

## ENHANCING STUDENTS' PRONUNCIATION ABILITY THROUGH DRILLING TECHNIQUE

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### ABSTRACT

The title of this research paper is "Enhancing Students' pronunciation ability through drilling technique". This research was conducted at SMP Negeri 2 Baleendah.. The purposes of this research were to identify the effectiveness drilling technique in enhancing students' pronunciation ability of dental sounds and find out the students' responses toward the use of drilling technique in learning dental sounds pronunciation. The writer took a pre-experimental research method. The instruments used in this research were pre-test, posttest and questionnaire.. The writer then chose 44 students as the sample for experimental group. The instruments used in this research were pre-test, posttest and questionnaire. The data from pre-test and posttest were analyzed and calculated. According to the result of calculation, the value of t-observer was 22.717, then the freedom was 43 at the level of significance .05 for two tailed test is 2.016. Based on the calculation of t-observed, it was higher than the t-table. Therefore, the alternative hypotheses of the research is accepted. Then, the result of questionnaire showed that the students gave positive responses toward the use drilling technique in learning dental sounds pronunciation and they were interested in it. The conclusion of this research is the implementation of drilling technique in learning dental sounds pronunciation can give a significant effect to the students. It is effective to make them interested and enjoyed in learning pronunciation. By using drilling technique, they are not only able to improve pronunciation, but also improve speaking skill and vocabulary mastery.

**Keyword:** *speaking, pronunciation ability, drilling technique.*

## ABSTRAK

Judul skripsi ini adalah “Enhancing Student Pronunciation Ability Through Drilling Technique”. Penelitian ini sudah dilakukan di SMP Negeri 2 Baleendah. Tujuan penelitian ini untuk mengidentifikasi ke efektifan tehnik pengeboran dalam peningkatan pengucapan murid-murid dalam pengucapan suara gigi dan menemukan respon murid-murid terhadap penggunaan dalam tehnik pengeboran dalam pembelajaran kemampuan pengucapan dari pengucapan suara gigi. Penulis menggunakan metode penelitian pre-eksperimental. Instrumen yg digunakan dalam penelitian ini adalah pre-tes, post-test, dan questionnaire. Lalu, penulis memilih 44 siswa sebagai sample untuk grup eksperimental. Data dari pretest dan post-test telah dianalisis dan dihitung. Berdasarkan dari hasilnya dalam penghitungan nilai dari t-observer adalah 22.717, lalu kebebasannya adalah 43 di simbol level .05 untuk tes two tailed adalah 2.016. berdasarkan dari penghitungan dari t-table. Maka dari itu, alternatif hipotesis dari penelitian ini di terima. Lalu, hasil dari questionnaire menunjukkan bahwa murid-murid memberikan respon yg positive terhadap penggunaan tehnik pengeboran dalam mempelajari pengucapan suara gigi. Kesimpulan dari penelitian ini pengimplementasian dari tehnik pengeboran dalam mempelajari pengucapan suara gigi dapat memberikan efek signifikan kepada murid-murid. Ini efektif untuk membuat mereka tertarik dan menikmati dalam pembelajaran pengucapan. Dengan menggunakan tehnik pengeboran, mereka tidak hanya dapat melatih pengucapan, tetapi dapat juga melatih kemampuan berbicara dan penguasaan kosa kata.

***Kata kunci:*** berbicara, kemampuan pengucapan, tehnik pengeboran.

## INTRODUCTION

Pronunciation is one of important aspects in English language. It is the very primary component in speaking that qualify to communicate with English language to others. Students who learn English should have a robust foundation on speaking particularly in pronunciation. Pronunciation is very important for every person.

Pronunciation is the way of producing sounds used to make meaning when speakers speak (Purhosein, 2012, Yates and Zielinski, 2009). Supra -segmental features it involves consonants and vowels of a language (segments), features of speech beyond the level of the individual segments, like stress, timing, rhythm, intonation, phrasing, and how the voice is described (voice quality). All of the above

parts work together when speakers talk. Pronunciation is the way of producing sounds used to make meaning when speakers speak (Purhosein, 2012, Yates and Zielinski, 2009). Supra -segmental features it involves consonants and vowels of a language (segments), features of speech beyond the level of the individual segments, like stress, timing, rhythm, intonation, phrasing, and how the voice is described (voice quality). All of the above parts work together when speakers talk. Therefore, problems in one part can influence others, and this can make a person's pronunciation easy or difficult to comprehend.

### **RESEARCH QUESTIONS**

On the basis of this research background, the researcher will formulate research questions as follows:

1. Is drilling technique effective to teach pronunciation ability to the students?
2. Are the students' interested learning pronunciation using drilling technique?

### **RESEARCH DESIGN**

In this research, the researcher use pre-experimental design. The researcher uses one class where, the design is devided intop 3 stages those re pretest, treatment, ans post-test. These stages are described in the table as follows:

**Table pre-test posttest**

	Pre-test	treatment	posttest
Experimental group	O <sub>1</sub>	xxx	O <sub>2</sub>

## **DATA COLLECTING TECHNIQUE**

The researcher collected the following research data:

1. Giving the pretest

the researcher will give a pre-test to the students at the first meeting to find out the students' pronunciation ability. The researcher gives a test which contained a descriptive text. The test will be conducted around August, 4th 2023.

2. Giving the treatment

the researcher conducted the treatment after the pretest is completed. In this research, the researcher used descriptive text as a media. This treatment will be carried out in 4 meetings, with 80 until 90 minutes each meeting.

3. Giving the post-test

The researcher will give a post test to students after being given treatment, to determine students' understanding of the material students have studied. This research will be conducted around August, 14th 2023.

4. Questionnaire

Questionnaires is a type of research tool that ask related questions from respondents to get information. The purpose of this survey is to find out how students feel about using drilling technique to enhancing student' pronunciation ability. This treatment will be held after the post-test completed, August 14th, 2023. And for the time around 10-20 minutes.

## Data Analysis Technique

The data obtained from the test will be processed using t-test for dependent groups, using formula:

1. The data from pronunciation test

$$t = \frac{x_1 - x_2}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where :

$x_1$  = the mean of the pre-test scores

$x_2$  = the mean of the post-test scores

$\sum D^2$  = the sum of the squares of the differences between the pretest scores and the posttest scores

$(\sum D)^2$  = the squares of the sum of the differences between the pretest scores and the posttest scores.

$N$  = the number of pairs of degree

DF= the degree of freedom

DF=N-1

The steps are as follows:

**Step 1:** calculate the mean of the pretest  $\sum X_1$

**Step 2:** calculate the mean of the post-test  $\sum X_2$

$$X = \frac{\sum X_2}{n}$$

**Step 3:** Calculating the score of degree of the freedom

df = N-1

**Step 4:** computing the t-observed

$$t = \frac{x_1 - x_2}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Step 5 : Interpret the result of the computation

To find out, null hypothesis test is rejected or accepted and the alternative hypothesis is rejected or accepted, the t-test result are compared with the t-table at p= 0.05 level of significance of two-tailed test where df = N-1 following criteria - The method is effective:

If  $t \geq t\text{-table}$ ,  $H_0$  is rejected and  $H_a$  is accepted. It means there is significant difference between the mean of pre-test and that of the post-test, that is the mean of the post-test is significantly higher than that of the pre-test.

- The method is not effective:

If  $t < t\text{-table}$ ,  $H_0$  is retained or can not be rejected. It means there is no significant difference between the mean of the pre-test and the mean of the post-test.

2. Data from the questionnaire

a. Questionnaire

To find out the result of questionnaire, the reseracher uses the percentage formulas. As follows:

$y$

Where:  $X = \frac{y}{z} \times 100$

$z$

$X$  = percentage (quality of the answer)

$Y$  = given amount (total of the respondent answer)

$Z$  = total amount (total of respondent)

The questionnaire is analyzed by using the following steps those are :

1. list the individual answer from the students' or respondent in the table form
2. count the number of option "yes" and "no" responses from students' or respondents. Option "yes" answer is counted 1 while, option "no" answer is counted 0
3. after that, find the frequency and percentage using the questionnaire formula written above
4. and the last, make an interpretation of the results of this questionnaire.

## **LITERATURE REVIEW**

To avoid misunderstanding and to make it clear, some keywords related to the title of this research are attached, including:

1. **Pronunciation:** Pronunciation refers to production of sounds that we used to make meaning, it includes the particular sounds of language (segments) and the aspects of speech such as intonation, stress, rhythm (suprasegmental aspects). (AMEP, 2002).
2. **Dental Sounds:** Dental sound is english dental fricative. The dental consonants /θ/ and /ð/ as in thistle and this, are articulated with the tongue touching the back of the teeth, and the air is allowed to flow out of the mouth, but there is some friction which result in a hissing sound (minkova & stockwell, 2009).
3. **Drilling Technique:** Drill means listening to a model (a teacher), or tape or another students then repeating or responding what is heard. Drill technique is forcing the students to use the target language. (Mauliyana, 2016, p.21).

That drilling technique is an activity in listening to teacher clearly and the student repeating what the teacher said.

## **FINDINGS**

The research will be held at SMP Negeri 2 Baleendah on August 4th, 7th, 11th, 14th, and 18th. The writer chose VIII D which consists of 44 students as the sample for the research. Then, the writer utilized pre-experimental method to implement the research. To obtain the data, the writer applied one group pretest-posttest design and questionnaire as the instruments.

### **Pre-test**

It is used to find out the students' ability and their scores in pronouncing the dental sounds consonant before the treatment began. The test was held on Friday, August the 4th 2023.

Table the pretest result

<b>No.</b>	<b>Name</b>	<b>Pretest score</b>
<b>1.</b>	Student 1	55
<b>2.</b>	Student 2	60
<b>3.</b>	Student 3	60
<b>4.</b>	Student 4	75
<b>5.</b>	Student 5	65
<b>6.</b>	Student 6	60
<b>7.</b>	Student 7	60
<b>8.</b>	Student 8	65
<b>9.</b>	Student 9	55



<b>10.</b>	Student 10	50
<b>11.</b>	Student 11	50
<b>12.</b>	Student 12	50
<b>13.</b>	Student 13	50
<b>14.</b>	Student 14	45
<b>15.</b>	Student 15	45
<b>16.</b>	Student 16	60
<b>17.</b>	Student 17	65
<b>18.</b>	Student 18	65
<b>19.</b>	Student 19	60
<b>20.</b>	Student 20	65
<b>21.</b>	Student 21	60
<b>22.</b>	Student 22	65
<b>23.</b>	Student 23	60
<b>24.</b>	Student 24	70
<b>25.</b>	Student 25	65
<b>26.</b>	Student 26	60
<b>27.</b>	Student 27	55
<b>28.</b>	Student 28	70
<b>29.</b>	Student 29	60
<b>30.</b>	Student 30	65
<b>31.</b>	Student 31	60
<b>32.</b>	Student 32	60
<b>33.</b>	Student 33	55
<b>34.</b>	Student 34	70
<b>35.</b>	Student 35	60
<b>36.</b>	Student 36	60

<b>37.</b>	Student 37	65
<b>38.</b>	Student 38	65
<b>39.</b>	Student 39	60
<b>40.</b>	Student 40	65
<b>41.</b>	Student 41	60
<b>42.</b>	Student 42	70
<b>43.</b>	Student 43	65
<b>44.</b>	Student 44	60
<b>Total</b>		2655
<b>Average</b>		60.34

The table above describes the result of pretest that done by the students. According to the test result, the 44 students obtained various scores, from the lowest to highest. The lowest 45 achieved by 2 students (student 14 and student 15) and the highest score was 75 achieved by 1 student.

### **Post-Test**

The posttest actually was implemented at the fifth meeting on Friday, 18th August 2023. The posttest was done after the students received the lesson and treatments to improve their pronunciation of dental sounds.

Table post-test score.

<b>No.</b>	<b>Name</b>	<b>Posttest score</b>
<b>1.</b>	Student 1	75
<b>2.</b>	Student 2	75
<b>3.</b>	Student 3	70
<b>4.</b>	Student 4	90
<b>5.</b>	Student 5	75
<b>6.</b>	Student 6	85
<b>7.</b>	Student 7	80
<b>8.</b>	Student 8	85
<b>9.</b>	Student 9	80
<b>10.</b>	Student 10	65
<b>11.</b>	Student 11	80
<b>12.</b>	Student 12	80
<b>13.</b>	Student 13	70
<b>14.</b>	Student 14	80
<b>15.</b>	Student 15	80
<b>16.</b>	Student 16	80
<b>17.</b>	Student 17	75
<b>18.</b>	Student 18	85
<b>19.</b>	Student 19	85
<b>20.</b>	Student 20	85
<b>21.</b>	Student 21	80
<b>22.</b>	Student 22	85
<b>23.</b>	Student 23	90
<b>24.</b>	Student 24	80
<b>25.</b>	Student 25	70
<b>26.</b>	Student 26	85

<b>27.</b>	Student 27	75
<b>28.</b>	Student 28	90
<b>29.</b>	Student 29	85
<b>30.</b>	Student 30	75
<b>31.</b>	Student 31	80
<b>32.</b>	Student 32	75
<b>33.</b>	Student 33	70
<b>34.</b>	Student 34	80
<b>35.</b>	Student 35	85
<b>36.</b>	Student 36	75
<b>37.</b>	Student 37	85
<b>38.</b>	Student 38	75
<b>39.</b>	Student 39	85
<b>40.</b>	Student 40	80
<b>41.</b>	Student 41	80
<b>42.</b>	Student 42	85
<b>43.</b>	Student 43	80
<b>44.</b>	Student 44	75
<b>Total</b>		3505
<b>Average</b>		79.65

According to the table above, it can be seen that the highest score is 90 achieved by 3 students and the lowest score is 65 achieved by 1 student. The mean score of posttest is 79.65 It means that the students' pronunciation ability of dental sounds have a significant result after the treatments through drilling technique.

### The Calculated Of Both Pretest and Post-test

From the result score of pretest and posttest, the writer calculates the data.

The calculation of pretest and posttest is showed in the following table.

Table 4.3 Calculation of pretest and post-test score

No.	Name	Pretest (X <sub>1</sub> )	Posttest (X <sub>2</sub> )	D scores	D <sup>2</sup>
1.	Student 1	55	75	-20	400
2.	Student 2	60	75	-15	225
3.	Student 3	60	70	-10	100
4.	Student 4	75	90	-15	225
5.	Student 5	65	75	-10	100
6.	Student 6	60	85	-15	225
7.	Student 7	60	80	-20	200
8.	Student 8	65	85	-20	200
9.	Student 9	55	80	-25	625
10.	Student 10	50	65	-15	225
11.	Student 11	50	80	-30	900
12.	Student 12	50	80	-30	900
13.	Student 13	50	70	-20	400
14.	Student 14	45	80	-35	1225
15.	Student 15	45	80	-35	1225
16.	Student 16	60	80	-20	400
17.	Student 17	65	75	-10	100
18.	Student 18	65	85	-20	400
19.	Student 19	60	85	-25	625
20.	Student 20	65	85	-20	400
21.	Student 21	60	80	-20	400

22.	Student 22	70	85	-15	225
23.	Student 23	65	90	-35	1225
24.	Student 24	60	80	-20	400
25.	Student 25	55	70	-15	225
26.	Student 26	70	85	-15	225
27.	Student 27	60	75	-15	225
28.	Student 28	65	90	-25	625
29.	Student 29	60	85	-25	625
30.	Student 30	55	75	-20	400
31.	Student 31	60	80	-20	400
32.	Student 32	60	75	-15	225
33.	Student 33	55	70	-15	225
34.	Student 34	70	80	-10	100
35.	Student 35	60	85	-25	625
36.	Student 36	60	75	-15	225
37.	Student 37	65	85	-20	400
38.	Student 38	65	75	-10	100
39.	Student 39	60	85	-25	625
40.	Student 40	65	80	-15	225
41.	Student 41	60	80	-20	400
42.	Student 42	70	85	-25	625
43.	Student 43	65	80	-15	225
44.	Student 44	60	75	-15	225
$\Sigma$		$\Sigma x_1 = 2,655$	$\Sigma x_2 = 3,505$	$\Sigma D = -860$	$\Sigma D^2 = 18,201$
$(\Sigma D)^2 = (-860)^2 = 739,600$					

From the data above, the writer computes the score by applying the t-test steps below.

**Step 1, calculate the mean of the pretest  $\Sigma X_1$**

$$X = \frac{\Sigma X_1}{n} = \frac{2,655}{44} = 60.34$$

The mean of pretest is 60.34

**Step 2, calculate the mean of the pretest  $\Sigma X_2$**

$$X = \frac{\Sigma X_2}{n} = \frac{3,505}{44} = 79.65$$

The mean of posttest is 79.65

**Step 3, Calculating the score of degree of the freedom**

$$df = N - 1$$

$$= 44 - 1$$

$$= 43$$

**Step 4, computing the t-observed**

$$t = \frac{x_1 - x_2}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

$$= \frac{60.34 - 79.65}{\sqrt{\frac{18,201 - \frac{739,600}{44}}{44(44-1)}}$$

$$\begin{aligned}
&= \frac{-19,31}{\sqrt{\frac{18,201 - 16,809}{44(43)}}} \\
&= \frac{-19.31}{\sqrt{\frac{1,392}{1,892}}} \\
&= \frac{-19.31}{\sqrt{0,73}} \\
&= \frac{-19.31}{0,85} \\
&= -22.717
\end{aligned}$$

The t-observed value is -22.717

### **Step 5, Interpreting the result of calculation**

According to the result above, the obtained value after computing the t-observed is 22.717. The value of t-table is gained from degree of freedom (df), the formula used is  $df = N - 1$ , where N is number of respondent, so  $df = 44 - 1 = 43$  at the level of significance of .05 for two tailed test is 2.016. It means that the t-observed is higher than t-table ( $22.717 > 2.016$ ). Therefore,  $H_0$  is rejected and  $H_a$  is accepted. This also means that there is a significant difference in students' scores before and after the treatment using drilling technique. Then, the enhancing students' pronunciation dental sounds ability through drilling technique is effective.

### **Discussion**

Based on the computation result of pretest and posttest, the obtained value after computing the t-observed is 22.717. The value of t-table is gained from degree of freedom (df), the formula used is  $df = N - 1$ , where N is number of respondent, so df



=  $44-1 = 43$  at the level of significance of .05 for two tailed test is 2.016. It means that the t-observed is higher than t-table ( $22.717 > 2.016$ ). Therefore,  $H_a$  is accepted and  $H_o$  is rejected. This also means that there is a significant difference in students' scores before and after the treatment using drilling technique. Then, the enhancing students' pronunciation dental sounds ability through drilling technique is effective.

Then, the conclusion of students' responses according to the questionnaire results above is that they give positive responses toward teaching English pronunciation of dental sounds through drilling technique.

The first is about learning English. According to the questionnaire above, most of the students love learning English, then they presume that learning English is really important and an obligation for them.

The second is about pronunciation. On the basis of questionnaire above, most of the students presume that learning pronunciation is important. For the dental sounds pronunciation, the students are able to pronounce dental sounds. But they still get difficult to pronounce the dental sound words. That is supported by other statement from the questionnaire that their pronunciation are influenced by their mother language.

### **Conclusion and Sugestion**

This research uses drilling technique to improve students' pronunciation ability, especially in dental sounds. The drilling technique is really useful is not only for learning pronunciation but also in vocabulary mastery, reading skill, and speaking. Because drilling technique is easy to use so the students can uses this

technique for learning English. According to the research calculation and finding of the study which have been done in previous chapter, the writer obtains several conclusions. The first is related to the significant differences in students' scores before and after treatment by using drilling technique to improve their dental sounds pronunciation ability, then the second is the responses of the students toward the learning pronunciation of dental sounds through drilling technique.

The result of study is shown by t-test computation towards students' pretest and posttest scores that the students' dental sounds pronunciation ability are significantly improved. Most of the students gained higher posttest scores than the pretest. This means that the use drilling technique to improve students' dental sounds pronunciation ability is effective.

Then, according to the questionnaire, the writer obtains positive responses from the students related to learning dental sounds pronunciation through drilling technique. Many of them are interested in learning dental sounds pronunciation through drilling technique. Then they agree that teaching pronunciation of dental sounds through drilling technique is compatible to be applied at classroom.

So, it can be concluded that use drilling technique in teaching and learning pronunciation of dental sounds for the second grade students of Junior High School is effective. Then, the students are interested in learning dental sounds pronunciation through drilling technique and they like learning dental sounds pronunciation through drilling technique.

## 5.2 Suggestion

After conducting the research, there are several suggestions that the writer would like to share, those are:

1. For the students, to improve pronunciation ability, they have to keep practice use drilling technique or try to imitate how the native speakers speak and pronounce the words. So, they will be able to master pronunciation ability. In order to boost the ability, make it as a routine activity every day to practice and pronounce new words.
2. For the students, by using drilling technique, they can be more active in learning English especially learn pronunciation through drilling technique.
3. For the teachers, drilling technique is one of useful techniques in teaching English as a foreign language. The teachers find another technique like the teacher asks the students to imitate the teacher. One important thing for learning pronunciation, in order to prevent the misunderstanding and mispronunciation, if the students pronounce a word or more in a wrong way, please remind the students to fix the pronunciation and try to pronounce in a correct manner.

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