Improving Students' Pronunciation through Communicative Drilling Technique at Senior High School (SMA) 07 South Bengkulu, Indonesia

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Abstract

The main purpose of this study is to know the improvement of teaching English pronunciation by using communicative drilling techniques. The method of this research is classroom action research (CAR). The data in this research is used percentages analysis. The respondents of this research are X2 students of SMAN 07 South Bengkulu which consist of 30 students. Based on result of data analysis there is improvements on students' pronunciation achievement in each cycle. The data shows that in pre-assessment students' pronunciation is 3.33% (excellent), 3.33% (very good), 20% (good) 36.66.33(low) and 33% (failed). In cycle I students pronunciation achievement is 6.66% (excellent), 26.66% (very good), 20% (good), 23.33% (low), 23,33% (failed). In cycle II the students pronunciation achievement is 10% (excellent), 30% (very good), 26.66% (good), 20% (low) and 13% (failed). In cycle III students' pronunciation achievement is 26.66% (excellent), 30% (very good), 33.33% (good), 10% (failed) and 0% (failed). This research indicates that the using of drilling technique can improve students' pronunciation achievement at the first year students of SMAN 07 South Bengkulu academic year 20011/ 2012.

Keywords: Students' pronunciation achievement, drilling technique.

A. Introduction

One of the general objectives for foreign language teaching and learning is to teach the learner to be mastered in oral or written communication in the target language they learn. In Indonesia there are many problems that learners have when they deal with the pronounciation. Most of the learners have problems when they learn oral skill. Mean while, Ur (1996:12) stated that speaking is one of the most important skills. It is need to have other skill by people to be mastered in speaking such as grammar competence, listening skill, vocabulary mastery and good pronunciation.

It is very common that many foreign language learners have problems in teaching and learning process. In this case, many of English foreign learners have difficulties in pronunciation teaching process because of some factor. There are six factors that influence learners' pronunciation, mother tongue, age, amount of exposure phonetic ability, personality, and motivation (Kenworthy:1987). There are about five local languages in south Bengkulu, Indonesia. That is why it is difficult to teach pronunciation because the students are varied and they are all influenced by their own mother tongues. Consequently, almost of students at Senior High School students 07 South Bengkulu have difficulties in pronouncing English words. Therefore, it needs appropriate technique in teaching pronunciation.

B. Review of Literature

1. Technique of teaching pronunciation

There are some methods that are used in teaching English. One of them is audio lingual method. This method is very popular in United States in 1950.

One of the techniques that is used in this technique in this method is drilling. Drilling technique refers to behaviorist approach where the students are suggested to be used to with foreign language the students learn. In behaviorist, there are two crucial elements of learning. They are stimulus and reinforcement. Stimulus refers to mark of appropriate and inappropriate and repetition encouragement. Moreover, reinforcement is the vital element in learning process because it increases the likelihood that the behavior will occur again and eventually became habit. Consequently, the students have habit to use the target language. Furthermore, in this case drilling technique involves or includes: repetition, inflection, transformation and many others.

On the other explanation, Senel (2006) stated that drilling technique is very useful in teaching pronunciation because it can create correct and accurate pronunciation. Furthermore, he gave many forms of drilling techniques. They are:

a. Word – association drill

In this type of drilling   , the teacher pronounces some vocabulary and the students repeat it or students are asked to practice. Then, teacher writes down more vocabulary and the teacher pronounce English phonemes. After teacher pronounce one of phonemes the students are asked to predict on what word the phonemes is base on the written words. Furthermore, we can see on the example:

1.   In which of the following word, do we have sound /æ/ ?
a. Bed   b. bad   c. but   d. bear   e. beer
2.   In which of the following word, do we have / ɘ /?
a. bag   b. mail   c. get   d. lake   e. feet

b. Saturation
In this type of drilling is suitable for all positions of the problematic sound for example sound /S/. It can be posited in:

Initial	Medial	Final
See	leasing	peace
Seep	pistol	niece
Seed	classic	purse
Sip	paucity	less

c. Mobility Drill
As Rochmis and Doob states (1970:29) in Senel (2006:122), mobility drill is very important aspects in pronunciation teaching. In this type, teacher asks student to find out as many as vocabularies that the words beginning with the same letter and then asks students to pronounce them. Example:

Bat   boat   bike   ball   boy
See   she   sees   sea   shut
Think thick   take   tack   thing

d. Comparative Drill
This type is almost the same as mobility drill but in this drill one of element that we pronounce are placed in different position. In this types of drilling, it may be is confusing because to distinguish the sound students need good listening. For example:

In drilling /f /, /v / and / p/, / f/, sounds
Fee- bee   feat- peat   freeze- breeze   visa- pisa   pig –fig
Another example/ æ / and / e /
Sat- set band- bend   sand- send   bad-bed   pan-pen

e. Substitution Drill
This type of drilling may be applied by substituting any sound instead of the other sound. Example: /t/ instead of / ɵ / or /d/ in place of / ð / and many more. Here are some exercises:
a. This is thin/ tin
b. Did you see her lung/ lunch

c. Was it a brand / branch
d. He is our king/ kin
e. It is cheap/ chip .

C. Research question

The research question in this research is how does drilling technique improve students' pronunciation achievement of the first year students of Senior High School 07 South Bengkulu academic year 2011?2013?

D. Method

To answer the research question, the researcher used class room action research. The data is analyzed by using percentages.

E. Research procedure

The procedures of this research were cycle I, cycle II, and cycle III. Each cycle consists of planning, acting, observing and reflecting and evaluating.

F. Data analyses procedure

First researcher collected individual score at the end of cycles by giving test to the students. And then, researcher counted the students score into percentages by following students' score interval.

G. Findings and discussion

1. Findings
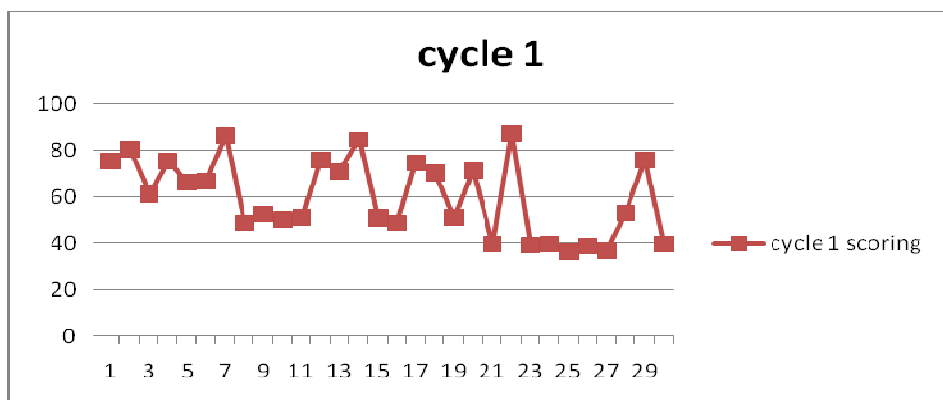
a.   cycle I

Figure I
Students' Pronunciation Score in Cycle I
From the figure above, the students' score is into percentages. The percentages can be seen from the following table:

Table 1
The Distribution of Students' Pronunciation in Cycle I

Interval	Qualification	Cycle I	
		Number of Students	**Percentages**
85-100	Excellent	2	6.66%
71-84	Very good	8	26.66%
60-70	Good	6	20%
40-59	Low	7	23.33%
0-39	Failed	7	23.33

From the table above, it can be seen that there is improvement in students' pronunciation. The data shows that 6.66% of students are excellent categories, 26% are very good, 20% are good categories, 23.33% are low categories and 23.33% are failed.

Base on the evaluation and reflection, researcher and collaborator conclude that there is improvement in students' pronunciation. However, researcher feels that it is important to increase students' pronunciation because indicator of success has not been reached yet because some of students are still lack of motivation, lack of practice, and they are not active enough. Therefore, researcher and collaborator need to do action again.
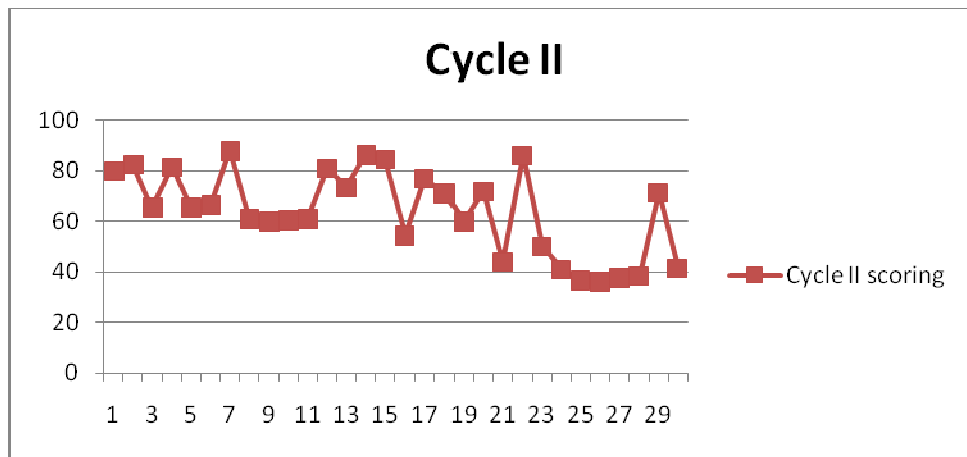
b. **Cycle II**

Figure II
Students' Pronunciation Score in Cycle II

From the figure above, the researcher collect the students' pronunciation score into percentages. It can be seen from the following table:

Table 2
The Distribution of Students' Pronunciation in Cycle II

Interval	Qualification	Cycle II	
		Number of Students	**Percentages**
85-100	Excellent	3	10%
71-84	Very good	9	30%
60-70	Good	8	26.66%
40-59	Low	6	20%
0-39	Failed	4	13%

From the table above, it can be seen that students' pronunciation increase in pronunciation teaching activity. It shows that 10% of student total numbers are categories excellent, 30% are very good, 26,66% are good, 20% are low and 13,33% are failed categories.

From the data above, researcher feels that the indicator of success has not been reached yet because there are some problems in pronunciation teaching activity. That is why, researcher and collaborator think that it is important to over comes the problem in order indicator of success can be reached. Therefore, it is needed to do next cycle.
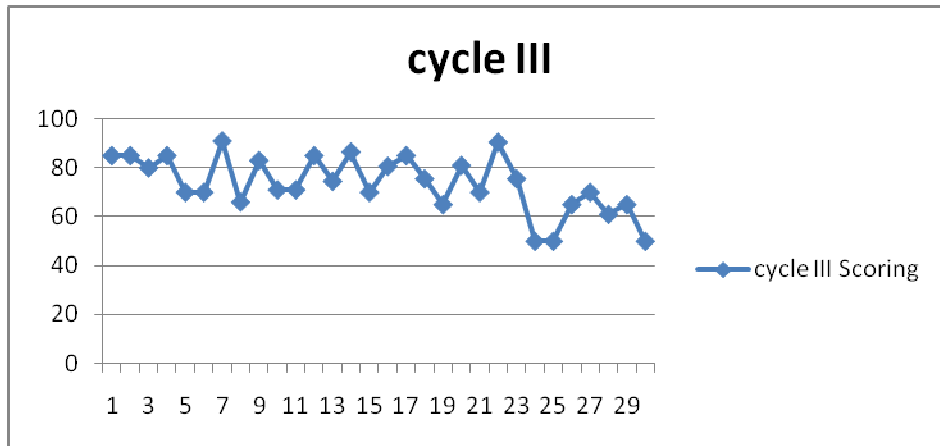
c. **Cycle III**

Figure III
Students' Pronunciation Score in Cycle III

From the figure above, the researcher collects the students' pronunciation achievement into percentages. The percentages can be seen from the following table:

Table 3
The Distribution of Students' Pronunciation in Cycle II

Interval	Qualification	Cycle III	
		Number of Students	**Percentages**
85-100	Excellent	8	26.66%
71-84	Very good	9	30%
60-70	Good	10	33.33%
40-59	Low	3	10%
0-39	Failed	-	0%

From table above above, it can be concluded that any progrees on students' pronunciation. It show that 26,66% students who are excellent categories, 30 % are very good, 33,33% are good, 10% are low and 0% is failed.
From the result above, the researcher and collaborator conclude that the indicator of teaching in learning has been reached. Therefore, the researcher decided to stop the action.

2. *Discussion*

There are many problems that are faced by EFL learners when they studying English. One of the most common problems is   difficulties that happen during pronunciation teaching and learning process. Most of them feel difficult when they pronounce English words. It is caused by many factors. The factor can be age factor, phonetic ability, lack of practice, motivation, personality or attitude and mother tongue. The factors make students are not interested when they learn pronunciation in class room. Consequently, EFL learners at Senior High School 07 are not good pronunciation. That is why it is very important to overcome the problems by applying drilling technique. Drilling technique is one of the ways that used in teaching English pronunciation that refers to behaviorist approach where the students are suggested to be familiar or used to the target language that they learn. In this technique, the students are emphasized to do more practices (adopted from Rodger and Richards: 1986: 142). In addition, base on Oxford Learner's Pocket (2008: 137), drilling technique is a way of teaching or learning pronunciation by repeating exercise. By applying this technique EFL learners are used to pronounce words accurately and enjoyable.

H. Conclusion

The technique is one of important things that must be applied during teaching and learning process in order the purpose of teaching can be reached. One of the technique can be applied in teaching English pronunciation is drilling because by applying the technique pronunciation teaching can be more effective, and it is able to improve students' pronunciation achievement.

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