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# The Effectiveness of Repetition Drill Technique to Improve Electrical Engineering Student's Speaking Skill

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**ABSTRACT**

The purpose of this study is to investigate how effective the repetition drill technique is in improving the speaking ability of the 2022–2023 Second Semester Electrical Engineering students at Cilacap State Polytechnic. The study was conducted using a classroom action research technique, and 23 students participated as study participants. A pretest was administered to find out what obstacles the students faced, and the average score was 39.67. Data were collected using an oral exam over three study cycles. The average score of the students in the first cycle, conducted on March 21, 2023, was 46.73. Next, the average score of the students for the second test conducted on March 22, 2023, was 67.93. On March 24, 2023, the average score for Cycle 3 students would be 82.06. The student's average score improves on rounds 1–3. The student's speaking ability improves gradually. This is confirmed by the post-test results obtained in the categories of 'good' and 'excellent' after 3 cycles of review exercises in English practice class. Students' pronunciation and language skills improves significantly. In summary, this study proved that repetition drill techniques can be used very effectively in English practice courses.

***Keywords:*** *English Practice, Speaking Ability, Pronunciation*

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## INTRODUCTION

Advancements in technology are growing rapidly (Matsumoto, 2021). English is not only used for communication, but also as a support for digital activities. Students

who are proficient in English have added value when entering the industrial field (Finn, 2019). By mastering English skills, they can develop their education and careers to the international level. In general, there are four English skills: listening, speaking, reading, and writing (Graham dkk., 2022). These skills are very helpful for students in improving their language skills. Speaking is the most dominant language skill applied in English practice classes (X. Chen & Greenwood, 2021). Speaking skill is one of the language skills which is productive skill and it can produce ideas, thoughts, and feelings verbally. This is the main skill underlying English language teaching. Some theorists have delivered ideas concerning this skill (Bokhan dkk., 2019). Speaking is a means of communication that delivers ideas that are created and developed based on the needs of listeners (Saddhono & Slamet, 2014:50). Subhayni et al. (2017:22) said that speaking is the ability to articulate sounds or words, say it, say it conveys thoughts, ideas, and feelings. By having these speaking skills, the message you want to deliver orally can be conveyed effectively and efficiently (Chandrasekar dkk., 2020). Hence, communication between people has increased.

In English practice classes, there are several obstacles that arise when learning English, one of which is conducting many errors in pronunciation. This happens because students have difficulties pronouncing English words, so the quality of the learning process cannot run optimally. Students with fluent pronunciation will be able to deliver messages to other people (listeners) clearly in every communication activity that they conduct (Gillespie Rouse dkk., 2021). Cultural and regional differences become influential factors in why they lack the ability to pronounce English words. This is because English pronunciation is significantly different from Indonesian pronunciation. Therefore, students are required to learn and practice their pronunciation regularly (De Lima dkk., 2023). The number of sounds in English pronunciation is greater than that in Indonesian. However, it challenged the students to learn each sound of English pronunciation.

According to the situation above, lecturers need to implement proper techniques that can be used by lecturers and students to optimize their speaking skills. There are many elements in a speaking activity, such as comprehension, pronunciation, grammar, vocabulary, and fluency (Nicholes & Reimer, 2020). Speaking activities require the subjects to respond. Whether or not our message is delivered is determined. Meanwhile, in pronunciation, it is important to note that another factor is the organ of speech. This tool is used to produce every sound (Hinkel, 2020). English pronunciation requires students to use and maximize their speech organs in detail. In doing so, they will be able to improve their English pronunciation. When they have to communicate with others, they must correct their pronunciation (Dickinson dkk., 2019). The involvement of students plays an important role because it is a process of individual study to improve and become fluent in pronunciation (Kim, 2020). Drilling repetition is one of the methods used in learning languages. Repetition of drilling provides significant benefits for learners (Proctor dkk., 2020). It enables intensive hearing and speaking in the second language and also provides the immediate feedback from the teacher to correcti

the wrong pronunciation so that it can build the learners' self-confidence to talk with their peers.(Mendrofa & Wijaya, 2022).

Drilling is one of useful technique that can be applied in the classroom to practice language. It is usually used by students at the practice stage of language learning in order to try out accurately what they have learned. (Siti Mariyam, 2020). While Mendrofa and Wijaya (2022) added that drilling technique gives more significant benefits for the learners because it enables intensive hearing and speaking in the second language (Language And Reading Research Conso dkk., 2019). When having the speaking activities in the class, the repetition technique can be applied to help stimulate hearing, speaking, and memorization of long-term memory. Drilling is still a beneficial method in the classroom, according to Tice (2004), if it is applied correctly (Apanasionok dkk., 2019). Drilling enables students to: (1) put an emphasis on accuracy. A learner's language develops through increased accuracy, fluency, and complexity (Quandt, 2020). Hence, accuracy must be emphasized at specific points in the lesson or during specific task types; (2) give students plenty of practice saying and hearing specific word combinations. They can assist language learners in producing difficult sounds or in imitating intonation that may differ significantly from their native tongue; they can also provide a safe environment for language learners to try out new production techniques (Namaziandost dkk., 2019). This could boost learners' confidence, especially those who don't take risks; (3) create a secure environment for students to try out language production. This could assist pupils gain confidence, especially those who don't take risks; (4) enable students to recognize the proper spelling or pronunciation of a word or phrase. Noticing or raising awareness of language is a crucial step in developing language proficiency; (5) give students the chance to receive immediate feedback on their accuracy through teacher or peer correction; (6) facilitate memorization and automation of common language patterns and language chunks may be beneficial for students learning oral communication; and (7) meet the demands of the students. Drilling may be perceived by the students as a necessary component of language instruction. Atmi and Pharhyuna (2018) stated that implementing this technique has been found to give students more opportunities to practice the language accurately, impacting their fluency. Repetition drill rill techniques affect student Confidence and Reduce Fear.

English skills are among the most important soft skills of vocational students. Practicing and learning English can start with everything surrounding them in their daily lives. In addition, education is the second place that students can use to improve their English skills (Philipsen dkk., 2019). Vocational education is a tertiary institution with an educational level that aims to prepare students to become experts and skilled graduates based on their field (W. Chen dkk., 2019). Therefore, they are ready to work and can compete globally in various industries. English practice is one of the courses applied in Cilacap State Polytechnics (Boers, 2021). It has focused on all materials concerned with English for technical students. The materials were delivered by lecturers in English theory or practice classes. There are many ways to teach speaking to attract

student interest (He dkk., 2019) . They usually have problems such as low confidence, anxiety, poor grammar, and lack of vocabulary and pronunciation. Therefore, lecturers should know what students need to learn speaking. It is useful to stimulate them to speak and express their ideas orally.

Based on the thoughts above (Becherer dkk., 2020), the researchers chose the drilling repetition technique and the topic of describing electrical equipment and a process as material learning in English practice classes (Bai dkk., 2021). Every student prepared a job sheet as a guide to practice speaking (Feroze dkk., 2020). In these topics, students have to explain some electrical equipment, starting with naming the equipment and describing its functions (Ma dkk., 2019). It was used to measure how effective this technique is in implementing it at English practice class.

## RESEARCH METHODOLOGY

The study was conducted on students from Electrical Engineering Department in Cilacap State Polytechnic. The participants were Electrical Engineering students Class 1A at the second semester in the academic year of 2022/2023. In this study, the researcher applied the Classroom Action Research approach, which focuses on the teaching and learning process. Action research is a type of research in which the teacher, who simultaneously serves as a researcher, attempts to improve the teaching-learning process. In short, action research allows teachers to reflect on their own practice (of teaching), identify flaws, and determine what actions should be made to improve the situation or practice. Cohen, Manion, and Morrison (2005) define action research as a type of self-reflective inquiry performed by participants (teachers, students, managers, administrators, or even parents) in order to increase knowledge of their actions in context in order to maximize social justice. According to Burns (2001), the basic goal of CAR is to identify a "problematic" scenario or topic that the participants--who may include teachers, students, managers, administrators, or even parents--believe merits further and methodical investigation.

Classroom Action Research procedures are as follows:(1) Planning: The researcher made a plan to find out the problem and prepare everything needed in this study, such as lesson plans, and instruments to collect data including field notes, observation checklists, recorders, looking for the collaborator to work with, and telling the collaborator about planning; (2) Acting: The researcher conducted this study in the class. The researcher taught the prepared lesson and gave the students a pre-test to determine how good their English skills were. The researcher then used drilling repetition to encourage the students to speak English. The students will be asked to present electrical equipment and describe how to run them well after drilling several times. Before the presentation, they watched a video of how to speak in English. Scores were given on the students'speaking performance, which consisted of accuracy and fluency. (3) Observing: The collaborator helped the researcher to observe the speaking class to collect the data and information to be written on notes. The collaborator wrote notes about anything that could occur in the teaching-learning process, including the

problem found to find solutions afterward, to overcome that problem. In addition, the collaborator checked the observation checklist to determine whether the process was based on the plan. (4) Reflection: The observation results were used to determine whether the action of teaching was effective. The researcher and collaborator discussed the weaknesses of the action has been conducted and used it to determine what should be conducted in the next cycle.

In this study, the researcher took the subject of the study where problems were found in the speaking practice class. The population was 2nd semester students of class A from the Electrical Engineering study program at Cilacap State Polytecnic in the academic year 2022/2023, which consists of 23 students. The researcher used the technique of data collection through a performance test that was used for assessing students based on the scoring table of the rating scale of speaking. The observation was conducted using an observation checklist table and notes as guidance to notice the students' behavior. Moreover, the tools of data collection that were applied in this study were:(1) Oral test: The students conducted the oral test with two scoring criteria, fluency and pronunciation; (2) Observation checklist table: The researcher applied observation to understand the students' reactions or responses to the teaching and learning activities in the class. It is very important for the researcher to know about this because this researcher not only sees the result or product, but also to know the process; (3) Field note: Field notes were written by a collaborator who noted all students' activities in the class from step to step during the teaching learning process to understand students' behavior; (4) Recording device: Recording is a useful fluency activity using a tape or digital recorder. In this study, the researcher used a recording application on a smartphone to record the students' speech and helped the researcher to analyze the data. To determine whether the drilling repetition technique can increase students' speaking ability, the researcher conducted an observation using field notes and an observation checklist at each meeting, and then rated the student's performance in describing electrical equipment and explaining the process. Scoring assessment or rubrics are scoring guides that contain the criteria used to evaluate the researcher's work, as follows:

**Table 1. Fluency Score**

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

**Table 2. Pronunciation Score**

| Category | Description | Point |
|---|---|---|
| a accurate throughout, near native | Pronunciation errors not more than 5, good and acceptable pronunciation | 4 |

| | | |
|---|---|---|
| Understable, with very view errors | Pronunciation's errors around 6 to 10. Good enough pronunciation | 3 |
| Some error but still understable | Some pronunciation's errors around 11 to 15. Pronunciation still understable with much mother tounge language. | 2 |
| Poor pronunciation, very anglicized | Many pronunciation's errors very anglicized | 1 |

*Taken from : New Jersey World Languages Curriculum Framework*

Fluency Score (FS) = total point x 25
Pronounciation Score (PS) = total point x 25

To measure student's individual score :

$$X = \frac{FS + PS}{2}$$

The results of the scoring table, observation checklist table, field note, and recording were used to analyze the data. The researcher used the observation field note in every meeting to determine whether drilling repeatition can improve the student's speaking abilities.

$$M = \frac{\sum X}{N}$$

Note :
M denotes the student's mean score.
X = the total of the student's scores
N = the number of students who are being monitored.

**Table 3. Score Qualification**

| Mean Score | Spesification |
|---|---|
| 80-100 | Excellent |
| 60-79 | Good |
| 50-59 | Average |
| 0-49 | Poor |

## RESULT AND DISCUSSION

Classroom action research was employed in this study. It was done in three cycles, and the researcher passed through several cycles to obtain a meaningful result. Some cycles that were conducted, as follow:

### The First Cycle

#### Finding

#### (1) Observation

The first cycle took place on March 20th and 21st, 2023. The first session on the 20th was made up of three sessions. The first session was for students to take a pre-test

before hearing from their speaker. Students were given job sheets to learn. Then they had to compile some papers concerning the electrical equipment they were going to present. However, some of them still brought text to the present. The lecturer requested them to present their task in English one by one. The lecturer then assessed the student's performance to determine fluency and pronunciation scores. It was utilized to compare the pre-test and post-test scores that they would get.

**Table 4. Student's Score in Pre-test**

| No. | Student | Fluency | Pronunciation | Total Score |
|---|---|---|---|---|
| 1 | AHS | 1 | 1 | 25 |
| 2 | AYP | 2 | 2 | 50 |
| 3 | FPA | 2 | 1 | 37,5 |
| 4 | HRH | 1 | 1 | 25 |
| 5 | KHS | 2 | 1 | 37,5 |
| 6 | MIK | 3 | 2 | 62,5 |
| 7 | MQYS | 1 | 1 | 25 |
| 8 | RWB | 2 | 1 | 37,5 |
| 9 | RMM | 1 | 1 | 25 |
| 10 | SN | 2 | 1 | 37,5 |
| 11 | SW | 2 | 2 | 50 |
| 12 | ZNS | 2 | 2 | 50 |
| 13 | AK | 2 | 1 | 37,5 |
| 14 | ES | 2 | 1 | 37,5 |
| 15 | RNS | 1 | 1 | 25 |
| 16 | AIM | 2 | 2 | 50 |
| 17 | CA | 1 | 1 | 25 |
| 18 | DAN | 2 | 2 | 50 |
| 19 | IR | 2 | 1 | 37,5 |
| 20 | JS | 1 | 1 | 25 |
| 21 | MTA | 2 | 3 | 62,5 |
| 22 | NAP | 2 | 2 | 50 |
| 23 | TAN | 2 | 2 | 50 |
| | | Total score (∑X) | | 912,5 |

From the results of the pre-test scores, it can be seen that the students still had problems with fluency and pronunciation. The average fluency and pronunciation scores were under 50. It was only two students who got score qualification of good. Then, it was only obtained the mean's score of 39,67. Furthermore, the lecturer could detect any obtacles they were having while speaking. For drilling their ability in fluency and pronunciation, the next sessions focused on the teaching and learning process. In this session, the lecturer began the teaching learning process by conducting a brainstorming session before introducing the themes. She asked them some questions on the subjects. Then she taught the students how to define and explain electrical equipment, as well as the terms used to describe them in English. She also assisted them in comprehending the

expressions and vocabulary required for studying the topics by viewing videos and listening to how to pronounce them. It aided them in comprehending the tough language. The lecturer drilled them by clarifying the vocabulary and expressions that were utilized. She repeatedly lectured the students on how to say it correctly. She repeated the practice numerous times. The student's performance was evaluated at the second meeting on March 21st. They had to perform in front of the class; the lecturer showed the video once before asking them to present.

**Table 5. Student's Score in Cycle 1**

| No. | Student | Fluency | Pronunciation | Total Score |
|---|---|---|---|---|
| 1 | AHS | 2 | 1 | 37,5 |
| 2 | AYP | 2 | 3 | 62,5 |
| 3 | FPA | 2 | 1 | 37,5 |
| 4 | HRH | 2 | 1 | 37,5 |
| 5 | KHS | 2 | 1 | 37,5 |
| 6 | MIK | 3 | 3 | 75 |
| 7 | MQYS | 2 | 2 | 50 |
| 8 | RWB | 2 | 1 | 37,5 |
| 9 | RMM | 2 | 1 | 37,5 |
| 10 | SN | 2 | 2 | 50 |
| 11 | SW | 2 | 2 | 50 |
| 12 | ZNS | 2 | 2 | 50 |
| 13 | AK | 2 | 2 | 50 |
| 14 | ES | 2 | 2 | 50 |
| 15 | RNS | 2 | 1 | 37,5 |
| 16 | AIM | 2 | 2 | 50 |
| 17 | CA | 2 | 1 | 37,5 |
| 18 | DAN | 2 | 2 | 50 |
| 19 | IR | 2 | 1 | 37,5 |
| 20 | JS | 2 | 1 | 37,5 |
| 21 | MTA | 2 | 3 | 62,5 |
| 22 | NAP | 2 | 2 | 50 |
| 23 | TAN | 2 | 2 | 50 |
| | | Total score (∑X) | | 1075 |

Student score results in cycle 1 indicated that some students still have problems with pronouncing and fluency. Mean scores for fluency and pronunciation were below 50. They were the only three students who got good catogories. After that, it only reached an average value of 46.73. In addition, teachers had to drill them many times.

**(2) Reflection from the first cycle**

From the first cycle that had been conducted. It occurred as a result of the student's lack of confidence during the learning process. The majority of them were not serious about drilling. They complained about the video's pronunciation and pace while it was playing, and were not ready to present. They believed it was too quick for them, so the lecturer decreased the speed. When she urged them to perform, the majority of

them were still hesitant to do in front of the class.According to the description above, some concerns may be resolved. The lecturer agreed to revise the plan during the first cycle as a reflection activity. The new plans were as follows: (1) increasing the volume of the video; (2) slowing down and shortening the speed of the video; (3) adding more time (about five minutes) to play the video; (4) asking the students to drill and memorize the text based on the video describing and explaining electrical equipment; and (5) encouraging students to feel more comfortable speaking in front of the class without bringing the material or text. A new plan was developed for the next cycle. The revised plans were intended to offer a suitable response to the challenges encountered in the previous cycle. As a result, the goals of teaching and learning are met.

**The Second Cycle**

**(1) Finding**

The second cycle was conducted on March 22, 2023. The second cycle had two sessions. The first session was to discuss teaching and learning processes. The second session evaluated the student's performance following drilling. Before beginning the practice class, the lecturer engaged students in brainstorming by exhibiting an image and asking questions about it. Following this, the lecturer reviewed the contents presented at the prior meeting and provided feedback on the previous student's performance. After explaining the meeting's learning objectives, she reminded them to focus on the teacher's explanations. The students were also urged to pay close attention to the entire video while practicing. The videos were shown multiple times. The first video was on electrical equipment vocabulary and the terms used to describe them. The second video demonstrates how the electrical equipment operated, which was still tied to prior vocabulary.

The lecturer reminded the students how to describe electrical equipment operation at the next meeting on March 23, 2023. The lecturer graded performance in two ways. The students then took turn's performing in front of the class. During this cycle, students were judged to be passionate and confident in the teaching-learning process. The lecturer discovered that several students made mistakes in pronouncing particular words during drilling, so she replayed the video. Although the video contained many new phrases, the students took the assignment seriously. When some of them believed some terms were confusing, they requested that the lecturer explain how to pronounce them. Most of them performed better than previous cycles. Finally, the lecturer obtained the student's performance scores, and the results were as follows.

**Table 6. Student's Score in Second Cycle**

| No. | Student | Fluency | Pronunciation | Total Score |
|---|---|---|---|---|
| 1 | AHS | 3 | 2 | 62,5 |
| 2 | AYP | 3 | 3 | 75 |
| 3 | FPA | 3 | 2 | 62,5 |
| 4 | HRH | 2 | 3 | 62,5 |
| 5 | KHS | 3 | 3 | 75 |
| 6 | MIK | 4 | 3 | 87,5 |

| | | | | |
|---|---|---|---|---|
| 7 | MQYS | 2 | 2 | 50 |
| 8 | RWB | 3 | 3 | 75 |
| 9 | RMM | 2 | 3 | 62,5 |
| 10 | SN | 3 | 2 | 62,5 |
| 11 | SW | 3 | 3 | 75 |
| 12 | ZNS | 2 | 3 | 62,5 |
| 13 | AK | 3 | 2 | 62,5 |
| 14 | ES | 3 | 2 | 62,5 |
| 15 | RNS | 3 | 3 | 75 |
| 16 | AIM | 3 | 3 | 75 |
| 17 | CA | 3 | 2 | 62,5 |
| 18 | DAN | 3 | 3 | 75 |
| 19 | IR | 3 | 2 | 62,5 |
| 20 | JS | 2 | 2 | 50 |
| 21 | MTA | 3 | 3 | 75 |
| 22 | NAP | 3 | 3 | 75 |
| 23 | TAN | 3 | 3 | 75 |
| | | Total score (∑X) | | 1562,5 |

We can see from the student's overall score that the total score in the second cycle was higher than the total score in the pre-test. This signifies that the drilling-repetition strategy almost succeeded in being used in an electrical engineering student's English practice class. There were 20 students in the good category and one in the excellent category. Only 8.7% of the students fell into the average category. In the second cycle, the mean score were 67,93. It may be claimed that the lecture's strategy worked well.

**(2) Reflection from the second cycle**

A few things were corrected based on the data given above. The researcher decided to make a minor adjustment to the plan in the second cycle as a reflection activity. In the following cycle, the researcher presented random pictures from their job sheet and the shorter video than previously for the first meeting. However, it still contains a vocabulary that is nearly identical to that of the prior text. The second meeting will continue with the assessment for student's performance.

**The Third Cycle**

**(1) Findings**

The third cycle occurred on March 24, 2023. As in the previous cycle, the first session was used to teach the learning process, and the second session was used to assess student's performance. The lecturer brainstormed the students before discussing the method of electrical equipment operation by exhibiting random pictures and asking the same question linked to the picture in the first session. Following this, the lecturer went through the materials that had been distributed at the last meeting. The lecturer explained the meeting's learning purpose and then reminded them to take notes on the key elements of the explanation. The students drilled words and vocabulary buildings to explain the process and then drilled the whole material that was related to the given

topic. If they experienced difficulties in the process of teaching and learning, the lecturer would assist them, such as guiding the student's pronunciation, helping them to understand the difficult words, and motivating them to perform well. This kept them interested in learning, and they genuinely repeated while the film was playing. As a result, pronunciation mistakes may be reduced.

The students" performance was held in the second session. After finishing the first session, the students were give several time to prepare presentation. The lecturer reminded them about two aspects that would be scored from their performance. In this cycle most the students performed much better than previous performance. The number of students who had problem in fluency and pronounciation was decrease. Most of students performed confidently. All students performed well even some were nervous, and the assessment run well. Finally, in this cycle the researcher got the students's score from the performance based on the speaking rating scale. The result shown as follow:

**Table 7. Student's Score in Cycle 3**

| No. | Student | Fluency | Pronunciation | Total Score |
|---|---|---|---|---|
| 1 | AHS | 3 | 3 | 75 |
| 2 | AYP | 4 | 3 | 87,5 |
| 3 | FPA | 3 | 3 | 75 |
| 4 | HRH | 3 | 3 | 75 |
| 5 | KHS | 4 | 3 | 87,5 |
| 6 | MIK | 4 | 4 | 100 |
| 7 | MQYS | 3 | 2 | 62,5 |
| 8 | RWB | 3 | 4 | 87,5 |
| 9 | RMM | 3 | 3 | 75 |
| 10 | SN | 3 | 3 | 75 |
| 11 | SW | 4 | 3 | 87,5 |
| 12 | ZNS | 3 | 3 | 75 |
| 13 | AK | 3 | 3 | 75 |
| 14 | ES | 3 | 3 | 75 |
| 15 | RNS | 3 | 4 | 87,5 |
| 16 | AIM | 3 | 4 | 87,5 |
| 17 | CA | 3 | 3 | 75 |
| 18 | DAN | 4 | 3 | 87,5 |
| 19 | IR | 3 | 3 | 75 |
| 20 | JS | 3 | 3 | 75 |
| 21 | MTA | 4 | 4 | 100 |
| 22 | NAP | 4 | 3 | 87,5 |
| 23 | TAN | 4 | 4 | 100 |
| | | Total score (∑X) | | 1887,5 |

The mean score in cycle 3 was 82.06. Students' speaking ability increased by 14.13 points compared to the previous cycle. According to the table, no student fell into the average category. The plan worked well and can be called a success.

**(2) Reflection from the third cycle**

The data showed that the improvement in students' speaking ability during this cycle was satisfactory. Student averages have improved. In this cycle, 11 students were rated as speaking out. About 47.82% of the students in the class had excellent grades. And there were no scores below 75 points. We found that the students' speaking ability improved significantly. Researcher concluded that the third cycle was successful and decided to stop the study. From this, it can be concluded that the use of drill repetition techniques had a positive impact on the improvement of students' speaking skills. By practicing repetition techniques, students were able to practice their pronunciation skills and fluency.

The last step that the researcher conducted to obtain the result of effectiveness of the drill repetition technique that was applied in the English practice class for electrical engineering students was conducting the post test. The student's score in the post test after doing drill repetition technique in practicing speaking as follow:

**Table 8. Student's Score in Post test**

| No. | Student | Fluency | Pronunciation | Total Score |
|---|---|---|---|---|
| 1 | AHS | 4 | 3 | 87,5 |
| 2 | AYP | 4 | 4 | 100 |
| 3 | FPA | 3 | 3 | 75 |
| 4 | HRH | 3 | 3 | 75 |
| 5 | KHS | 3 | 4 | 87,5 |
| 6 | MIK | 4 | 4 | 100 |
| 7 | MQYS | 3 | 3 | 75 |
| 8 | RWB | 3 | 3 | 75 |
| 9 | RMM | 3 | 3 | 75 |
| 10 | SN | 3 | 3 | 75 |
| 11 | SW | 4 | 3 | 87,5 |
| 12 | ZNS | 4 | 3 | 87,5 |
| 13 | AK | 3 | 3 | 75 |
| 14 | ES | 3 | 4 | 87,5 |
| 15 | RNS | 3 | 4 | 87,5 |
| 16 | AIM | 4 | 4 | 100 |
| 17 | CA | 3 | 3 | 75 |
| 18 | DAN | 4 | 4 | 100 |
| 19 | IR | 3 | 3 | 75 |
| 20 | JS | 3 | 3 | 75 |
| 21 | MTA | 4 | 4 | 100 |
| 22 | NAP | 4 | 3 | 87,5 |
| 23 | TAN | 4 | 4 | 100 |
| | | Total score (∑X) | | 1962,5 |

From the data above, it proved that drill repetition technique was very suitable in electrical engineering English practice class. There was a gradual rise in student ability to speak up after passing three cycles.

**Discussion**

According to the research findings, the students' speaking skills increased from the first to the third cycle. Students' speaking skills increased slightly throughout the first cycle. A pre-test was administered to gather information about the student's speech difficulties. Researcher has raised several issues. Students complained about the video's pace and the speakers' slurred pronunciation as well as a lack of time for some sentences and taking notes with him/her when performing in front of the class. Researcher once viewed a film to determine whether they could recall the words they needed to say.

In the second cycle, the students showed that they were taking their English practice class more seriously, although some students mispronounced some words during the practice or found that they had to recite the words. The lecturer then practiced the word several times until she could pronounce it well. Thus, 21 students achieved scores above 50 on the performance sessions. In the final cycle, after the video, the students maintained their interest in the learning process and repeated it earnestly. Mistakes in pronunciation were, therefore, minimized, and most of the students performed much better than before. All students received a score $\geq$ 75. Therefore, it can be said that the qualification achievement rate of students is 52.2% in the Good category and 47.8% in the Excellent category. The students made great progress in the third cycle. They were better prepared and able to present in front of the class with more confidence. The review exercise increased the student's interest in English practice classes. The student's pronunciation and fluency improved. The average score for this cycle is 82.06. Students' speaking abilities gradually improved with each cycle. On the final day of the english practice class, students passed the post-test with satisfactory scores.

## CONCLUSION

With repetition drill technique, the student's speaking abilities improved with each cycle. This was evidenced by the average results and observations. In the first cycle, the researcher found an average to be 46.73. The second cycle was 67.93 and the final cycle was 82.06. In the first cycle, the average score was still below 50. This was caused by several issues, such as poor pronunciation, difficulty in understanding electrical engineering terms, video speed, and poor preparation of presentation materials. Therefore, the researcher planned to continue the next cycle. In the second cycle, students gradually improved their skills. Student's speech scores were good. Two electrical engineering students achieved a score of 50, and the rest achieved a score of 62.5 or higher. Subsequently, the researcher performed the third cycle. The third cycle was the final cycle, and students achieved significant results. This clearly showed that his/her speaking ability improved. This is evidenced by the student's results after having

the post-test. The language skills and pronunciation of students in Semester 2 of the Electrical Engineering Program at the Cilacap State Polytechnic for the academic year 2022/2023 improved through the use of repetition drill technique. They liked and explored each other through this technique. This study found that there are advices for English lecturers on how to improve teaching and learning activities, especially regarding review exercises in English practice classes. English Lecturers can use all types of visual aids to support their teaching and learning activities in the class.

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