pronunciation. Moreover, the students have experienced various levels of adaptation as they learn English pronunciation. It is clear from the various percentages of the fourth statement that the majority of students have particularly complicated issues pronouncing words that sound similar. Based on the fifth statement, the majority of students struggle with remembering and differentiating English words with similar pronunciation in the post-pandemic period. The percentages of the sixth statement describe the various ways in which students achieved the ability to speak English fluently during the post-pandemic. Students also encounter difficulties with the level of accuracy and the potential for feelings of confusion that come from the teacher's speech.

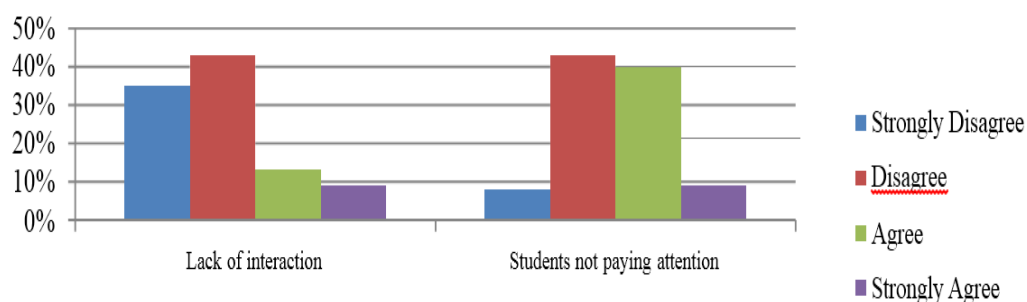
The next figure is the students' response on the potential cause that is described in the following Figure 2:



**Figure 2 Students' responses on the potential cause**

According to the data gathered in Figure 2, speaking ability is more dominant and students may be more likely to make mistakes in English-language learning activities during the post-pandemic era. It can be said from the second statement that this problem significantly affected by how much they altered their speech because a lot of students lower their voices even murmur when speaking English, and counter balanced by a lot of students who do not experience it. The influence culture of comparing between the students has greatly affected their confidence in speaking English fluently during the post-pandemic. Based on the various reactions in the fourth statement, this demonstrates how many external pressures on English learning throughout the post-pandemic period caused quite different feelings of motivation and responses from students. The percentage results on the fifth statement have refuted the claim by demonstrating that students, despite the post-pandemic learning environment, were able to overcome their anxiety.

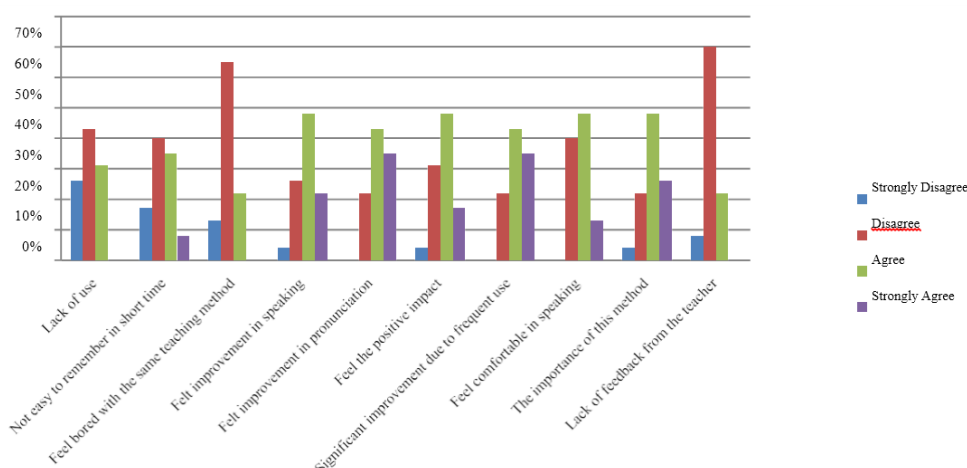
Meanwhile, the students' satisfying on the interaction during the teaching speaking as illustrated in Figure 3:



**Figure 3 Students' responses on speaking learning**

Based on the Figure 3, the first statement with the majority of students disagreeing indicates that they are satisfied and feel the interaction between teachers and students during learning in the post-pandemic. These results show the success of the teachers in creating good interactions during learning with students. It could be concluded that there is a complex interaction regarding the interaction between teachers and students during the post-pandemic. The second statement shows two different perspectives between some students who struggle to maintain concentration levels during post-pandemic learning and some who have managed to maintain it effectively. This explains the different development of the level of concentration of students in learning English in the post-pandemic period based on student responses.

The further discussion deals with students' responses on the application of the repetitive method as given in the following Figure 4:



**Table 4 Students' responses on the application of the repetitive method**

The statement illustrated in Figure 4 which regards to the lack of use of repetitive methods in the first statement, interestingly, there is no percentage which strongly agreed with this statement. This indicates that none of the students felt the negative impact of this method. Based on their various interpretations of the second statement, the students were generally aware of the level of their memory abilities. However, no students strongly agreed with the third statement, indicating that there is still room to improve their learning experience with more varied teaching methods and media. The students claimed that if they consistently practiced and repeated themselves a lot, it improved their pronunciation fluency and confidence. It is confirmed from the fifth statement that the repetitive method was beneficial to enhancing the students' English pronunciation. In sixth statement which claims made by students about the benefits of learning English during the post-pandemic are discussed that the repetitive method had improved their confidence, fluency, and vocabulary. It suggests that only a small portion of students have not experienced the positive effects on their learning like other students.

The seventh statement suggests that there is not much disagreement with the claim about the

effects of frequently using repetitive techniques when teaching pronunciation and shows that students' English-speaking skills from pronunciation have significantly improved due to the teacher's consistency during teaching using the repetitive method. Despite various views about the comfort level of the students in the eighth statement, the repetitive method proved effective. The ninth statement indicates how important the repetitive method is for improving pronunciation, the students think that by employing repetitive techniques frequently, they can enhance their skills in speaking English. The final statement about the application of repetition makes a very diverse claim about the level of students' speaking ability while using the repetitive method and most of them demonstrate their limited speaking skills as a result of their teachers' lack of feedback. On the contrary, as no students strongly agreed, the lack of feedback is not the only factor contributing to their lack of speaking ability, though it is important.

Based on the questionnaire's results in Figure 1 until Figure 4, it can be concluded that students experienced a lot of challenges with pronunciation during the post-pandemic period. However, using the repetitive method consistently allows students to overcome their pronunciation learning challenges as well as have other psychologically positive impacts. This demonstrates how the repetitive method has a big impact on students' ability to pronounce words correctly in English.

### **The Teacher of English Viewpoints about the Impact of Applying Repetitive Methods on Students' Pronunciation**

In this section, this research was completed by an interview to answer the second research question regarding the use of the repetitive method on student pronunciation, the writer describes it from the viewpoint of the teacher and then supports the teacher's explanation with a response from the perspectives of a few students. To learn more about it, the writer used a semi-structured interview as the research instrument. The writer asked the teacher seven questions and six questions to some students. First, the writer initially spoke with the teacher to know more about the statement. Then, the writer interviewed some students to verify and compare the answers from the viewpoint of the teacher. The research was done by the writer on August 11<sup>th</sup>, 2023.

Based on the results of interviews with an English teacher, it could be concluded that to ensure that students are familiar with English pronunciation and capable of applying this method to their learning activities, the teacher consistently employs the repetitive method to assist students with their pronunciation. It is important to find out that achieving accurate pronunciation levels depends on understanding students' learning needs. Each student needs to receive their learning needs fulfilled through a consistent and varied teaching approach. The teacher seems more confident in continuing to use the repetitive method since the students demonstrated a significant positive impact from it. There is an interactive combination that could enhance their pronunciation skills, judging by the use of audio in the PowerPoint presentation. The teacher highlights a strong emphasis on the value of repetitive methods in helping students with their English pronunciation. This implies that teachers can actively employ repetitive methods as a highly effective way of enhancing students' pronunciation abilities.

To support the teacher's statements, the writer limits the participants to 3 students because the writer wants to understand from different perspectives. The interviewees were divided into three levels regarding to their level of pronunciation, with student A representing the group of level 1 which is the highest level, student B participating as the representative of level 2 which is an intermediate level, and student C supporting as the representative of level 3 which is the lowest level.

From the three students' responses, it can be inferred that student A is self-aware of the limitations felt. As a result, student A does not hesitate to ask for help from the surroundings and feels that using the repetitive method to teach pronunciation is very helpful. On the other hand, student B tended to rely more on being independent when it came to dealing with obstacles while learning pronunciation. Student C also mentioned that felt hesitant to ask the teacher a question

as opposed to asking a classmate, but despite this, student C still expressed a strong sense of learning based on the effort and advantages of using the repetitive method.

### **Discussion**

Based on the findings, this study offers evidence that students' pronunciation problems can be solved by addressing these issues, which has a positive effect on their use of repetitive methods that enhance their pronunciation skills. This discussion is based on the first findings from the questionnaire administered to students a participant in this study.

Based on previous researchers who suggested the students had pronunciation issues, the interference, phonological system, and motivational factors affected the students' pronunciation (Maiza, 2020). This study shows the statement that received a 39% response from 9 students who disagree. It means that most students can maintain their confidence despite being aware that their friends speak English more fluently. It shows the psychological effects of the post-pandemic English pronunciation learning environment.

Based on the student's responses, this explains why students' levels of concentration in learning English varied during the post-pandemic period. This shows that most students were successful in keeping their attention levels during post-pandemic learning. In addition to the difficulties that students encounter, these can be minimized since they apply repetitive methods in their pronunciation learning.

The students believe that by using repetitive methods frequently, they can enhance their English-speaking abilities. The statement from a previous study described by Faridah et al. (2022) that the teachers did not provide the students with feedback on their pronunciation. Refuted by a statement from the present study shows that the absence of feedback is not the only factor affecting the students' inability to speak clearly, which shows that some students have their methods for enhancing their English pronunciation regarding the lack of feedback from the teacher.

This section is based on the results from the interviews that made a teacher and 3 students a participant in this study. The teacher further clarified that the issues were caused by the fact that every student had a different level of understanding due to differences in learning styles and abilities. Whereas past researchers have found there are many teachers avoid using the repetitive method because they believe it is unnecessary for students at a higher level (Barker, 2017). Thus, the present study has shown that teacher has a firm belief that both the repetitive methods used by students consistently lead to learning success.

Research shows that when a task is repeated many times, the brain forms a new pathway to optimize skill performance (Gilakjani, 2016). As explained by the students' statements, it is obvious that the repetitive method has a significant beneficial impact on supporting students in improving their pronunciation, including accuracy, fluency, and habits formed by this method. The comfort that comes from repetition is useful in enhancing and sharpening students' memories of their progress in accurate pronunciation at the same time.

### **CONCLUSION**

In this study, the results obtained from the questionnaire and interview instruments became evidence of the impact of the repetitive method felt by students in improving pronunciation. From the viewpoints of both students and teachers as participants, it is clear from this study that using repetitive methods to help students with their pronunciation has a variety of impacts. The repetitive method additionally proved with a positive effect on students' memory and concentration levels in addition to their pronunciation skills. This study supports the viewpoint that consistent use of repetitive methods could enhance students' pronunciation fluency and confidence. This study demonstrated the importance of using this repetitive method as an effective tool for learning English pronunciation based on the exploration of students' and teachers' perspectives.

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