

**USING DRILL TO IMPROVE THE PRONUNCIATION OF THE TENTH
GRADE STUDENTS AT SMAN 4 KEDIRI IN ACADEMIC YEAR
2014 /2015**

SKRIPSI

Presented as a Partial Fulfillment of the Requirements to Obtain the Sarjana Degree of Education
(S.Pd.) of English Department Faculty of Teacher
Training and Education University of Nusantara PGRI Kediri



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ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
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APPROVAL PAGE

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Approved by the Advisors to be proposed to
the English Department Examination Committee of
University of Nusantara PGRI Kediri
Kediri, January 07, 2016

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Board of Examiners,

Chairman : Dr. Hj. Diani Nurhajati, M.Pd.
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ABSTRACT

English teaching has four language elements, one of them is pronunciation. Pronunciation is the way in which a language or words or sounds are spoken. Learners have a good pronunciation accent when they can pronounce words like a standard English pronunciation basic on Oxford dictionary . In this research, the researcher uses drill technique to solve that problem because drill can give habit the students' in pronouncing words, and also it was imitated the model, she uses repetition drill to teach pronunciation. This research held in SMAN 4 Kediri. To support this research, the researcher uses some theories by Kenworthy and Kelly. Theory about pronunciation and how to teach pronunciation. It uses to know about definition and aspects of pronunciation.

The researcher used Classroom Action Research (CAR) as the model of research. This research consists of two cycles and each cycle has four steps, there were planning, acting, observing and reflecting. In the data analyze, she used qualitative data analyze where data got from observing and teaching learning process, then quantitative data from student's test. The result of this research shows that drill can improve the students' pronunciation, it can be seen based on the result of post test in cycle two. Beside that, from pre test, cycle 1, and cycle 2 have good progress. There are 75% of the students in X-6 get point 3 where the target is reached. So, it can be concluded that drill can improve the students' pronunciation.

Keyword : Pronunciation, Teaching pronunciation, Drill

I. INTRODUCTION

English teaching has four language elements, one of them is pronunciation. Pronunciation is one of important elements in studying English. Students must have good pronunciation when they communicate orally, they not only focus on how they say the word but also they must understand with what they say.

Pronunciation is the way in which a language or a word or sounds is spoken. It means that pronunciation is the way to produce word and sound. The specific characteristic of English learners who categorized as good and successful oral skill that learners has good in pronunciation. Kenworthy (1998:3) states that success in pronunciation will depend on learner's effort. The learner's must have big effort to learn, they have a good pronunciation accent when the learners can pronounce word like a native speaker. When learners communicate with other learners should not good in vocabulary but also have good pronunciation. Pronunciation is the way how the word or a language costumarily spoken that must correct in stress, good pronounce, and intonation. Pronunciation is important aspects in English, especially in oral communication. Every sound, stress pattern, and intonation. It can give different

meaning, when someone can not pronounce the word in well. The people who did not the native speaker must be careful with the word that they pronounce. According Dalton in Ratnasari (2007:14) stated that pronunciation as the production of significant sound in two senses. First, sound is significant because it is used as a part of a code of a particular language. Second, sound is significant because it is used to achieve meaning in contexts of use. Based on that statement, it concluded pronunciation is way to produce the sound and meaningful.

The teacher can teach the students with many method or techniques, the teacher can be a model for the students. According Kelly (2001:15) As a teacher a model one uses in the classroom will usually be close to the language one uses outside the classroom. Many teachers modify their accent slightly for the benefit of their students. Teaching pronunciation has structure that very important to construct the product word in communication. as stated by Wong in Brown (2000:286) Contemporary views (of language) hold that the sounds of language are less crucial for understanding than the way they are organized. The rhythm and intonation of English are two major organizing structures that native speakers rely on to process speech. Because of their

major roles in communication, rhythm and intonation merit greater priority in the teaching program than attention to individual sounds. So, Teaching pronunciation must attention with intonation and stress, We must know how to put stress and how to use intonation in correct.

Drill technique is a way of teaching or learning pronunciation by repeating exercise. Students have problem with pronunciation when they speak, read or listen English word. It is caused by some factors. Kenworthy (1987:4) states that there are six factors that influence learners' pronunciation, mother tongue, age, amount of exposure, phonetic ability, personality, and motivation.

The teacher should have tricks to teach the students so that students can learn pronunciation easier. The researcher choose drill to improve the student's pronunciation. As Kelly (2001:16) states that Drilling aim to help students achieve better pronunciation of language items and to help them to remember new items. This is crucial part of classroom pronunciation work and is possibly the time in the lesson when students are most reliant on the teacher.

Based on the reason above researcher used drill because it is repeating and imitating technique where the students

imitate and repeat what the teacher's saying. It makes the students can repeat and imitate the teacher and they can pronounce the word correctly.

As Kelly (2001:16) stated that Drilling is simply technique involves the teacher saying word, teacher as model and getting the class to repeat it. The teacher's main role in drilling is providing a model of the word , phrase or structure for students to copy, drilling is a technique that has been used in foreign language classrooms for many years. It was a key feature of audio-lingual method approaches to language teaching, which placed emphasis on repeating structural patterns through oral practice.

Based on the statement, the researcher formulates the research question, there are : how is the implementation drill to improve the pronunciation of the tenth grade students at SMAN 4 Kediri in academic year 2014 /2015, and also how is the effectiveness of the implementation drill to improve the pronunciation of the tenth grade students at SMAN 4 Kediri in academic year 2014 /2015 .

II. METHOD

The researcher used classroom action research design. Classroom action research is a research which purposes to find out way

to solve the problem during teaching learning process. The researcher chose action research as design because she found out pronunciation problem, and she used drill technique to solve the problem.

This research was conducted in X – 6 class of SMAN 4 Kediri. This research had two cycles. The class had 32 students consist of 7 male and 25 female. This research consists two cycles and it has four steps, there were planing, acting, observing and relecting. In the data analyze, she used qualitative data analyze where data got from observing and teaching learning process, then quantitative data from student's test. The first cycle, the researcher gave the students material about inviting someone included accepting and declining invitation. In cycle two, the researcher gave the students material about expresing surprize and disbelief. The researcher also gave the students post test in the last treatment.

III. FINDINGS AND DISCUSSION

The reseach was conducted as solution of problem in senior high school. This reseach was conducted in Senior High School 4 Kediri, the researcher found the problem of pronunciation. The participant of this reserch are students of X – 6 class, the class consist twenty four female students

and eight male students. Based on the preliminarary students, the researcher found the problem about the students could not pronounce word or sentence correctly. The students had problem in pronunciation, they could not distinguish between student's mother tongue and English word. It can be known from preliminarary study. The result of preliminarary study showed that problem. The also have problem in intonation, they also could not distinguish about rise intonation and fall intonation so that they were not correct in read the dialogue. So, in this occasion, the researcher solved the problem by using drill to improve the students' pronunciation.

Based on the result of students' score in preliminarary test in X – 6, there were 80% students have problem in pronunciation. The target of the research there was 75% of students in X – 6 could get poin three, but the fact showed that was 3% students who got point 3.

In cycle one, the percentages showed that the students's score was increased than in preliminarary study, but the target did not reach yet. The target is the 75% of the students could get 3 point in test. The problem came to the teacher, that was she lost in drill the students, she practiced and the student forgot how to pronounce when

they did test. To solve this problem, she decided to drill the students more intensive in cycle two. She practiced the students hardly.

In cycle two, she taught the students about intonation and stress. She gave the students material about expressing surprise, she gave the students about expressions and dialogue about surprise. Actually the process in cycle one and cycle two is same, but in this cycle, the teacher gave students drill more than in cycle one. First, she drilled all of the students, then she divided them into two groups, then she divided again into four groups, and she asked two students to read the dialogue. She drilled about expression of surprise and disbelief.

From all the process, from cycle one and cycle two, the students have good progress. Firstly, the students had problems in pronunciation. They could not pronounce words and sentences correctly, they could not distinguish between their mother tongue and English word, and they also had problem in intonation, they are wrong when they read question. It could be known by seeing the result of preliminary test.

After being given the treatment, the students' pronunciation was improved it can be seen based on the result of post test in cycle two. Besides that, from pre test, cycle

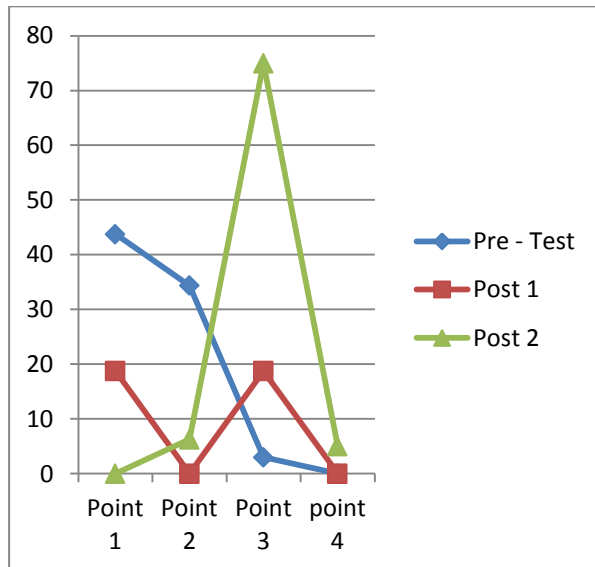
1, and cycle 2 have good progress. There are 75% of the students in X – 6 get point 3 where the target is reached. So, it can be concluded that drill can improve the students' pronunciation.

The score can be seen in scoring table below :

Score	Pre Test	Post Test 1	Post Test 2
1	43,74	18,75	0
2	34,38	0	6,25
3	3	18,75	75
4	0	0	6,25

The result showed that the score of the students' was increased. There were 75% of students' got point 3.

The improvement of test result showed in following graphic:



CONCLUSION AND SUGGESTIONS

There are some progress in this research process. In pre test, the student's score showed that there were 3 % students got 3 point correct pronunciation, In post 1, the student's score showed that there were 18,75% students got 3 point correct in pronunciation. And in post 2, the student's score showed that there were 75% students got 3 point correct in pronunciation. Based on that statment above, the researcher concluded that drill could improve the students' pronunciation ability. From the observation sheet by her collaborator showed that students interest with learn by using drill. It showed when they followed the teacher when she drilled them. The tecaher's respon for drill is good, and drill can be alternative strategy to teach pronunciation.

Finally, the suggestion proposed for other English teachers, they should give more attention in students' pronunciation. They should give the students practice about pronunciation, she should give the practice about the way to pronounce word or sentences correctly. The researcher suggested the teachers to use drill in practice student's pronunciation, it could help the teachers in teaching learning English pronunciation, becaused drill was a imitation a model. Then,for further researchers, the result of this study can be used as an additional reference for other discussion in teaching learning pronunciation.

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