

THE EFFECTIVENESS OF SINGLE-SLOT SUBSTITUTION DRILL TECHNIQUE TO IMPROVE STUDENTS' PRONUNCIATION

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ABSTRACT

The title of this paper is "the effectiveness of single-slot substitution drill technique to improve student's pronunciation" and this research was held at the first grade of MTs Al-Fithroh. The aims of the research are to know whether or not the single-slot substitution drill technique is effective to teach pronunciation at the first grade of junior high school and to know what the student's responses toward learning pronunciation by using the single-slot substitution drill technique. The researcher applied an experimental design method in this research. This research chose 33 students as the sample for experimental group. The instrument that was used for the research were pre-test, post-test and questionnaire. And the data from pre-test and post-test were analyzed and computed. Based on the result, $t = 32.08$ is higher than the table critical value of $t = 2.042$, at the level significance of $p = .05$ with df (degree of freedom) = 32. And it is clear that t -observed is higher than t -table ($32.08 > 2.042$). Therefore, H_a is accepted, The mean of post-test is higher than that of the pre-test. This also means that single-slot substitution drill technique is effective to teach English pronunciation to the first grade of Mts Al-Fithroh. Based on the data of questionnaire, the student's responses were positive to the single-slot substitution drill technique, most of students of MTs Al-Fithroh like being taught by using the single-slot substitution drill technique, and they stated that the single-slot substitution drill technique was interesting.

Keywords : Pronunciation, Single-Slot Substitution Drill Technique

A. Introduction

Focusing on studying the English language, especially in learning speaking, According to Morley and Frase cited in Hidayatullah (2018) pronunciation is the one of the most difficult aspects of the English language to learn, and need resolute help from the teacher. However, today there are some people cannot speak the English language with the good pronunciation because it is difficult to learn.

Based on the researcher's experience, when the researcher was in junior high school as the practical teacher, the researcher found some students speak the English language with the wrong pronunciation. Whereas, the study of English pronunciation is very important to

give understanding of the listener, “The students should be able to use pronunciation which is good enough for them to be always understood. If their pronunciation is not up to this standard, then clearly there is a serious danger that they will fail to communicate effectively” (Hammer cited in Maharida, 2014). It means that students should learn the English pronunciation correctly, because it can give some effect to their communication with the other. Because of that problem, student’s pronunciation should be improved in junior high school.

B. Literary Review

1. Pronunciation

a. The meaning of pronunciation

Pronunciation is using of sound system in speaking and listening (Lado cited in Isnani, Supardi & Arifin). And the other statement, according to Dalton cited in Sihombing & Purba (2018) the definition of pronunciation is the activity of producing of significant sound in two sense (Sihombing & Purba, 2018).

b. The elements of pronunciation

There are two kinds of speech features:

1. Segmental features, that refer to sound units, arranged in a specimen order, or it is about consonants and vowels.
2. Suprasegmental features, refer to stress, pitch, length intonation and other features that always accompany the production of segmental (Ramelan cited in Sihombing & Purba, 2018).

c. Phoneme

“A phoneme is the smallest segment of sound which can distinguish two word.”
(Aitchison, 1992) This research will use the limitation of phoneme as the material to teach, this research will use consonant sounds, those are /k/ and /g/, /p/ and /b/, and /t/ and /d/.

2. Single-slot substitution drill technique

Single-Slot Substitution Drill Technique is the technique that the teacher says a line of the dialogue. Then, the teacher says the words or phrases of the dialogue, and called a cue. Next, the students repeat the line that have said by the teacher, substitute the cue into the line in its appropriate place (Larsen-Freeman, 2000). In this research, this technique is used to teach pronunciation with the cue of the words and some sentences that is taught orally.

C. Research method

1. The research design

This research uses pre- experimental research design, according to Solso & MacLin cited in Mangelep (2012) experimental research is a study in which at least one variable is manipulated to study cause-effect relationship. In this research, take one variable as the target of the research, this research use the single-slot substitution drill technique as the technique that will be used to teach pronunciation in the first grade of junior high school.

2. The population and sample

a. Population

“The population is the entire set of individuals to which findings of the survey are to be extrapolated.” (levy & Lemeshow, 2008). This research take the first grade of MTs Al-Fithroh as the population, there are one class of the first grade of MTs Al-Fithroh,

and there are 33 students each class. It means that the population of this research are 33 students.

b. Sample

"The sample is a portion of the population whose characteristics are to be studied" (Djarwanto cited in Hidayat, 2012). , in this research the sample is taken just one group from population, there are one class of the first grade of MTs Al-Fithroh, from that class is taken one group, and there are 33 students.

3. The research instrument

There are two kinds of instruments:

1. Test

2. Questionnaire

4. The data analysis

The data obtained from the test will be analyzed using t-test for dependent, with the following formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

5. The questionnaire analysis

The data analysis on questionnaire uses percentages formula, the following is that formula by Sudjana cited in Trisnawan, Kertahadi & Suryadi (2015):

$$P = \frac{f}{N} \times 100\%$$

Where :

P= Quality of the answer in percentage

f = Total the respondent answer

N = Total of the respondent (students)

D. Finding and discussion

Based on the result, $t = 32.08$ is higher than the table critical value of $t = 2.042$, at the level significance of $p = .05$ with df (degree of freedom) = 32 which is compute by the formula $df = N-1$, N is the total number of respondent or subject. And it is clear that t -observed is higher than t -table ($32.08 > 2.042$). Therefore, H_0 is rejected and H_a is accepted, stating that, there is significant difference in the student's mean score before and after the treatment using the single-slot substitution drill technique. The mean of post-test is higher than that of the pre-test. This also means that single-slot substitution drill technique is effective to teach English pronunciation to the first grade of Mts Al-Fithroh. And the student's responses about the single-slot substitution drill technique is positive, the majority of students of the first grade of MTs Al-Fithroh stated that they like learning pronunciation by using single-slot substitution drill technique and they felt confidence to pronounce the words in English after they learning by using single-slot substitution drill technique. And also they stated that the single-slot substitution drill technique is interesting.

E. Conclusions

This research was held to know whether or not the single-slot substitution drill technique is effective in teaching pronunciation, and the result of this research that has been computed by the researcher above . The result stated that the single-slot substitution drill

technique was effective to teach pronunciation at the first grade of junior high school and can improve student's pronunciation ability.

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