

## **IMPROVING STUDENTS' PRONUNCIATION USING REPETITION DRILL TECHNIQUE FOR THE STUDENTS OF GRADE XI NATURAL SCIENCE MAN 1 YOGYAKARTA**

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**Abstract:** This action research study aimed to observe and to describe the processes, the changes, and the results of the implementation of the repetition drill technique as well as to improve the students' pronunciation. The action research model employed Kemmis and McTaggar's. It consisted of four steps which were planning, action, observation, and reflection. The study was conducted in MAN I Yogyakarta. The research subjects were the students of grade XI Science A in the 2017/2018 academic year. The technique used was repetition drill technique. The research consisted of two cycles with each consisting of two meetings within two-weeks long. This action enquiry study used mixed-method research with both qualitative and quantitative data. The qualitative data were collected through observations, interviews and open-ended questions. The quantitative data were in the form of pronunciation performance scores gained through the pronunciation performance pre-test and post-test. The analysis of the data was done through the mean scores comparison. The result of the research shows that the students indicated improvement in their pronunciation skills, particularly in terms of fluency, pronunciation and intonation, and interactive skills. Besides, the students' involvement, participation, confidence and scores in pronunciation increased. Most importantly, their pronunciation skills improved. Throughout the teaching and learning process, the students' behavior shows better output. Students were more active in asking and answering questions, students' impulsiveness was more controllable and student interaction was much better seen from their involvement in class activities. The attentiveness of the students toward the teaching including their attempts to do work was increasing.

**Key Words:** *pronunciation, repetition drill technique, action research*

**Abstrak:** Penelitian tindakan penelitian ini bertujuan untuk mengamati dan mendeskripsikan proses, perubahan, dan hasil pelaksanaan teknik ulangan repetisi serta meningkatkan kemampuan pelafalan siswa. Penelitian tindakan menggunakan model Kemmis dan McTaggar's yang terdiri dari empat langkah yaitu perencanaan, tindakan, observasi, dan refleksi. Penelitian dilakukan di MAN I Yogyakarta. Subyek penelitian adalah siswa kelas XI Sains A pada tahun ajaran 2017/2018. Teknik yang digunakan adalah teknik ulangan repetisi. Penelitian ini terdiri dari dua siklus dengan masing-masing terdiri dari dua pertemuan dalam waktu dua minggu. Penelitian tindakan ini menggunakan metode penelitian campuran dengan data kualitatif dan kuantitatif. Data kualitatif dikumpulkan melalui observasi, wawancara dan pertanyaan terbuka. Data kuantitatif berupa skor kinerja pelafalan yang diperoleh melalui kinerja pelafalan pre-test dan post-test. Analisis data dilakukan melalui perbandingan skor rata-rata. Hasil penelitian menunjukkan bahwa para siswa menunjukkan peningkatan dalam keterampilan pengucapan mereka, terutama dalam hal kelancaran, pelafalan dan intonasi, dan keterampilan interaktif. Selain itu, keterlibatan, keikutsertaan, kepercayaan, dan nilai dalam pelafalan siswa meningkat. Yang paling penting, keterampilan pelafalan mereka meningkat. Selama proses belajar mengajar, perilaku siswa menunjukkan hasil yang lebih baik. Siswa lebih aktif dalam bertanya dan menjawab pertanyaan, reaksi spontan siswa lebih terkendali dan interaksi siswa jauh lebih baik dilihat dari keterlibatan mereka dalam kegiatan kelas. Perhatian siswa terhadap pengajaran termasuk upaya mereka untuk melakukan tugas meningkat.

**Kata Kunci:** pelafalan, teknik mengulang, penelitian tindakan

## INTRODUCTION

Foreign language education is subject for the Indonesian students in our current education system. In order to encourage the students to succeed this class, they are in need of crafting their skills. Pronunciation skill being one of them is playing the main role for students to break their fear towards foreign languages.

The pronunciation is one of the important parts of the foreign language teaching and learning as it impacts learners' communicative competence and performance. Since pronunciation considerably influences the meaning of utterances, mistake in pronouncing word can lead to the conversation breakdown because words can have different meaning with what the actual message is when they pronounce differently.

There are many Indonesian students who find difficulties in comprehension of the English pronunciation. The difficulty stems from the fact that some phonetic sounds are unfamiliar to Indonesian learners, or in other word, English

encompasses sounds that are not within the Indonesian phonetic system such as vowels *i, u :, ɜ:, æ, ɔ, ɔ:, a:*, consonants *v, θ, δ, ʒ,* and *ʃ,* and aspirated sounds as in *ph, th* and *kh*. Due to these differences, English learners often experience difficulties caused by various things: different hearing sensitivity, the problem of how to produce foreign sounds with our speech organs, sound distribution problems, and other smooth issues.

In parallel to this when the researcher was doing my PPL<sup>1</sup> at MAN 2 Yogyakarta a case raised that students in the classes couldn't participate due to shyness on the lack of English speaking. The researcher happened to notice that the issue occurred mainly because of their being afraid of pronouncing the words in different ways. Therefore the researcher decided to find a solution to this by improving pronunciation skill of the students.

However, one cannot apply teaching methods as if the students are of university level. In lower ages

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<sup>1</sup> PPL: Program Pengalaman Lapangan (Field Experience Program)

there could be different implementations of teaching and learning. The process should be carefully outlined to fit into regulations that are made by considerations of standardized pedagogy for students.

Brown (1996) defines that teaching pronunciation is basically the process of teaching learners to produce the sound of a language. Pronunciation teaching is the more practical process of using phonetic and phonology knowledge to identify (potential) problems for learners, and produce sound activities for the classroom and outside, for learners to acquire an acceptable, intelligible accent of the language.

Teaching pronunciation in high schools should be integrated with the core and basic competence determined in the curriculum, one of those is applying and differentiating social functions, structures text, and linguistic elements of the text in oral and written transactional interactions. To get the oral and written interactions, the teaching is conducted in speaking class.

Teaching pronunciation is very important. It cannot be denied that when someone does not speak well it can be really difficult for the other speakers to understand him/her. The inputs that students have in pronunciation in class is when the teacher speaks in English, or when they listen to the CD player, the radio or a movie. There is no explanation what is syllable, vowels, consonants, diphthong, and how it is represented in the International Phonetic Alphabet. Nowadays, almost every dictionary has a phonetic transcription. Teaching students to use these symbols could be really useful for them.

The final purpose of teaching pronunciation in high schools is not that the students achieve a perfect native pronunciation. But it would be enough if students are able to have a clear and good pronunciation, accurately enough to be easy, comfortable and comprehensible to other speakers.

Teachers have a big responsibility when teaching English pronunciation to high school students. They can

influence their learners in a positive or negative way. It is not enough for teachers to have a good pronunciation; they also need to know how to explain it. Teachers must be able to give explicit explanations when students need in order to perform difficult sounds. Kenworthy (1990) offers ways of teacher's roles in pronunciation learning process:

1. Helping learners hear:
2. Helping learners make sounds:
3. Providing feedback and assessing progress:
4. Pointing out what's going on:
5. Establishing priorities:
6. Devising activities:

There are different techniques for teaching pronunciation.

Firstly, pronunciation is often taught through the teacher providing a model for learners to listen to and repeat but it neglects a need many learners feel to understand what they are doing. Hancock (1995) introduced pronunciation teaching presented in the form of games to reduce their dependence on their

teacher as a model. There are a great variety of activities, from competitive game to problem-solving puzzles, from activities involving learners working individually to group and whole class activities. What the games have in common, though, is that they engage learners in a challenge and, at the same time, highlight an aspect of pronunciation.

Second type of teaching method is by using songs. According to Hancock there are three stages in teaching pronunciation through songs:

Stage-1: Sound search: ask students to search the text for examples of a given sound or for rhyming words.

Stage-2: Stress search: ask students to search the text for words with a given stress patterns.

Stage-3: Script transformation: give students a copy of the lyrics with some or all of the words given in phonetic script, ask them to convert these and listen to check. (Hancock, 1998).

Another form of teaching pronunciation is via tongue twister which is a phrase contains many similar sounds. Lastly, another tool is drilling is the act of repeating an utterance with or without variation several times in succession. Its purpose is to give pronunciation practice in stress, intonation, linking reduction, etc. It also serves to draw attention to contrastive analysis of words and structure (Ruiter & Dang, 2005).

The drill was designed as an instrument for the foreign language teacher used to teach the sound and structure of the language. Drill is not reserved solely for use with the newer courses of instruction nor with the latest electronic equipment, it can be used by all teachers of language no matter which language they are teaching and no matter what other materials they are using. It can be adapted for use with the traditional textbook as well as for use with audio-lingual courses of instruction, is as useful in the classroom without language laboratory, and can be used on all levels of language instructions from courses in the elementary

school groups to the most advanced courses in the college or university.

Based on the description above, and since there are many components to analyze, the researcher specifically takes one component that is consonant which consist of voiced and voiceless sounds in improving students' pronunciation. The study is conducted in MAN I Yogyakarta. The research object is the students of grade XI Science A. The technique used is repetition drill technique.

Repetition drill is used in the thesis as the technique to improve students' pronunciation. In repetition drill the students repeat the word that the teacher has presented as accurately as possible.

## **RESEARCH METHOD**

A framework for teaching pronunciation communicatively by Celce-Murcia is as follows:

Planning stage:

- 1) What the teacher needs to know
  - a) Information about the features
  - b) Potential problems for students

- c) Pedagogical priorities
- 2) What the students need to know

Teaching stage:

- 1) Description and analysis
- 2) Listening discrimination
- 3) Controlled practice and feedback
- 4) Guided practice and feedback
- 5) Communicative practice and feedback

The study attempted to describe the analysis of improving students' pronunciation. The research design was used to find out the result of the repetition drill technique using Classroom Action Research (CAR).

The researcher conducted the research on the students of grade XI Science A of MAN I Yogyakarta. The participants of the research were the students of grade XI Science A of MAN I Yogyakarta in the academic year 2017/2018.

Data collection method is manner, used by researcher in collecting the data. In this research writer used interview, questionnaire, observation sheets, test and documentation. The data used in the research are primary

data namely the data obtained in the field that is from the observation and from the interview with the English teacher of the student, so called the collaborator. The secondary data were obtained from the questionnaire.

## **FINDING AND DISCUSSION**

The classroom observation and the teacher interview were analyzed to discover what challenges the students had in English speaking class. Pertaining to the attempt to find the problem, the first stage of the analysis started with the elaboration of the observation and the interview result and then went through the pretest aiming to obtain the measured of the students and to determine the technique implemented.

Based on the observation, the researcher saw that the students were ashamed to speak up. It was considered to introduce new language items (words) in teaching pronunciation for students. The words were considered new because the students did not use them in real life almost at all. A vocabulary or

chunks of language caused pronunciation problems. The students were still getting used to the sounds of English and needed plenty of opportunities to get their tongues around them, particularly, the sounds that either do not exist Bahasa Indonesia or are difficult to say. Vowel and Consonant clusters and weak forms also caused difficulty.

The English teacher in the interview stated that the pronunciation skill of her students was still below average. The students produced a lot incorrect pronunciation. She argued that the percentage who was able to pronounce the words correctly was more less 25%. The teacher used to give models and examples to the students in teaching pronunciation. She provided an example of her pronunciation teaching, which was, she took a model, the expression was taken, and then she taught how to express it, and then intonation was added and so on. The challenge in pronunciation teaching was that usually there was an influence of their mother tongue. So they sometimes had already known the

English but they read the word in a way like they read it in their mother tongue.

The researcher obtained and processed data from the preliminary research up to the second cycle followed by the implementation of the repetition drill technique in four meetings. The output of the research revealed noteworthy improvement in students' pronunciation. The enhancement of pronunciation among participants was clearly observed in their scores which showed continuous increase by each test.

In the first cycle, the teacher introduced segmental features by identifying English phonetic transcriptions. After that, students were given treatment by repetition drill again. They paid more attention and showed their enthusiasm for doing the task. In the pre-test, the average of students' score was only 44.5, while the percentage of students who master pronunciation only 8 students or 27%. It means that students' pronunciation was still low because most of them could not

reach the standard minimum score (MSS: 70). After the first cycle, the average score result was 67, while the number of students who passed the MSS were 16 students or 53% of the class. The increase of students' average score between pre-cycle and cycle one was 26%.

In the second cycle, first activity was elicitation followed by drill technique for dialogues. Then as in first cycle the researcher applied segmental features of pronunciation. The next activity was Dictogloss followed by a game that amplified the enthusiasm and attention of the students.

After the second cycle, the average of students' score was increased significantly, that was 85.5, while the number of students who passed the MSS were 26 students or 81.25% of the class. The increase between cycle one and cycle two was 28.25%. Based on the oral test result of the second cycle, the pronunciation skill of the students was improving in terms of pronunciation skill. The evaluation showed that students were able to

differentiate the phonetic transcriptions both written and spoken.

## CONCLUSION

Throughout the teaching and learning process repetition drilling technique, the students' behavior showed better outputs. Students were more active in asking and answering questions, students' impulsiveness was more controllable, and students' interaction was much better seen from their involvement in class activities. The attentiveness of the students toward the teaching including their attempts to do work was increasing.

In a nutshell, as seen by the numbers, the teaching and learning process of repetition drilling technique ran well. It means that the repetition drill technique was effective to improve students' pronunciation and this classroom action research was successful.

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