

**THE EFFECTIVENESS OF DRILLING TECHNIQUE IN ENHANCING  
STUDENTS PRONUNCIATION PROFICIENCY**  
*(A Quasi-Experimental Research at Second Grade Students of SMA Plus N 7 Kota  
Bengkulu in Academic Year 2016/2017)*

**THESIS**

**Submitted as a Partial Requirements for the Degree of *Sarjana* (S.Pd)  
In Study Program of English Education**



**By :**

**KURNIA SARI**  
**NIM : 131 623 0831**

**STUDY PROGRAMME OF ENGLISH EDUCATION  
FACULTY OF TARBIYAH AND TADRIS  
STATE INSTITUTE FOR ISLAMIC STUDIES OF BENGKULU  
2019**

[Type text]



KEMENTERIAN AGAMA RI  
INSTITUT AGAMA ISLAM NEGERI BENGKULU  
FAKULTAS TARBIYAH DAN TADRIS

Jl. Raden Fatah Pagar Dewa Telp. (0736) 51276, 51171 Fax. (0736) 51771 Bengkulu

ADVISOR SHEET

Subject : Thesis of Kurnia Sari  
NIM : 1316230831  
To : The Dean of Tarbiyah and Tadris Faculty  
IAIN Bengkulu  
In Bengkulu

*Assalamu'alaikum Wr. Wb*

After reading thoroughly and giving necessary advice, here with as the advisors, we state that the thesis of :

Name : Kurnia Sari  
NIM : 131 623 0831  
Title : THE EFFECTIVENESS OF DRILLING TECHNIQUE IN  
ENHANCING STUDENTS PRONUNCIATION  
PROFICIENCY(A Quasi-Experimental Research at Second  
Grade Students of SMA Plus N 7 Kota Bengkulu in  
Academic Year 2016/2017)

Has already fulfilled the requirements to be presented before The Board of Examiners (Munaqosyah) to gain Bachelor Degree in IAIN Bengkulu. Thank you for the attention.

*Wassalamu'alaikum Wr. Wb*

First Advisor

Dr. Syamsul Rizal, M.Pd  
NIP. 196901291999031001

Bengkulu, January 2019  
Second Advisor

Era Zsrianita, M.Pd  
NIP. 197902172009122003

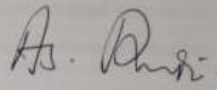


RATIFICATION

This is to certify the *Sarjana* thesis entitled "THE EFFECTIVENESS OF DRILLING TECHNIQUE IN ENHANCING STUDENTS PRONUNCIATION PROFICIENCY (A Quasi-Experimental Research at Second Grade Students of SMA Plus N 7 Kota Bengkulu in Academic Year 2016/2017) by KURNIA SARI has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in State Institute For Islamic Studies (IAIN) Bengkulu.

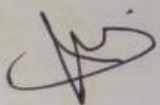
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NIP : 197801192007011018

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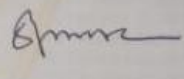
Secretary

M. Hidayatullahman, M.Pd.I  
NIP.197805202007101002

(  )

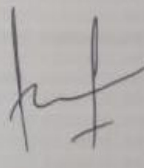
Examiner I

Dr. Syamsul Rizal, M.Pd  
NIP : 196901291999031001

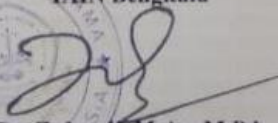
(  )

Examiner II

Feny Martina, M.Pd  
NIP : 198703242015032002

(  )

Bengkulu, January 2019  
Approved by The Dean of Tarbiyah and Tadris Faculty  
IAIN Bengkulu

  
Dr. Zubaedi, M.Ag., M.Pd  
NIP. 19630308996031001

**MOTTOS**

*Don't say can't before you try !*

*Semakin lama di tunda maka akan semakin lama menjadi beban ☺*



## DEDICATION

*Deepest gratitude :*

1. *My lovely God (Allah SWT) and greatest prophet Muhammad SAW who always guide and give strength to me.*
2. *My beloved father and mother, my mom Dahlia and my daddy M. Thamrin who always patience in encouraging, supporting, loving, and praying for me. Thank you so much for your entire struggle for me to fulfill all my necessities and taught me what the bad things and good things till I can survive and did this thesis. I hope Allah always gives you blessing and healthy.*
3. *My lovely brothers, Candra Kauri Putra & Anggi Renaldi Saputra. With love, only this little work I can present to you guys. Actually you are the best brothers I have ever who always make me like a queen in our family.*
4. *My beloved sister in law Pitri Nurlena and also for my cousins Arfa Fareihan & Azkha Al-Fareihan who always been my mood booster.*
5. *My best friends, Nurul Fitria Juliani, thanks for your support, motivation and advice.*
6. *All of my classmates English Education 2013.*
7. *All those who give motivation, encouragement and help to finish this thesis whose names can not be mentioned, thank you so much.*
8. *My religion and Almamater*

## PRONOUNCEMENT

Name : Kurnia Sari  
NIM : 131 623 0831  
Study Program : Tadris Bahasa Inggris (TBI)  
Faculty : Tarbiyah and Tadris

The Researcher hereby sincerely state that the thesis titled “**The Effectiveness of Drilling Technique in Enhancing Students Pronunciation Proficiency (A Quasi-Experimental Research at Second Grade Students of SMA Plus N 7 Kota Bengkulu in Academic Year 2016/2017)**” is the researcher real masterpiece. The things out of the researcher masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that this thesis has discrepancies, the researcher is willing to take the academic sanctions in the form of repealing this thesis and academic degree.

Bengkulu, 2018  
Stated by

**Kurnia Sari**  
**NIM : 131 623 0831**

## ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah SWT, the single power, the lord of the universe, master of the day judgement, God all mighty, for all blessings and mecies so the researcher was able to finish this thesis entitled The Effectiveness of Drilling Technique in Enhancing Students Pronunciation Proficiency (A quasi-experimental research at the eleventh grade students of SMA Plus N 7 Kota Bengkulu in Academic Year 2016/2017) Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus researcher would like to express her deepest thanks to all those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. H. Sirajuddin.M.,M.Ag.,MH., as the rector of the State Islamic Institute of Bengkulu
2. Dr. Zubaedi, M.Ag.,M.Pd as the dean of Tarbiyah and Tadris Faculty
3. Eva Dewi, M.Ag., as the head of Tadris Department
4. Feny Martina, M.Pd., as the head of English Study Program
5. Dr. Syamsul Rizal, M.Pd., as the first advisor for her guidance, precious advices, and motivation for the researcher
6. Fera Zasrianita, M.Pd., as the second advisor for her precious advices, corrections and help to revise the mistake during the entire process of writing this thesis
7. All English lecturers and my friends in English Study Programme<sup>13</sup>

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

Bengkulu, June 2018

The Researcher

**Kurnia Sari**  
**NIM : 1316230831**

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## ABSTRACT

**Kurnia Sari.2018**

**The Effectiveness of Drilling Technique in Enhancing Students Pronunciation Proficiency (A *Quasi-Experimental Research at Second Grade Students of SMA Plus N 7 Kota Bengkulu in Academic Year 2016/2017*)**

**Thesis. English Education Study Program. Tarbiyah and Tadris Faculty.**

**Advisor : 1. Dr. Syamsul Rizal, M.Pd                      2. Fera Zasrianita, M.Pd**

**Keywords : *Pronunciation Proficiency and Drilling Technique.***

The problem in this study is most of students of SMA Plus N 7 Kota Bengkulu in Academic year 2016/2017 were not interested in English pronunciation aspect and they also got low score in pronunciation proficiency

This study was carried out to investigate the effect of Drilling technique toward students' pronunciation proficiency at second grade students of SMA Plus N 7 Kota Bengkulu. It was conducted to identify whether there was any significant effect on students who were taught using Drilling technique and who were not.

This Research used A Quasi-Experimental Research. The study was adopted pre-test and posttest in the experiment and control groups. Two classes were purposively selected to be experiment and control groups. The experimental group was taught by using Drilling technique and the control group was not.

After giving treatment, the result of regression Coefficient correlation (R) between Drilling technique and students' pronunciation proficiency was 0.839. While Coefficient determination (R square) was 0.704. It means that the effect of Drilling technique toward students' pronunciation proficiency was 70.4% (0.704) and 29.6% (0.296) influenced by other variable. The output also shown that  $F_{score}$  was 81.024 and the significant level was 0.000. When  $F_{score}$  was more than  $F_{table}$  ( $81.024 > 4.10$ ) and significant level less than 0.05 ( $0.000 < 0.05$ ). It means that there was any significant effect of using Driling technique on students' pronunciation proficiency. To conclude,  $H_a$  was accepted and  $H_0$  was rejected.

## ABSTRAK

**Kurnia Sari. 2018**

**The Effectiveness of Drilling Technique in Enhancing Students Pronunciation Proficiency (A Quasi-Experimental Research at Second Grade Students of SMA Plus N 7 Kota Bengkulu in Academic Year 2016/2017)**

**Skripsi. Tadris Bahasa Inggris. Fakultas Tarbiyah dan Tadris**

**Pembimbing : 1. Dr. Syamsul Rizal, M.Pd      2. Fera Zasrianita, M.Pd**

**Kata Kunci : *Pronunciation Proficiency dan Teknik Tongue Twisters***

Permasalahan dalam studi ini adalah hampir seluruh siswa SMA Plus N 7 Kota Bengkulu tahun ajaran 2016/2017 tidak memiliki ketertarikan dalam aspek pronunciation (pengucapan) bahasa Inggris dan mereka juga mendapatkan nilai rendah dalam penilaian pronunciation.

Penelitian ini bertujuan untuk menyelidiki pengaruh dari teknik Drilling terhadap pencapaian pronunciation siswa pada siswa kelas 2 SMA Plus N 7 Kota Bengkulu. Hal ini dilakukan untuk mengetahui apakah ada pengaruh yang signifikan antara siswa yang diajar dengan menggunakan Drilling (mengulang) dan siswa yang tidak diajar dengan menggunakan Drilling.

Penelitian ini menggunakan Quasi-Experimental Research dengan melakukan pre-test dan post-test pada kelas experiment dan kelas control. 2 kelas tersebut telah dipilih secara purposive untuk menjadi kelas experiment dan kelas kontrol. Kelas experiment diajar menggunakan teknik Drilling sedangkan kelas kontrol diajar tidak dengan menggunakan teknik Drilling.

Setelah dilakukan treatment, hasil hubungan koefisien regresi (R) antara Drilling dengan Pronunciation adalah 0.839. Sementara hasil koefisien pengaruh (R Square) adalah 0.704. Hal ini berarti pengaruh teknik Drilling terhadap pronunciation siswa adalah sebesar 70,4% (0.704) dan 29,6% (0.296) dipengaruhi oleh variabel lainnya. Hasil akhir menunjukkan bahwa  $F_{hitung}$  adalah 81.024 dan level signifikan adalah 0.000. Jika  $F_{hitung}$  lebih besar dari pada  $F_{tabel}$  ( $81.024 > 4.10$ ) dan level signifikan kurang dari alpha 0.05 ( $0,000 < 0.05$ ) berarti terdapat pengaruh yang signifikan dalam penggunaan teknik Drilling terhadap pencapaian pronunciation siswa. Jadi, dapat disimpulkan bahwa  $H_a$  diterima dan  $H_0$  ditolak.

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## **CHAPTER I INTRODUCTION**

This chapter consists of background of study, identification of the problems, limitation of the problems, research question, objective of the research, significances of the research, and definition of key terms.

### **A. Background of the Study**

Pronunciation is one of the most important aspect in English, especially in oral communication. Every sound, stress pattern, and intonation may convey meaning. The non native speakers of English who speak English have to be very careful in pronouncing some utterances or he may creates misunderstanding. So, having an intelligible pronunciation is necessary rather than having a native-like pronunciation.

According to Lado, pronunciation is the use of a sound system in speaking and listening. Here, pronunciation is merely treated as the act that happens in speaking and listening, Lado does not mention how the sounds are produced<sup>1</sup>.

In addition, Robertson assert that pronunciation is an essential component of communicative competence and should be given preferential treatment<sup>2</sup>. The importance of pronunciation proficiency is in accordance with the aim of the school based curriculum especially on the aspect of speaking skill which is stated in Competence Standard and Basic

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<sup>1</sup>Robert Lado. *Language Teaching: A Scientific Approach* (New York : McGraw-Hill Inc, 1964) p.70.

<sup>2</sup>Paul Robertson. "Teaching English pronunciation skills to these Asianlearner. A cultural complexity or subsumed piece of cake?". *Asian EFL Journal* (2003), <http://www.asian-efl-journal.com>, p.8.

Competence. In this curriculum, students are aimed to be able to express the meaning in monologues in daily life context accurately and fluently. Thus, pronunciation proficiency is certainly needed by the students in order to express the meaning accurately and fluently in their communication and to achieve good communicative competence.

The issues of teaching pronunciation bring perspectives on EFL teachers nowadays. Many teachers believed that pronunciation is important to be taught for EFL learners meanwhile other teachers argued that pronunciation is not important to be taught. Teaching pronunciation is also not easy to do which there are many problems in teaching learning process. First, it related to the condition of the students who is not confident to pronounce word orally. Second, the students pronounce the word used their mother tongue. Third, they rarely practice to use English in daily conversation. Fourth, the students tend to ignore with their wrong pronunciation. Fifth, they can not convey their ideas clearly because of limitation skill in pronounce the words. Another problem related to the students interesting to learn English more

To overcome the problems above, we should find an effective technique in teaching English pronunciation for students. Drilling technique is a technique which focuses in teaching learning pronunciation for EFL learners. Drilling technique is a conventional method and has been used in foreign language classrooms for many years.



Base on priliminary observation on 2<sup>nd</sup> February 2017, the researcher found some problems in SMA Plus N 7 Kota Bengkulu. The resercher interviewed Ivika Anggraini as English teacher at the school. She said that second grade has 320 students. The students have some problems in learning English, especially in pronunciation proficiency. They have no confidence to pronounce word orally. They tend to ignore with mistake with their wrong pronunciation and they have no enough technique in pronunciation practice. The researcher also interviewed some students of SMA Plus N 7 Kota Bengkulu, one of them is Agam Revaldi. He said that He and her friends feel difficult and do not have confidence to pronounce some words orally.

For the further information, the research students' pronunciation proficiency by taking priliminary study for students at SMA Plus N 7 Kota Bengkulu in academic year 2016/2017. The data showed that students' pronunciation achievement from 320 students were 8 students (2,5%) is categorized excellent pronunciation. 16 students (5%) from the total number of students were categorized very good pronunciation. 80 students (2,5%) were categorized good. 96 students (30%) were categorized fair pronunciation and weak pronunciation. 120 students (37,5%) from the total of students members were categorized unacceptable pronunciation.

From these explanation above, the researcher conducted a research using Drilling techniques. This technique is effective and appropriate for students in learning English especially Pronunciation practice. Therefore the

researcher is interested to investigate whether using Drilling technique can affect Indonesian EFL learners' pronunciation proficiency at second grade students of SMA Plus N 7 Kota Bengkulu in academic year 2016/2017.

## **B. Identification of the Problems**

Based on the background of the study above, the researcher found out some problems at learning English skill especially pronunciation proficiency. First, Second grade students of SMA Plus N 7 Kota Bengkulu do not interested in learning English material. Second, The students get difficult and do not have confidence to pronounce some words orally. Third, the students only know about grammatical structure of English but they have difficulties to make communication each others. Forth, they are tend to ignore with wrong pronunciation. The last, the teachers do not have update or new technique to teach English material especially in pronunciation subject.

## **C. Limitation of Problem**

The research only describe the students' pronunciation achievement by applying drilling technique through some treatments and focus to segmental consonants and vowel which would be conducted at second grade students of SMA Plus N 7 Kota Bengkulu in academic year 2016/2017.

## **D. Research Question**

Research question of this study formulated in the question : "Is there any significant effect on students' pronunciation proficiency between those who were taught using drilling technique and those who were not?"

### **E. Objective of the Study**

This study was aimed to investigate whether there was any significant effect on students' pronunciation proficiency between those who were taught using drilling technique and those were not at second grade students of SMA Plus N 7 Kota Bengkulu in academic year 2016/2017.

### **F. Significance of the Study**

The result of this research expected to be useful for some aspects. First, Practical Contributed, Practically this study provides information for English teachers, English lectures, and readers about alternative techniques or activities to learn English pronunciation. In sum, this study can be implemented to learn English pronunciation. Second, Theoretical Contribution, Theoretical this study gives significant contribution for English foreign language, this study develops knowledge related to the teaching of English pronunciation strategies or technique.

## **G. Definition of Key Term**

1. Pronunciation Proficiency means the ability to reach a certain degree of accuracy and fluency to be understood by others; in other word, it is the ability to foster communicative competence with intelligible pronunciation, as opposite to achievement of native-like accent.
2. Drilling Technique is a technique that focuses on a minimal number of language forms (grammatical or phonological structures) through some types of repetition.
3. EFL learners' pronunciation intelligibly is English students ability to utter comprehensible or clear sounds when they speak English.
4. EFL learners are students who are learning English at second grade of SMA Plus N 7 Kota Bengkulu

## **CHAPTER II LITERATURE REVIEW**

This chapter consists of the overviews of English pronunciation, features of pronunciation, definition of intelligible pronunciation, the importance of intelligible pronunciation, factors affect EFL learners pronunciation. In addition, techniques of teaching pronunciation, Material for EFL Teaching Pronunciation, definition of Tongue Twisters and Steps of using Tongue Twisters and related previous studies are displayed at the end of this chapter.

### **A. Definition of English Pronunciation**

To be successful in oral communication, pronunciation mastery is as a fundamental key for EFL learners. Wong puts all aspects of English pronunciation into the perspective of a communicative, interactive, whole language view of human speech.<sup>3</sup> Pronunciation defined as production of sounds that we use to make meaning.<sup>4</sup> It means as a sub skill in speaking, good pronunciation is essential and contributes to listener's understanding. When someone is not able to produce intelligible sounds, he may create different meaning.

Pronunciation refers to the way we pronounce words. Speakers who are good in pronouncing tend to be easily understood by the hearers. According to Son & Dent in Haryanto defined that pronunciation is a way in which a

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<sup>3</sup> Brown, H.D. *Teaching by principle; an interaction approach to language pedagogy*. (Longman : San Fransisco, 2007), P. 340

<sup>4</sup> Sitoresmi, U. Tongue twisters in pronunciation class. *Journal of Prosiding ICTTE FKIP UNS, Vol. 1 (1)*, (2016), P. 589

language or particular word or sound is spoken.<sup>5</sup>According to Yates in Sitoresmi pronunciation is defined as production of the sound used to make meaning.<sup>6</sup>That is why we have to be able to pronounce acceptable messages to the hearers in order the hearer understand what we pronounced so they can give correct responses. Pronunciation sound refers to production of sound which are used to make meaning”.

According to Jones in Haryanto stated pronunciation come from the verb pronounce, which means to utter articulate a sound or a word or syllable with the reference to the production of sounds and placing of stressing and intonation.<sup>7</sup> From this, pronunciation is part sounds production that includes words, intonation, and sounds language. Intonation referers to the way of the voice up and down in pitch when we are speaking and the rise and fall of our voice as we speak.

Stressing and rhythms also indicates meaning. Stress means speakers of English make certain syllables and words. Stress the amount of energy or effort that we use to pronounce words that are important in a sentence. We have to use words’ and sentences’ stress to emphasize the meaning.

Lund explained that pronunciation is the aspect of language that calls for a close interaction between the cognitive and psychological process. In acquiring new sounds we are also dealing with a complex re-organizing of articulatory process. Good English pronunciation makes people understand

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<sup>5</sup>Endang Haryanto. *Improving Students’ Pronunciation Achievement Using Drilling Technique*. 2012. (Unpublished thesis of IAIN Bengkulu). P. 6

<sup>6</sup>Sitoresmi Ulupi. *Tongue twisters in pronunciation class*. *Journal of prosiding ICTTE FKIP UNS*, Vol. 1 (1), (2016), P. 589

<sup>7</sup>Op Cit. Endang Haryanto. P. 6

easily toward what we are saying meanwhile poor English pronunciation may confuse people, and it makes people misunderstanding when we are communicating.

## **B. Drilling Technique**

Drilling Technique can be defined as a technique that has been used in a foreign classroom. It was a key feature of audio lingual approaches to language teaching which placed emphasis on repeating structural patterns through oral practice.<sup>8</sup>

## **C. Features of Pronunciation**

Numerous applied linguists assert that pronunciation is basically included both segmental and supra segmental features although they have set up the priorities differently. In this case of comfortable intelligibility, for example, pronunciation teaching covers the nature of speech sound (consonant and vowels), stress, rhythm, intonation, and connected speech. According to Kelly the features of pronunciation are divided in two parts.<sup>9</sup> They were phonemes (segmental) and suprasegmental features.

### **1. Phonemes**

A phoneme is sound which is significant in a language.<sup>10</sup> Phonemes are the different sounds within a language<sup>11</sup> and we explore it when we are talking and we are listening. Phonemes show the meaning of the word that we speak. Therefore, when we are wrong in pronouncing

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<sup>8</sup> Freeman. *Employing Drilling Technique in Teaching English*. (Malaysia : 2000), P.48)

<sup>9</sup>Gerald Kelly. *How to teach pronunciation*. (England : Longman, 2000), P.1

<sup>10</sup> Mark Hancock. *Pronunciation Games*. (Cambridge : Cambridge University Press, 1987), p.5

<sup>11</sup>Op. Cit. Gerald Kelly. P.1

word, we tend to that there explore different meaning. For example, when we would like to say soup that has phoneme /ʊ/, and we would like to say shop. Each of these words almost has the same phonemes. Consequently, we should know how utter the words unless we will create misinterpreting to the hearer. On the other hand, Hancock stated that phonemes are sounds which are significant in language. Furthermore, he gave example in a minimal pair. The two words differ only in a phoneme. He also said that every language has different phonemes. For example, in Indonesian, there are no phonemes /θ / and /ð /. But both of the phonemes are found in English such as on *think* (θ), and *they* (ð). Kelly explained that phonemes are divided into consonants and vowels.<sup>12</sup>

a. Consonants

Hancock consonant are sound made by blocking the flow of air coming out from the lungs.<sup>13</sup> For example : *p, b, ch, d, k, g*, and so on. Furthermore, Kelly stated that the consonants itself consist of two categories. They are voiceless and voiced sound. Voiced sounds occur when the vocal cords in the larynx are vibrated. It means that if we would like to prove whether the sound is voiced or not by putting two of our fingers on Adam's apple. If we feel vibration on it, it means we produce voiced sound. Meanwhile, the unvoiced sound is on the contrary, when we put our fingers on Adam's apple and we fell there is no vibration. For example, when we say (*ssssss*) in very long time

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<sup>12</sup>Gerald Kelly. *How to teach pronunciation*. (England : Longman, 2000), P.2

<sup>13</sup>Mark Hancock. *Pronunciation Games*. (Cambridge : Cambridge University Press, 1987), P.5



b. Vowels

Hancock vowel sounds are sounds produced when the flow of air from the lungs is not blocked and the vocal cords are vibrating.<sup>14</sup> Different vowel can be changed by changing the position of the tongue. Vowel sounds are produced depends on which the tongue is raised and how far it is raised. Kelly stated that vowels involve a movement from one vowel to another such as on word 'late' that has phonemes 'ei. It is also called diphthongs.<sup>15</sup> According to him, all of them are voiced. He also stated that there are categories of vowels. They are single vowels and diphthongs.

## 2. Suprasegmental

According to Kelly suprasegmental features refers to features of speech which generally apply to groups of segment and phonemes.<sup>16</sup> These features are very important in English. They involve stress and intonation. Hancock intonation is the pattern of prominence and tone in speech.<sup>17</sup> It is used to convey extra meaning in speech beyond the meaning of the words. For example the intonation we use when we express exclamation sentences such as *how nice you are!* Meanwhile, tone is the melody of speech that is the rising and falling in pitch. Tone is also used to add extra level of meaning to what is said. For example, *Sumatera is an island in Indonesia, isn't it?*

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<sup>14</sup> Ibid. Mark Hancock. p.6

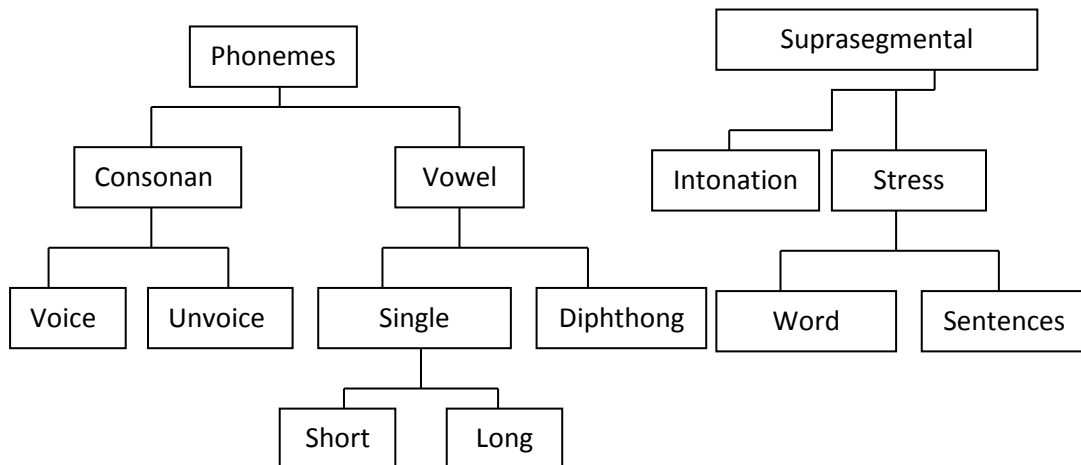
<sup>15</sup> Op. Cit. Gerald Kelly. p.2

<sup>16</sup> Gerald Kelly. *How to teach pronunciation*. (England : Longman, 2000), P.2

<sup>17</sup> Mark Hancock. *Pronunciation Games*. (Cambridge : Cambridge University Press, 1987),

According to Kelly the features of pronunciation can be described as the figure below.

**Figure 2.1. Features of Pronunciation<sup>18</sup>**



**a. Manner of Articulation**

According to Carr in Haryanto manner of articulation is specified according to stricture or degree to which the articulators impede the flow of air<sup>19</sup>. From this opinion, it means that manner of articulation is the way how we put articulators when we pronounce phonemes that there are in words. Furthermore, he classified the degree of stricture into three principles. First, Complete closure, where the articulators seal off the flow of the air completely. This sound refers to *stops* or *plosives*. Second, Close approximation, where the articulator come very close to one another without actually sealing of the escape of air ,such that turbulence, and thus audible friction, are

<sup>18</sup> Op. Cit. Gerald Kelly. P.2

<sup>19</sup> Endang Haryanto. *Improving Students' Pronunciation Achievement using Drilling Technique*. 2012. P. 11

produced; these sounds are called *fricatives*. Third, Open approximation, where the articulators are not sufficiently close to induce turbulence and audible friction; such sounds are called *approximants*. They are normally defined as being voiced.

Besides that, Kelly explained that there are some places of articulation.<sup>20</sup> (1) Bilabial, using closing movement of both lips, such as (*p*) and (*b*). (2) Labiodentals, using the lower lip and the upper teeth, such as (*f*) and (*v*). (3) Dental, the tongue tip is used either between the teeth or close to the upper teeth, such as (*θ*) is voiceless dental fricatives (*ð*) is voiced. (4) Alveolar, the blade of the tongue is used close to the alveolar ridge, such as (*t*) and (*s*). (5) Palato-alveolar, the blade (tip) of the tongue is used just behind the alveolar ridge, such as (*tʃ*) and (*dʒ*). (6) Palatal, the front of the tongue is raised close to the palate, such as (*j*). (7) Velar, the back of tongue is used against the soft palate, such as (*k*), and (*ŋ*). (8) Glottal, the gap between the vocal cords is used to make audible friction, such as (*h*)

According to McMahon, manner of articulation is the way how we produce sounds by moving the articulators.<sup>21</sup> In addition, he has divided manner of articulation into three types. First, Stops. Stop sound happens when articulators actually touch, stopping air flow through the oral cavity completely for a brief period. Such as: (*T*) *tea*, (*k*) *key*, (*p*) *pea*, and so on. Second, Fricative. Fricative sound happens

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<sup>20</sup>Gerald Kelly. *How to teach pronunciation*. (England : Longman, 2000), P.6

<sup>21</sup>April McMahon. *An Introduction to English phonology*. Edinburgh University Press. 2002. P.28

when articulator, actives and passives are brought close together, but not near enough to totally block the oral cavity. Example, when we pronounce [f] *five*, [s] *size*, [v] *van* and so on. Third, Approximants. McMahon stated that approximants happen when active and passive articulator never becomes sufficiently close to create audible friction. Moreover, he stated that there were four approximants phonemes in English. They are: /w/ *wet*, /r/ *red*, /j/ *yes*, /l/ *let*.

#### **b. Place of Articulation**

Kelly classified that articulation of phonemes divided into two types.<sup>22</sup> First, The Articulation of Vowels. Vowels are produced when the air stream is voiced through the vibration of the vocal cords in the larynx, and then shaped using the tongue the lipsto modify the overall shape of the mouth. The position of the tongue is a useful reference point for describing the differences between vowel sounds. Close, mid, and open refer to distance between the tongue and the roof of the mouth. Front, center, and back and their correspondent' vertical 'lines refer to the part of the tongue.

The position of each phoneme represents the height of the tongue, and also part of the tongue which is raised. For examples sound /i/ *bread*. It is pronounced when the front of the tongue is the highest part, and is near the roof of the mouth /æ/ *hat*. It ispronounced or produced when the front of the tongue is the highest

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<sup>22</sup> Op. Cit. Gerald Kelly.P.5

part, but the tongue itself is low in the mouth. / v/dog, it is pronounced or produced when the back of the tongue is the highest part but the tongue itself is low in the mouth. / u / food. It is produced when the back of the tongue is the highest part, and it is near the roof of the mouth.

Second, The Articulation of Consonant The consonants articulation can be voiced or unvoiced. For example phonemes /p / and / b / both of them are almost the same. The differences can be seen only on their former letter.

On other hand, McMahon stated that there are eight places of articulation.<sup>23</sup>First, Bilabial. For bilabial sound, the active articulator is the bottom lips and the passive bottom is on the top lip. These are bilabial sound: /p /, / b /, / m /. Second, Labiodentals. For this sound, the active articulator is gain the bottom lip, but this time it moves up to the top front teeth. The phonemes of this sound involve / f /, and / v /. Third, Dental. In this sound the passive articulator is part of the tongue. In this case, the articulator is at the top front teeth. This sound involves /θ/, / ð/. Fourth, Alveolar. These sounds are produced by the tip or blade of the tongue moving up towards the alveolar ridge. These sounds involve /t / d /, / n /, / s / z / r / l/. Fifth, Postal velar. These sounds are produced with the blade of the tongue as the active articulators and the adjoining parts of the alveolar ridge and the hard

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<sup>23</sup> April McMahon . *An Introduction to Englishphonology*. (Endinburgh University Press, 2002), p.31

palate as the passive one. Sixth, Palatals are produced by the front of the tongue, which moves up towards the hard palate. This sound include: *j&k*. Seventh, Glottal sound like *h*. The last, Velar *k, g, ŋ* as in *seek*, *grabe*, *wing*

#### **D. Defintion of Intelligible Pronunciation**

One of the keys to be successfull in speaking is intelligibility. Intelligibility is being understood by listener at a given time in a given situation.<sup>24</sup> It is way of speech which is clearly or understandability by all ordinary people. So we can say it generally means understandability.

The most important thing when we are speaking English is the quality of our language ability in producing sounds. Unintelligibility pronunciation sometimes makes people unpleasant and misinterpretation for hearers even it frustrates not only hearer but also the speaker. Moreley pointed out that limited pronunciation skills for both speakers and the hearer lose their self confident and result in negative influences for learners to estimate their creadibility and their ability.

Indonesia is very large country, and has many varieties of ethnics that has thousand local languages. Of course there have been varities of accents. In Indonesia english is one of main subject since junior to senior high school even to university. In Indonesia curriculum, pronunciation is lack of attention because it is not included as

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<sup>24</sup> Joanne Kenworthy. *Teaching English pronunciation*. (London : Longman Group UK limited, 1987), P.27

In the context of English language education in Indonesia, pronunciation has not received enough attention in formal school institution. As a result, there is no systematic clear guideline of pronunciation although English is as one of main subject in the school institution. Many teachers do not know what aspects of English pronunciation to teach and how to teach them. They seems tend to ignore and reluctant to focus on the pronunciation. There several possible reasons cause that such as curriculums, the frequency of English used by teachers and also students

In the last decades there have been significant changes in some other countries involve social, political and commercial developments. These changes have partially influenced the status and the roles of English which need to be re-examined. The fact that English is regarded as the world's principal international language results in the increment of inter-speakers interaction: between native speakers and non-native speakers. The pedagogical implication of this situation is that there is a need revise the goals of teaching English for ESL/EFL learners.

#### **E. The Importance of Intelligible Pronunciation**

Pronunciation is one of important of aspects in communicative performance because pronunciation has relationship with speaking and listening ability. According to Harmer stated that pronunciation can improve someone's speaking skill immeasurably.<sup>25</sup> This fact implies that someone who have good enough pronunciation, they tends to have good enough

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<sup>25</sup> Jeremi Harmer. *The practice of English language teaching*. (London : Longman, 1987), P.248

communicative competence. In summary, pronunciation is an integral part of foreign language teaching target since it directly affects their communicative competence as well as performances.

Good pronunciation is also really helpful for listening comprehension. Gilbert stated that the skill of listening comprehension and pronunciation are interdependent content.<sup>26</sup> When do not hear well, they tend to cut from language and when they do not pronounce anything well, they are cut off the meaning. In brief as EFL language learners, we have to be able to produce compressible sound to deliver and to accept expressed meaning in form of oral communication.

#### **F. Factors Affecting EFL Learner Pronunciation**

According to Kenworthy there are six factors that can affect students' foreign pronunciation skill.<sup>27</sup> They are follows :

##### **1. The Native Language**

It can be said that most learners of foreign language speak the target language in different way. Sometimes, it can be in slightly different and some time in highly different than the native speakers said. According to Kenworthy, it can be like that because there difference accent with the native ones. It is also known as mother tongue interference. It is said that every language in the world has different varieties and different accents. Therefore, the way we speak is part of

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<sup>26</sup> Judy, B Gibert. *Teaching pronunciation*. (USA : Cambridge University Press, 2008), p.1

<sup>27</sup> Kenworthy, J. *Teaching English pronunciation*. (London : Longman group UK Limited, 1988), p.4



identity that we call phonemic different. It can be occurred in native language that will be spoken into target language. Moreover, Senel stated that language is a part of a culture, and the culture itself depends on the area where they live. According to him native languages will influence the target language they want to speak because some of accents in target languages were not found in their languages. It can be seen in Indonesian, there are some of English phonemes that there is no in Indonesia such as:  $\partial$  and  $\epsilon$ .

## **2. The Age Factor**

One of the most important factors in the learning pronunciation is age. According to Kenworthy someone will be able to pronounce a word like native accents if they start it during they were in child hood.<sup>28</sup> For example the, immigrant children who live in English environment, they are able to communicate as native people do. Such as: immigrant children who live in Indonesia and on the contrary. Moreover, if young children are exposed to more than one language before the age of puberty, they seem to acquire all language equally well since it has been claimed children are better at learning than adults. Carlos mentioned acquirers who begin to exposure to a second language during childhood generally achieve higher second language proficiency than those beginning as adult.

## **3. Mount of Exposure**

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<sup>28</sup> Ibid. Joanne Kenworthy. P.4

Another factor that affects pronunciation is the amount of exposure to the practice English is not only used in the class room environment, we can handle this subject from the point of view whether the learners had been living a country, where English has been spoken, or not. If the learners have been living in an English speaking country or community, or a country where English is the second language, then the learners have many opportunities to listen to and to use target language; that is they will be surrounded by the target language. However, on the contrary, if the learners have been living in a non-English speaking country like Indonesia, there will be no advantage of them. So these learners will only be exposed to focus on listening, so they will have no chance or opportunity to use the target language in real environment. This means there will be no communication and if there is no communication there will not be language learning. Since those learners will not have any English speaking environment in their class rooms, they will have to be satisfied with listening but it is clear that learner can not get correct and accurate pronunciation.

It must not be forgotten that there are many people who live in an English speaking country, but spent much of their time in non-English speaking environment, maybe any other language is spoken in home or outside. For this reason, it is not merely exposure that matters, but how the learners response to the opportunity. Kenworthy mention that exposure can be contributory factor, but it cannot be a whole and

necessary factor for the development of pronunciation.<sup>29</sup> If learners are aware of the necessity of being exposed to be the target language, they should make use of it is opportunities. If the learners do that, they will be more successful in case of improving their pronunciation. The best way of being exposed would be native speakers, video shows film, radio, or television program, computer assisted language teaching programs, and so on.

#### **4. Phonetic Ability**

There is common view that sound people had a better ear capacity for foreign language than some other people. So, they are able to discriminate between t two sound more accurately than the others and able to imitate sound better. We can accept these people as those with phonetic abilities. The phonetic ability affects the development of learner's pronunciation. But it doesn't mean that people who have better phonetic ability will be successful than the others.

Besides the factor mentioned above, the influence of ages must be stated as an efficient factor for phonetic ability because the beginners start to learn a language there more they become successful. It is clear that learners may lose some of their ability when they become older, so it can be difficult for them to pronounce the target language with native or near native like accent. At the same time, immigrant, as specially their children had more chance in learning the target language since they have

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<sup>29</sup> Joanne Kenworthy. *Teaching English pronunciation*. (London : Longman group UK Limited, 1988), p.6

started to their learning process in a target language speaking environment. The poor phonetic ability can be cured again by the foreign language teacher's patient attempts. There are several devices to motivate students who poor pronunciation. It can be such as labs and remedial pronunciation teaching and so on.

## **5. Personality and Attitude**

According to oxfords learner' dictionary, attitude is the way of thinking or behaving.<sup>30</sup> Meanwhile, Baker says that attitude variables are among the factor that contributes to motivate to learn. In summary, it is clear that personality and attitude are very important in pronunciation learning process because positive attitude drives learners to be highly motivated to learn and use the languages they have studied.

## **6. Motivation**

Kenworthy pointed out that in learning pronunciation, motivation and concern for good pronunciation are needed for learners. when learners are highly motivated, they are interested to develop and to concern for pronunciation and they tend to produce better sound.<sup>31</sup> In line with that, Brown stated'' motivation is thought of motivation as inner drive, impulse, emotion, or desire that moves one to particular action. There are three level motivations, they are global, situational, or task oriented.

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<sup>30</sup> Oxford University Press. *Oxford learner's pocket dictionary*. (New York : Oxford University Press, 2010), P.23

<sup>31</sup> Op. Cit. Joanne Kenworthy. P.8

Motivation is divided into two types. They are instrumental and integrative motivation. Instrumental motivation refers to goals such as career, reading, and understanding achievement. On the other hand, integrative motivation is the one which is employed when the learners want themselves to be in the culture of second language group, to identify themselves with and become part of society.

### **G. Techniques of Teaching Pronunciation**

There are many studies related to the teaching pronunciation strategies and activities since decades ago. According to Nunan in Haryanto classified some popular types of activity in teaching pronunciation.<sup>32</sup> First, Openness to change. This method gives learners as much as opportunity to voice what they want to say which they feel as their strengths. Second, Contextual minimal pairs. In this technique, students are given the slight difference sound in the form of the context to get the sound targeted. Third, Slow motion speaking. This method is used to build learners speaking fluency with acceptable utterance. This method is often used to teach intonation, stress, rhythm, and pausing pattern. Third, Tracking. In this method students are tracked by given phonetic transcription, and they are asked to listen to recorded sounds. They have to say the transcript presented only in the transcription.

In addition Kelly also recommended several techniques for teaching English pronunciation, namely drilling technique.<sup>33</sup> There are some various activities in technique. First, Imitated drilling. In this activities learner listen

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<sup>32</sup>Endang Haryanto. *Improving Students' Pronunciation using Drilling Technique*. 2012. (Unpublished thesis of IAIN Bengkulu), p.19

<sup>33</sup>Gerald Kelly. *How to teach pronunciation*. (London : Longman, 2000). P.16

to what teacher said, and the student repeat it. Second, Chaining. This technique commonly is used for sentences which are difficult to pronounce because the sentences are too long or there are difficult words and difficult sound in sentences. Third, Minimal pairs and related activity. Traditional minimal pair drills, used for decades in language teaching.<sup>34</sup> Teachers can use some activities in this technique, these are often used for difficult sounds with has nearly same between one word to another words.

## **H. Material for EFL Teaching Pronunciation**

Pronunciation is an area of great difficulty for EFL students. But, with a little training and practice it can be facilitated the improvement of your students' pronunciation almost as well as the seasoned professional. The English language has many sounds that torture the tongues of EFL students. Even if EFL students know grammar well enough to communicate, their uneasiness about their accents or their lack of intelligibility can prevent them from speaking. In our free EFL handouts and worksheets, you will find the materials for many common pronunciation difficulties that EFL learners often face : practicing the differences between the j and y sounds, practicing the difference between the *ch* and *sh* sounds, practicing the difference between the vowels the b and v sounds, practicing the difference between the vowels in the uh and ah sounds, and practicing the difference amount the th sounds. According :

### **1. The J and Y sounds**

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<sup>34</sup>H. Douglas Brown. *Teaching by Principl;an interaction approach to language pedagogy*. Longman : San Fransisco. 2007. p.344

The sound in Joke and the sound in Yoke are similar, but they are two different sounds and it is important to be able to hear the difference. For example : He told a Joke about Yoke. The sound in Joke is similar to the CH sound (choke). It is a combination of D sound (Dog) + the sound in (Beige). The sound in Yoke is different. It is similar to the E sound (he).

**Table 2.1 The J and Y sound**

<b>J</b>	<b>Y</b>	<b>J</b>	<b>Y</b>
Jewel	You will	Jello	Yellow
Joe	You	Jam	Yam
Jail	Yell	Jot	Yacht
Jack	Yak	Jeer	Year
John	Yawn	Jay	Yea
Jess	Yes	Jet	Yet

## 2. The CH and SH Sounds

The CH sound (CHeap) and SH (SHeep) are very similar. The reason that they are similar is because the CH sound is a combination of the T sound + the SH sound. (t + sh = ch)

**Table 2.2 The CH and SH sounds**

<b>CH</b>	<b>SH</b>	<b>CH</b>	<b>SH</b>	<b>CH</b>	<b>SH</b>
Cheap	Sheep	Chip	Ship	Leech	Leash
Cheat	Sheet	Chain	Shane	Ditch	Dish
Cheek	Sheik	Chuck	Shuck	Witch	Wish
Cheese	She's	Chew	Shoe	Batch	Bash
Chill	She'll	Chop	Shop	Watch	Wash

Cheer	Sheer	Chalk	Shock	Butch	Bush
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### 3. The B and V sounds

The B sound (Berry) and the V sound (Very) are very similar, but they are two different sounds, and it is important to be able to hear the differences. For instance : the **Berry** is **Very** Good. When you make the B sound (like the P sound), your lips come together and touch. When you make the V sound (like the F sound), your top teeth touch your bottom lip.

**Table 2.3 The B and V sounds**

<b>B</b>	<b>V</b>	<b>B</b>	<b>V</b>	<b>B</b>	<b>V</b>
Boat	Vote	Ban	Van	Best	Vest
Ballet	Valet	Bet	Vet	Bick	Vic
Been	Vin	Bile	Vile	Gabe	Gave
Bent	Vent	Bow	Vow	Base	Vase
Bat	Vat	Buy	Vie	Robe	Rove
Bell	Veil	Banish	Vanish	Rebel	Revel
Beer	Veer	Dub	Dove	Bolt	Volt

### 4. The TH Sounds

The TH sound is often very difficult for learners to pronounce. Unfortunately, it is a very frequent sound in English. When you make the TH sound, you have to stick your tongue between your teeth. There are two TH sounds in English. The first one kind of sounds like the T



sound, and your vocal cords do not vibrate. The second one kind of sound like the D sound and your vocal cords do vibrate.

**Table 2.4 The TH Sounds**

<b>The First TH sound</b>					
<b>TH</b>	<b>T</b>	<b>TH</b>	<b>T</b>	<b>TH</b>	<b>T</b>
Thank	Tank	Theme	Team	Thick	Tick
Thin	Ten	Though	Taught	Three	Tree
Thumbs	Tums	Thigh	Tie	Thinker	Tinker
Through	True	Cathy	Catty	Ruth	Root
Thorn	Torn	Path	Pat	Math	Matt
Wrath	Rat	Bath	Bat	Oath	Oat
Sloth	Slot	Cloth	Clot	Tooth	Toot

**Table 2.5 The TH Sounds**

<b>The second TH Sound</b>					
<b>TH</b>	<b>TH</b>	<b>TH</b>	<b>TH</b>	<b>TH</b>	<b>TH</b>
The	The	The	The	The	The
These	These	These	These	These	These
Though	Through	Through	Through	Through	Through
Bathe	Bathe	Bathe	Bathe	Bathe	Bathe

Source : Hartono. (2012). *The effect of using tongue twister to strengthen students speech skill*. Unpublished thesis of UMB

## I. Previous Studies

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Motalleb & Pourgharib in their study, *the impact of Audio stories (listening skill) on pronunciation of EFL Learners*. They reported that the use audio stories was helpful in improving pronunciation of EFL learners. Motalleb & Pourgharib reported that the group of students who were taught with the audio Stories achieved pronunciation significantly higher than group of the students who are taught without using the audio stories (listening skill).

Hartono, his study is about *the effect of tongue twisters technique to strengthen students' speech skill (A quasy Experimental Research at second semester students' of UMB in Academic Year 2011/2012)*. His study focuses on consonants and vowels sound and reported that this technique has a significant effect on students speech skill.

Endang Haryanto, in his study about pronunciation /v/ and /f/. The title of his study is *improving students' pronunciation achievement using drilling technique (A study of the year students of SMAN 7 South Bengkulu in academic year 2011/2012)*. he reported that drilling technique is one of effective technique to increase students' pronunciation achievement.

Puji Astuti in her study about pronunciation especially for intial consonant. The title of her study is *teaching pronunciation through CCC game (A classroom Action Research at the second year students of SMPN 07 Seluma in academic year 2013/2014)*. She reported that CCC game can improve students' pronunciation. It can be seen in pre-assessment was 52,6 and cycle I (60,2), cycle II (68,2), and cycle III (72,6).

From previous studies, the research conducted some differences. First, A classroom action research, audio stories media, and EFL learners. Second, tongue twister technique and second semester of university level. Third, A classroom action research. The last one, A classroom action research, Junior high school.

For the similarities. First, pronunciation achievement. Second, A quasi-experimental research and consonants sounds. Third, consonants sounds, drilling technique, and Senior High School. The last one, consonants sound and pronunciation achievement.

## **J. Hypothesis**

Hypothesis is a suggested testable answer to a problem and is a testable relationship between two or more than two variable. A hypothesis means what we are looking for.

$H_0$  : There was no a significant effect on students' pronunciation proficiency between those who were taught using drilling technique and those who were not.

$H_a$  : There was a significant effect on students' pronunciation proficiency between those who were taught using drilling technique and those were not.

### **CHAPTER III RESEARCH METHOD**

This chapter consists of brief discussion about research design, population and sample, instrument of research, data collecting technique, and data analysis technique.

#### **A. Research Design**

In doing this research, the researcher used quantitative approach with quasy experimental method. John W. Best defined experimental research as the description and analysis of what would occur, under carefully controlled condition.<sup>35</sup> It would be sistematic method to build causal-effect relationship.<sup>36</sup>It means that if two situations are identical in all respects the addition or subtraction of one variable contributes the differences or change or effect in two situations than the difference or effect is said to be the cause of the single additional or the single variable.<sup>37</sup>

According to Borg, WR and Gall, MD experimental research is a powerful research method to establish cause and effect relationship involving two or more variables, the variable that becomes the cause (independent) and the variable that becomes the effect.<sup>38</sup> It means that an experimental research measures the effect one manipulated and controlled (independent) variable to another (dependent variable). In experimental research, the teacher might compare the effect of two or more than methods instruction (usually called

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<sup>35</sup> Yogesh Kumar Singh. *Fundamental of Research Methodology and Statistic*. (New Delhi : New Age International Publisher, 2006), p134

<sup>36</sup> Sugiyono, *Statistika Untuk Penelitian*. (Jakarta: PT Bumi Aksara, 2011), p.179.

<sup>37</sup> Op.Cit, Yogesh Kumar Signh.p.135.

<sup>38</sup> Mohammad Adnan Latief. *Research Method on Language Learning an Introduction*. ( Malang: Universitas Negeri Malang, 2013), p.93.

the independent variable) in promoting the learning of historical concepts. In this research, Cohen and Manion stated that the researcher deliberately controls and manipulates the conditions or makes a change in the value of the independent variable and observes the effect of that change in the dependent variable.<sup>39</sup>

Experimental research is the most conclusive of scientific methods. Because the researcher actually establishes different treatments and then studies their effects, results from this type of research are likely to lead to the most clear-cut interpretations. The teacher might compare the effect of two or more methods of instruction (usually called the independent variable) in promoting the learning of historical concepts.

In this research the researcher used *quasi-experimental* research. It applied because the researcher was able to control at least one of the most dominant variable of the research<sup>40</sup>, in this case was the ability of students' pronunciation proficiency. Quasi-experiments include assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment.<sup>41</sup> For example, studying a new math program may require using existing fourth-grade classes and designating one as the experimental group and one as the

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<sup>39</sup> Mohammad Adnan Latief. *Research Method on Language Learning an Introduction*. (Malang: Universitas Negeri Malang, 2013), p.93.

<sup>40</sup>Nana Syaodih dan Sukmadinata. *Metodepenelitianpendidikan*. (Bandung:PT Remaja Rosdakarya, 2012), p.220.

<sup>41</sup> Jhon W. Creswell, *Educational Research: Planning, Conducting, and EvaluatingQuantitative and Qualitative Research Fourth Edition*. (Boston: Pearson Education, 2012), p. 30

control group. Randomly assigning students to the two groups disrupted classroom learning.

The experimental research choosed to determine influences an outcome or dependent variable<sup>42</sup>, which would the effectiveness of using drilling Technique on students' pronunciation proficiency at the studnets' second grade of Senior High School plus 7 Kota Bengkulu.The design of this research can be seen at the table 3.1.

**Table 3.1 classes**

<b>Classes</b>	<b>Pre-test</b>	<b>Treatments</b>	<b>Post-test</b>
Experimental class	Y1	X1	Y2
Control class	Y1	X0	Y2

Y1 : Pre-test

Y2 : Post-Test

X1 : Using drilling technique

X0 : Without using drilling technique

## **B. Population and Sample**

### 1. Population

Population is a group of people or things that attract the researcher and an object to generalize the result of the research<sup>43</sup>.

Population was object/subject that was found in an area which fullfills

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<sup>42</sup>Ibid, Jhon W. Creswell.P. 295

<sup>43</sup>Fraenkel and Wallen, Ibid. p.68.

special characteristic related to research problem<sup>44</sup>. It mean that the population is all the individuals or members in a school, and the population of this research is second grade students of SMA Plus N 7 Kota Bengkulu. The total numbers of population are 320 students. This are the total numbers of second grade students of in SMA Plus N 7 Kota Bengkulu academic year 2016/2017. It is shown in the table 3.2.

**Table 3.2 Distribution of population**

No	Classes	Rombel	Number		Total	Mean Score
			Male	Female		
1	XI	XI IPA <sup>1</sup>	12	24	36	83
		XI IPA <sup>2</sup>	16	20	36	80.7
		XI IPA <sup>3</sup>	12	22	34	82.4
		XI IPA <sup>4</sup>	12	22	34	84
		XI IPS <sup>1</sup>	24	12	36	78
		XI IPS <sup>2</sup>	21	15	36	77.43
		XI IPS <sup>3</sup>	20	16	36	75.4
		XI IPS <sup>4</sup>	25	11	36	75.7
		XI IPS <sup>5</sup>	19	17	36	78.7
<b>Total</b>			<b>161</b>	<b>159</b>	<b>320</b>	

Source : *Tata Usaha SMA Plus N 7 Kota Bengkulu (2016/2017)*

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<sup>44</sup>Sugiyono. *Metode Penelitian (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. (Bandung, Alfabeta, 2009), P.364

## 2. Sample

According to Fraenkel and Walen, sample is a group in research study on which information is obtained<sup>45</sup>. The sampling technique employed in this research was Purposive sampling. In purposive sampling, the two groups of class must have the same or almost the same capability. In other way, Purposive sampling do not simply study who ever available but rather use their judgment of selector sample that they believe, based on prior information, would provide the data they need.<sup>46</sup> The samples of this research are students of XI IPS<sup>3</sup> and XI IPS<sup>4</sup> of SMA Plus N 7 Kota Bengkulu. They selected after the researcher measured the student's pronunciation skill by handing over a test to students from nine classes above. And also, base on students' mean score of English subject. Sample of this research are 2 classes that has lower score of English subject. They were devided into two groups. The first group consists of 36 students as an experiment group and the other one also consists of 36 students as a control group.

**Table 3.3. Sample of the research**

No	Groups	Classes	Number		Mean Score
			Male	Female	
1	The experiment group	XI IPS <sup>3</sup>	20	16	75.4
2	The control group	XI IPS <sup>4</sup>	25	11	75.7
<b>Total</b>			<b>45</b>	<b>27</b>	
			<b>72</b>		

<sup>45</sup>Fraenkel and Walen, Ibid. p. 66.

<sup>46</sup> Jack, R.Frankel., at al. *How to design and evaluate research in education*. (New York : Mc Graw Hill,2012), p.100



## C. Instrument Of the research

### 1. Pronunciation Test

The instruments in this research is some tongue twister items and the researcher list it into the following table :

**Table 3.4 Instruments of the Research**

No	Tongue Twister	Will use for
1.	<b>Ice cream (easy), Fuzzy Wuzzy (medium), Betty Botter(difficult), wish to wish (difficult),</b>	Pre-test
2.	She sells sea shells on the sea shore, I wish to wish and if two witches. A wood-chuck.	Treatment I
3.	I thought a thought, three thin thieves and that which is theirs, the thief, whether the weather	Treatment II
4.	<i>Peter Piper picket a peck of pickled peppers. Did Peter Piper pick a peck of pickled peppers? If Peter Piper picked a peck of pickled peppers, where's the peck of pickled peppers Peter Piper pickled?</i>	Treatment III
5.	<b>Fuzzy Wuzzy and betty Botter had some butter, A Bitter biting bittern bit.</b>	Treatment IV
6.	Wish to wish, Two witches, whether to weather, I thought of thinking, How manyu cans, can you can a can. Fuzzy Wuzzy, big black bear, Sandwich sane witch and 6 sentences	Post-test

## **2. Observation**

Observation included all the activities toward the object by using all the senses. The observation could be done through vision, hearing, smelling, touching, and testing.<sup>47</sup> It meant observation was direct observing that done by the researcher, which was aimed to collect the data.

## **3. Documentation**

Another data is needed to help the researcher run the research. In addition to do that, data collected through documentation of the students' previous examination score from the school. It used to validate the sample.

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<sup>47</sup>Suharsimi Arikunto. *Dasar-dasar evaluasi pendidikan*. (Jakarta : Bumi Aksara. 2006), p.

## **D. Research Procedure**

### **1. Administering Pre-test**

Before applying drilling technique, the researcher gave pre-test. This test gave to see the students pre-ability in pronunciation. The pre-test used to take two groups that have similar background as subject. They are experimental and control groups. The test is pronunciation practice and the students are given some difficult words to practice. The researcher took the data how many correct words and incorrect words each student.

### **2. Conducting the Treatments**

During the experiment, the researcher met the experimental group twice a week. The treatments were given to the experimental group in four meetings, while the control group was not given any treatments. The treatment used drilling technique on tongue twisters words in context (in word, in sentence, and in paragraph).

### **3. Administering the Post-test**

After the researcher gave treatment to the experimental class, the researcher gave post-test to experimental and control class. The purpose of post-test was to know the effect of drilling technique in their pronunciation skill in order to get the data. The researcher did the some steps. First, the researcher did a post test in experiment and control classes. The tongue twisters word were used in the post-test was same as in the pre-test. But in the experimental group used drilling technique with

tongue twisters word and control group without using the technique. In the steps, the researcher came over to the classroom to give the pronunciation test.

Second, the researcher greeted the students and expounded about pronunciations test. Third, the researcher collected the data by employing pronunciation test to know the students' proficiency in pronunciation. Fourth, the researcher gathered video recorder when students are going the pronunciation test, so the researcher saw the students' pronunciation proficiency.

#### **E. Technique of Collecting Data**

The resercher did pre-test and post-test for all of the sample. Pre-test gave to both control and experiment group. The data collected would be collected by giving the test for the students. The researcher gave pre-test to the students in order to know the students' pronunciation proficiency before conducting treatment. Second, The researcher applied drilling technique for the experimental class and for the control group without using drilling technique. The treatments of these groups did for six meetings. Third, the post-test gave after conducting the treatment for six meetings. Post-test gave to be employ at the end of the treatments in order to know their increasing of pronunciation skill involving.

## F. Technique of Data Analysis

After collecting the data, the result and the instruments (pre-test and post-test) analyzed in order to answer the research question. The analysis of each instruments is presented in descriptive explanation. In assesing the students' pronunciation intelligibility, the researcher used scoring rubric. The scoring rubric adapted from Ur. It is describe as follow :

**Tabel 3.5 Scoring Ribric of Pronunciaton Assessment**

	<b>Score</b>	<b>Category</b>	<b>Explanation</b>
Pronunciation 100 Point	85-100	excellent	If students pronounce all word clearly and correctly
	71-84	Very Good	If students pronounce one or two words incorrectly but it does not affect to the meaning
	60-70	Good	If students a few words incorrectly but it does not affect to the meaning
	40-59	Low	If students pronounce one or two word incorrectly and it affect to the meaning
	0-39	Failed	If students pronounce most of words incorrectly

Then,the researcher evaluated the result of pre-test to know the students' pronunciationproficiency. The researcher compared the result of

post-test after each group was given different treatment. The researcher classified the data which have been taken before by calculating the frequency of dominant and usual error. The researcher analyzed the data get from pronunciation test. In this step, the researcher is going to see “*English Longman Pronouncing Dictionary and Cambridge Pronouncing English Dictionary*” as a guide.

To know the effect result of pronunciation achievement between the students who were taught using Drilling technique and who were not, the researcher would use F-test if the data normal and homogen. The researcher used Statistical Package for the Social Science (SPSS) 1.6 for windows to analyze the data. This is a affordable, professional analysis program for students based on the professional version of the program.

Requirement Test of Data Analysis : First, Normality Test. Before the researcher used F-test, the normality of data should be tested first using statistic kolmogrov smirnov. The result of the test is compared with alpa level, 0.05. If the sig. (2 tailed) is more than 0.05, it means tha data is normal. Second, Homogeneity Test. Homogeneity test was applied to know whether the data was homogenous or not. If the data from both groups, experiment group and control group, were homogenous, so the treatment could be applied. Third, F test. All of the data get from tests were computed by Statistical Package for the Social Science (SPSS 16), the experiment and control group were given pronunciation test. Beside that to analyze the data the research would be use F-test ANOVA in order to calculate post test result.

According to Sugiyono, *F-test ANOVA digunakan untuk menguji hipotesis komparatif rata-rata k sample bila datanya berbentuk interval atau ratio.*<sup>48</sup> F-test ANOVA is statistic test which used to find out the significant effect of two means' sample more than two variables compared with the data is interval or ratio data. There are some procedures for analysis the data. First, the F-test was used to find out f-count. See the formula using SPSS 1.6 analyzed by using F-test of SPSS. The researcher counted the data by using SPSS, where Statistical Package for the Social Sciences (SPSS) is a computer application that provides statistical analysis data. Second, The F-count was compare to the F-table. Third, Statistic Hyphothesis. To table at  $\alpha = 0.05$  and corresponding *df* two result may occur. (1) If  $F_{\text{count}} < F_{\text{table}}$ ;  $H_a$  would be rejected and  $H_0$  would be accepted. (2) If  $F_{\text{count}} > F_{\text{table}}$ ;  $H_a$  would be accepted and  $H_0$  will be rejected

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<sup>48</sup>Sugiyono. *Statistika untuk penelitian*. (Bandung : Alfabeta, 2014), P. 164

## CHAPTER IV RESULT AND DISCUSSION

### A. Result

The results of the study were obtained based on the data analysis. The data were the scores of students' pronunciation a test which was taken from pre-test and post-test given to both experimental and control classes. After that, the data were analyzed by regression.

#### 1. The description of Pre-test score and Post-test scores in the Experimental Group and Control Group

##### a. The Distribution of pre-test and post-test scores in the experimental group can be seen on the Table 4.1

**Table 4.1 The Score Distribution of Experiment Group**

Score Interval	Category	Pre-test		Post-test	
		Frequency (Students)	Percentage	Frequency (Students)	Percentage
85-100	Excellent	0	0%	3	8,3%
71-84	Very Good	0	0%	8	22,2%
60-79	Good	3	8,3%	22	61,1%
40-59	Low	24	66,7%	3	8,3%
0-39	Failed	9	25%	0	0%

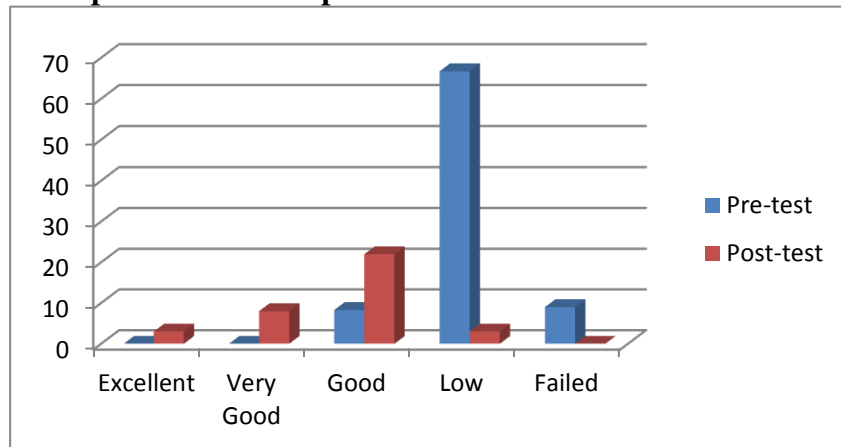
Based on the table above, the pretest in the experimental group, there was 0 (0%) student in excellent category, 0 (0%) also in very good category. 3 (8,3%) students in good category, 24 (66,7%) students in low category, 9 (25 %) students in failed category. While in the post-test, there was 3 (8,3%) students in excellent category, 8 (22,2%) students in very good category, 3 (8,3%) students in good



category, 2 (10%) students in low category, and 0 (0 %) student in failed category.

- b. **The total score of students pre-test and post-test in experimental group can be seen on Figure 4.1**

**Figure 4.1 The Total Score of students' pre-test and post-test in the experimental Group**



Based on Figure 4.1 above, the post-test score was higher than the pre-test score. It means teaching students' pronunciation by using Drilling technique could increase the students' pronunciation proficiency.

- c. **The Distribution of pretest and posttest scores in the control group can be seen on the Table 4.2**

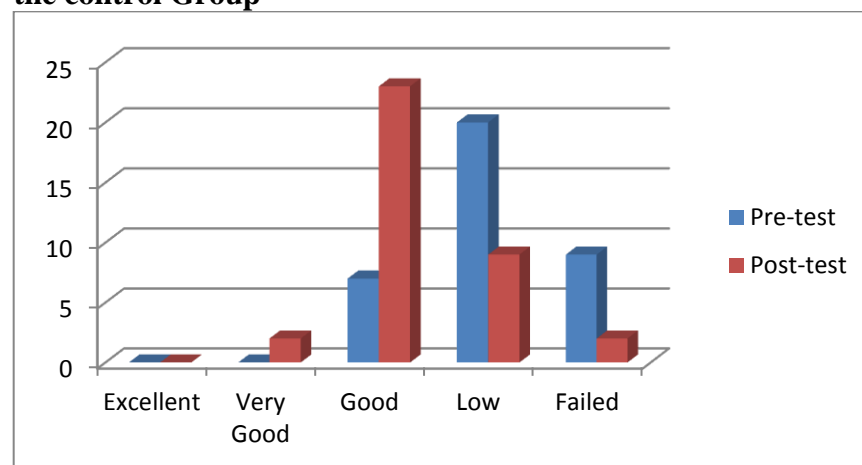
**Table 4.2 The Score Distribution of Control Group**

Score Interval	Category	Pre-test		Post-test	
		Frequency (Students)	Percentage	Frequency (Students)	Percentage
85-100	Excellent	0	0%	0	
71-84	Very Good	0	0%	2	5,6%
60-79	Good	7	19,4%	23	63,8%
40-59	Low	20	55,6%	9	25%
0-39	Failed	9	25%	2	5,6%

Based on the table above, the pre-test in the control group, there was 0 (0%) student in excellent category, 0 (0%) also in very good category. 7 (19,4%) students in good category, 20 (55,6%) students in low category, 9 (25%) students in failed category. While in the post-test, there was 0 (0%) students in excellent category, 2 (5,6%) students in very good and 23 (63,8%) students in good category, 9 (25%) students in low category, and 2 (5,6%) student in failed category.

- d. **The total score of students pretest and posttest in control group can be seen on Figure 4.2**

**Figure 4.2 The Total Score of students' pretest and posttest in the control Group**



Based on Figure 4.2 above, the post test score was higher than the pre-test score

**2. The Result of Normality data pretest and post test scores in the experimental and control groups**

**a. The test of normality of pre-test scores in the experimental group can be seen on Table 4.3**

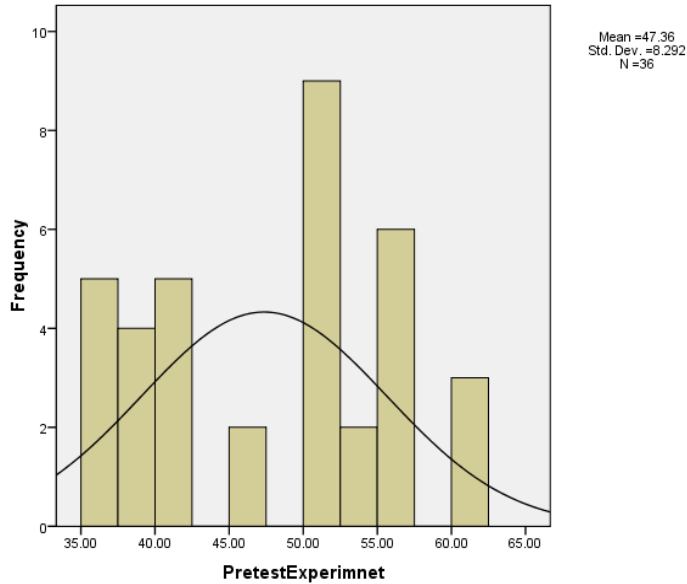
**Table 4.3 The normality test of pre-test scores in experimental group**

One-Sample Kolmogorov-Smirnov Test		PretestExperimnet
N		36
Normal Parameters <sup>a</sup>	Mean	47.3611
	Std. Deviation	8.29166
Most Extreme Differences	Absolute	.202
	Positive	.202
	Negative	-.180
Kolmogorov-Smirnov Z		1.209
Asymp. Sig. (2-tailed)		.107

a. Test distribution is Normal.

Kolmogrov-smirnov test of the pre-test in experimental group showed that significance was 0,107 since p value (0,107) was higher than 0.05. It could be conclude that the data obtained were considered normal.

**Figure 4.3 The graph of the normal data of pre-test scores in the experiment group**



**b. The test of normality of pre-test scores in the control group can be seen on Table 4.4**

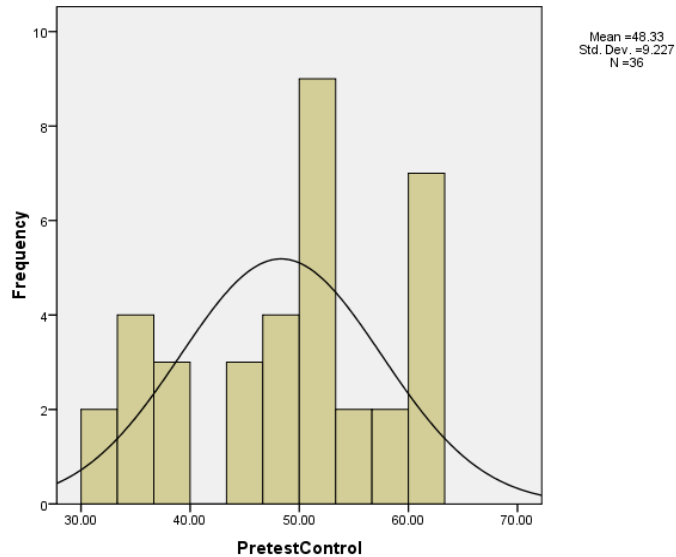
**Table 4.4 The normality test of pre-test scores in the control group  
One-Sample Kolmogorov-Smirnov Test**

		Pre-test Control
N		36
Normal Parameters <sup>a</sup>	Mean	48.3333
	Std. Deviation	9.22729
Most Extreme Differences	Absolute	.152
	Positive	.103
	Negative	-.152
Kolmogorov-Smirnov Z		.914
Asymp. Sig. (2-tailed)		.374

a. Test distribution is Normal.

Kolmogorov-smirnov test of the pre-test in control group showed that significance was 0,374 since p value (0,374) was higher than 0.05. It could be conclude that the data obtained were considered normal.

**Figure 4.4 The graph of the normal data of pre-test scores in the control group**



**c. The test of normality of post-test scores in the experimental group**

can be seen on Table 4.5

**Table 4.5 The normality test of post-test scores in experimental group**

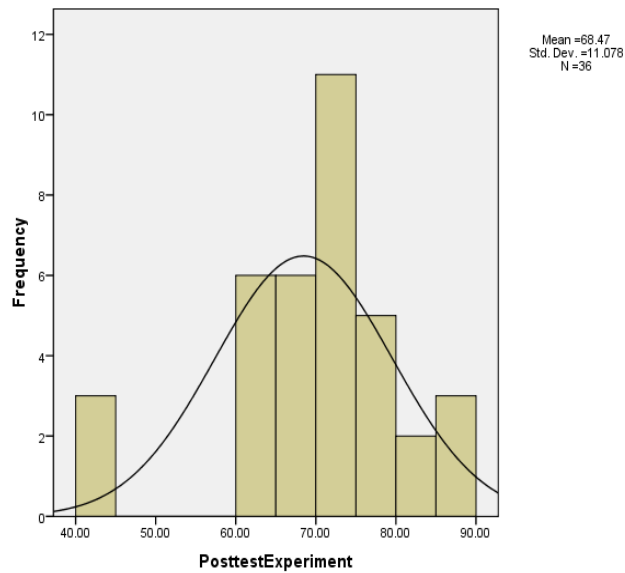
One-Sample Kolmogorov-Smirnov Test		Post-testExperiment
N		36
Normal Parameters <sup>a</sup>	Mean	68.4722
	Std. Deviation	11.07761
Most Extreme Differences	Absolute	.172
	Positive	.112
	Negative	-.172
Kolmogorov-Smirnov Z		1.031
Asymp. Sig. (2-tailed)		.239

a. Test distribution is Normal.

Kolmogorov-smirnov test of the pre-test in experiment group showed that significance was 0,239 since p value (0,239) was higher

than 0.05. It could be conclude that the data obtained were considered normal.

**Figure 4.5 The graph of the normal data of post-test scores in the experiment group**



d. The test of normality of post-test scores in the control group can be seen on Table 4.6

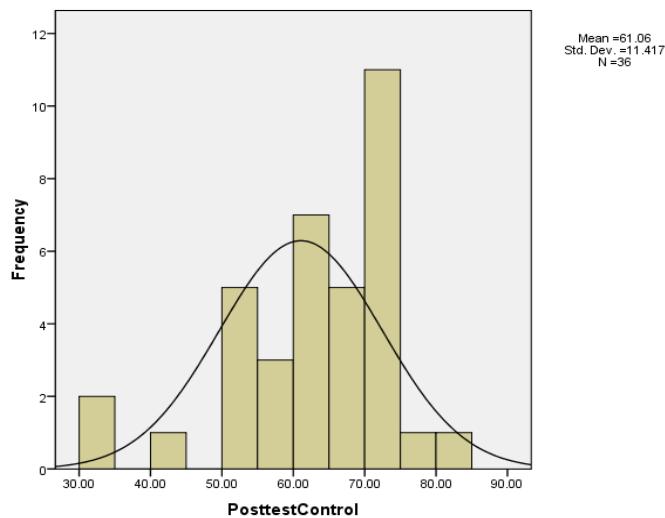
**Table 4.6 The normality test of post-test scores in the control group**

One-Sample Kolmogorov-Smirnov Test		
		Post-test Control
N		36
Normal Parameters <sup>a</sup>	Mean	61.0556
	Std. Deviation	11.41664
Most Extreme Differences	Absolute	.161
	Positive	.161
	Negative	-.158
Kolmogorov-Smirnov Z		.967
Asymp. Sig. (2-tailed)		.307

a. Test distribution is Normal.

Kolmogorov-smirnov test of the pre-test in control group showed that significance was 0,307 since p value (0,307) was higher than 0.05. It could be conclude that the data obtained were considered normal.

**Figure 4.6 The graph of the normal data of post test scores in the control group**



### 3. The Homogeneity Test of Pre-test and Post-test in Experiment and Control Group

a. The Homogeneity test of pre-test can be seen on Table 4.7

**Table 4.7 Homogeneity test of pre-test in experiment and control group**

Test of Homogeneity of Variances			
Pretest			
Levene Statistic	df1	df2	Sig.
.032	1	70	.859

The test of homogeneity of variances in pre-test showed that the significance was 0.859. Since 0.859 was higher than alpha level of 0.05, it means that the variance of every treatment was homogenous.

**b. The Homogeneity test of post-test can be seen on Table 4.8**

**Table 4.8 Homogeneity test of post-test in experiment and control group**

Test of Homogeneity of Variances			
Posttest			
Levene Statistic	df1	df2	Sig.
1.030	1	70	.314

The test of homogeneity of variances in post-test showed that the significance was 0.314. Since 0.314 was higher than alpha level of 0.05, it means that the variance of every treatment was homogenous.

**4. The Statistical Analysis Result**

In order to verify the hypotheses proposed, the statistical analysis was applied. (SPSS) 16 program for window was applied in order to find out whether there was significant effect of students' pronunciation achievement between the experimental group and control group.

Before analysed data both of experiment and control group, the researcher did normality test of post-test in experiment and control group.

**Table 4.10 Normality Test of Post-test in Experiment and Control One-Sample Kolmogorov-Smirnov Test**

		Experiment	Control
N		36	36
Normal Parameters <sup>a</sup>	Mean	68.4722	61.0556
	Std. Deviation	11.07761	1.14166E1
Most Extreme Differences	Absolute	.172	.161
	Positive	.112	.161
	Negative	-.172	-.158
Kolmogorov-Smirnov Z		1.031	.967



Asymp. Sig. (2-tailed)	.239	.307
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a. Test distribution is Normal.

Based on the table above, the Kolmogorov-Smirnov test of the post-test in experiment group shows that significance was 0.239 ( $0.239 > 0.05$ ) and the significance of post-test in control group was 0.307 ( $0.307 > 0.05$ ). Both of groups have p value was higher than 0.05. It could be concluded the data of post-test in experiment and control groups were considered normal.

**Table 4.11 Descriptive Statistics**

**Descriptive Statistics**

	Mean	Std. Deviation	N
Pronunciation	61.0556	11.41664	36
Drilling	68.4722	11.07761	36

From the table above, mean of control group was 61.05 and standard deviation was 11.41. While, mean of experiment group was 68.47 and standard deviation was 11.07.

**Table 4.12 Correlations Test of Tongue Twisters and Students' Pronunciation Achievement**

<b>Correlations</b>			
		Pronunciation	Drilling
Pearson Correlation	Pronunciation	1.000	.839
	Drilling	.839	1.000
Sig. (1-tailed)	Pronunciation	.	.000
	Drilling	.000	.
N	Pronunciation	36	36
	Drilling	36	36

Based on the table above, the correlation between Drilling Technique and Students' Pronunciation Proficiency was 0.839 with significance number 0.000 lower than 0,01 ( $0,000 < 0.01$ ). It means that there was a positive relationship or significant relationship between Drilling Technique and students' Pronunciation proficiency.

**Table 4.13 Variables Entered/Removed<sup>b</sup>**  
Variables Entered/Removed<sup>b</sup>

Model	Variables Entered	Variables Removed	Method
1	Drilling <sup>a</sup>	.	Enter

a. All requested variables entered.

b. Dependent Variable: Pronunciation

Based on the table, it can be seen that Drilling was an independent variable then Pronunciation proficiency was a dependent variable.

**Table 4.14 Model Summary**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.839 <sup>a</sup>	.704	.696	6.29764

a. Predictors: (Constant), Drilling

Based on the table above, coefficient correlation (R) between students who were taught using Drilling technique on students pronunciation proficiency was 0.839. While coefficient determination (R Square) showed how far the effect of Drilling towards students' pronunciation proficiency. It showed R square was 0.704. It describes that the effect of Drilling Technique towards students' pronunciation

proficiency was 70,4% (0.704) and 29,6% (0.296) was influence another variable.

**Table 4.15 Significance of Tongue Twisters on Students' Pronunciation Achievement**

ANOVA <sup>b</sup> /F-Test <sup>b</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3213.441	1	3213.441	81.024	.000 <sup>a</sup>
	Residual	1348.448	34	39.660		
	Total	4561.889	35			

a. Predictors: (Constant), Drilling

b. Dependent Variable: Pronunciation

Based on the table above, F score was 81.024 and significant level was 0.000. When  $F_{count}$  was  $> F_{table}$  ( $81.024 > 4.10$ ) and significant level was  $<$  than 0.05 ( $0.000 < 0.05$ ). It means than there was any significant effect of independent variable toward dependent variable. By some explanation above, the researcher concluded that alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_0$ ) was rejected. There was any significant effect on students' pronunciation proficiency between students who were taught by using Drilling technique and who were not.

## B. Discussion

Experimental and control class were similar in their initial level of pronunciation proficiency as indicated by the pronunciation pre-test are given before the treatment. The mean score of pre-test in the experimental class was 47.36 and the mean score of control group was 48.33. Statistical

analyses have revealed that there is no significant effect in their pre-test scores of pronunciation proficiency. The test of homogeneity of variances of the post-test showed that the significance was 0.314. Since 0.314 was higher than alpha level of 0.05. It means that the variance of every treatment was homogenous. In other words, the treatment using Drilling techniques were started from similar level of pronunciation proficiency.

Based on the result of the study, the following interpretations are presented to strengthen the value of the study. After doing the post-test, the result showed a statistically significant effect in pronunciation proficiency between the students who were taught using Drilling technique and those who were not. The mean score of the post-test of experimental class was higher than the mean score of the post-test of control class. It was understood that Drilling Technique gave significant contribution on students' pronunciation proficiency.

The mean post-test of experimental group was compared to the mean of control group. The output (Table 15) shown that  $F_{score}$  was 45.051 and significant level was 0.000. when  $F_{score}$  was  $> F_{table}$  ( $81.024 > 4.10$ ) and significant level (sig. 2-tailed) was less than alpha 0.05 ( $0.000 < 0.05$ ). It means that there was any significant effect on students' pronunciation proficiency between the students who were taught by Drilling technique and those who were not. Coefficient correlation (R) between Drilling Technique and Pronunciation proficiency was 0.839. While, coefficient determination (R square) showed how far the effect of Drilling Technique

toward students' pronunciation proficiency. R square was 0.704. It means that the effect of Drilling Technique on students' pronunciation proficiency was 70,4% (0.704) and 29,6% (0.296) was influenced by other variable.

This research result has similar result to the research from some previous studies. First, a research from Mottaleb and Pourgharib. They reported that the use audio stories was helpful in improving pronunciation of EFL learners. Second, a research from Endang Haryanto (2012), he reported that drilling technique is one of effective technique to increase students' pronunciation achievement. Third, a research from Hartono (2012), he tongue twisters is one of effective technique to strengthen students' speech skill specially on consonants and vowels aspects. Last one, a classroom action research from Puji Astuti (2014), she report that CCC game can improve students' pronunciation.

This research result is in line with some experts. First, according to Kelly, drilling is one of the main ways in which pronunciation in practised in the classroom. Second, According to Brown, a drill may be defined as a technique that focuses on a minimal number of language forms (grammatical or phonological structures) throughout some type of repetition. Phonetic sound repeated at the beginning of each word, for several words. For example, "Sally sang songs on Sundays." Repeat the 's' sound many times.

There were some reasons why Drilling gave significant contribution on students' pronunciation proficiency in the experimental class. First, the students in the experimental class were active and eager to learn. They could understand easily what Drilling is after being explained by the researcher.

Then, Drilling Technique could be effective strengthen students' pronunciation proficiency especially in second grade. Most of the students in the experimental class had better development and improvement in their post-test scores compared to their scores in pre-test. The development and improvement of the students in the experimental class could be seen from the result of the students' gains taken from pre-test compared to post-test (see table).

As the students in the control class did not get the treatment of Drilling technique, the result of the students' post-test scores was not significantly improved. The students were not exposed to the use of Drilling technique in their English lesson especially in learning English pronunciation. The students in the control class got lower scores in the post-test.

Finally, using Drilling technique could be one of the ways in teaching English pronunciation. Based on the study, the difficulties in Pronunciation were students difficult to pronounce English words because the spelling and how to pronounce it are different. As a result they did not understand how to pronounce the words. When they used Drilling, they

could reduce their difficulties, because the teacher will correct it orally. Therefore, they need to be more exposure to develop their pronunciation achievement in further. So, they will be able to communicate each other in their school or in their activities.

So, based on the explanation above it could be concluded that Drilling Technique was effective technique to teach English pronunciation at the second grade students of SMA Plus N 7 Kota Bengkulu in academic year of 2016/2017.

## **CHAPTER V CONCLUSION AND SUGGESTION**

### **A. Conclusion**

Based on the findings and interpretation stated on the previous chapter, some conclusions are drawn. First, there was significant effect in students' pronunciation proficiency who were taught by using Drilling technique and those who were not. The students in the experimental class could improve their pronunciation proficiency significantly. Their better achievement toward pronunciation can be seen based on the scores of the post-test which were higher than the scores of the pre-test. Drilling technique was effective on teaching learning English pronunciation for second grade students of senior high school. It can be seen from the analysis of the data gathered during the experiment and after the experiment. Most of the second grade students in the experimental group had better development and improvement on English pronunciation and they were enthusiastic and active in using Drilling technique.

### **B. Suggestions**

Based on the conclusions above, the researcher would like to suggest that Drilling technique can be applied for teaching English pronunciation, especially for the second grade students of SMA Plus N 7 Kota Bengkulu, in order to develop and improve the students' pronunciation proficiency.

The researcher hopes that there would be a similar study by using this technique including other skills, such as writing, speaking, and reading



integratedly. In this way the result of teaching and learning English as a foreign language hopefully will be much better.

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