



## IMPROVING STUDENTS' PRONUNCIATION ABILITY THROUGH COMMUNICATIVE DRILLING TECHNIQUE

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### Abstract

*The objective of the research were to find out : (1) whether or not the ability the use of Communicative Drilling increased pronunciation ability of the second year students at SMP Negeri 4 Pancarijang and (2) whether or not the second year students of SMP Negeri 4 Pancarijang are interested in pronunciation through Communicative Drilling. This research applied Pre-experimental method that appllied one group pretest and posttest. The subject of the research was the second year students of SMP Negeri 4 Pancarijang academic year 2018 – 2019. total number of population was 92 students spread in three classes and one class of them VIII.3 were taken as sample by using cluster sampling technique. The data of the research were collected by using two kinds of instruments, namely pronunciation test and questionnaire. Pronunciation test was used to obtain data of the students' pronunciation ability and questionnaire was used to know the students interest in pronunciation by using communicative drilling. The result of data analysis showed that the mean score of post test (70) was higher than the mean score of post test ( 28). This showed that was significant difference between the students before and after taught by using communicative drilling. Then, the analysis of interest by using Linkert Scale indicated that the students were interested to pronounce English through communicative drilling. It was proved by mean score of students' interest was (79.9) in categories in interest. The result of the t-test value (7.29) was greater than t-table ( $\alpha = 0,05$ : 16 = 2.120). This mean that  $H_1$  was accepted. Based on data analysis, the researcher concluded that teaching pronunciation by using Communicative Drilling increased the students' ability to pronounce English. Moreover, the use of Communicative drilling makes the students' interested in pronouncing English.*

**Keywords:** *communicative drilling and pronunciation ability*

### Abstrak

*The objective of the research were to find out : (1) whether or not the ability the use of Communicative Drilling increased pronunciation ability of the second year students at SMP Negeri 4 Pancarijang and (2) whether or not the second year students of SMP Negeri 4 Pancarijang are interested in pronunciation through Communicative Drilling. This research applied Pre-experimental method that applied one group pretest and posttest. The subject of the research was the second year students of SMP Negeri 4 Pancarijang academic year 2018 – 2019. total number of population was 92 students spread in three classes and one class of them VIII.3 were taken as sample by using cluster sampling technique. The data of the research were collected by using two kinds of instruments, namely pronunciation test and questionnaire. Pronunciation test was used to obtain data of the students' pronunciation ability and questionnaire was used to know the students' interest in pronunciation by using communicative drilling. The result of data analysis showed that the mean score of post test (70) was higher than the mean score of post test (28). This showed that was significant difference between the students before and after taught by using communicative drilling. Then, the analysis of interest by using Linkert Scale indicated that the students were interested to pronounce English through communicative drilling. It was proved by mean score of students' interest was (79.9) in categories in interest. The result of the t-test value (7.29) was greater than the t-table ( $\alpha = 0.05$ : 16 = 2.120). This means that  $H_1$  was accepted. Based on data analysis, the researcher concluded that teaching pronunciation by using Communicative Drilling increased the students' ability to*

*pronounce English. Moreover, the use of Communicative drilling makes the students' interested in pronouncing English.*

**Kata Kunci:** *pengeboran komunikatif dan kemampuan pengucapan*

## INTRODUCTION

Indonesia is the country where English is positioned as a foreign language. Considering the importance of English, Indonesian government has decided to put English as one of the subjects which is taught in the school from kindergarten until university level. English is considered as important subject to learn since many fields in human life especially education uses English as the language to communicate and to share knowledge and information

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).

Abbas Pourhossein Gilakjani (2016) state that English pronunciation instruction is difficult for some reasons. Teachers are left without clear guidelines and are faced with contradictory practices for pronunciation instruction. There is no well-established systematic method of deciding what to teach, when, and how to do it. As a result of these problems, pronunciation instruction is less important and teachers are not very comfortable in teaching pronunciation in their classes.

Spoken communication is grounded on the communicability not only determined by correct grammar and profuse vocabulary but also on the correct interplay between the segmental and suprasegmental features making up pronunciation. As Burns (2003) concedes, despite minor inaccuracies in vocabulary and grammar, learners are more likely to communicate effectively when they have good pronunciation and intonation. Nowadays, as Pourhosein (2012, p.120) states, despite the "emphasis on the importance of meaningful communication and intelligible pronunciation, it is not enough to leave pronunciation teaching and training to pronunciation classes only"; it is determining that the relatively few hours devoted

to this purpose in the curriculum are planned and devised to make the most of them, giving students the tools to continue improving on their own and the voice to express in which ways they learn the best. In spite of this, "researchers in applied linguistics have paid little attention to learners' perceptions of pronunciation instruction in L2 contexts" (Kang, 2010) so that this article has tried to deepen on students' perceptions and feelings about English pronunciation issues in general and about the English pronunciation subject "Pronunciation and comprehension of oral English" in particular in order to make a diagnostic analysis of the situation which will ideally lead to an improvement in their pronunciation skills.

To solve the problem above, the teacher of English had a role, in helping to hand the learning especially. How the teacher organize the materials are presented to learners and how student and teacher interaction of developing pronunciation ability. From the phenomenon, the researcher can also concluded to apply an effective and efficient strategy to improve the pronunciation ability.

Based on the statements, the researcher intends to make a research about the pronunciation ability is improve under title: Improving Students' Pronunciation through Communicative Drilling Technique Eight Grade students' at Junior High School (SMPN) 4 Pancarijang.

## LITERATURE REVIEW

### 1. Pronunciation

Bachman (1990), states that language competence consists of two main competences. According to Bachman (1990), pronunciation or phonology is a part of grammatical competence. There are many experts that have views what pronunciation in language teaching is. Kelly (2000:1) is one that views pronunciation through the constituent parts. He argues that pronunciation has two main features namely phonemes and supra segmental features. Goodwin as cited in Celce-Murcia (2006:117) states that pronunciation is the language feature

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that most readily identifies speakers as non-native. Since it can identify us as non-native, we do not need to pronounce like the way native speaker do. However, we need to be minimally intelligible while speaking. She added that when we find students that find difficulty in speaking, we as teachers need to assist them through improving their pronunciation. Seidlhofer (1995) as cited in Celce-Murcia (2006:117) says "Pronunciation is never an end in itself but a means of negotiating meaning in discourse, embedded in specific socio cultural and interpersonal contexts". Producing sentences can have different meaning related to the way people pronounce sentences. Indeed, pronunciation needs to be taught to students.

English is a language that is not possessed only by one nation. As it plays as an international language or lingua franca, English now can be found in many countries and they use it with different accents or dialects. English can be identified of one's nation language as it has differences in terms of vocabulary, spelling and pronunciation. For example, in terms of pronunciation, the word "grass" can be pronounced differently according to which model we use. We can pronounce / gra:s / referred to British English or pronounce / græs / referred to American English. Due to the variety of English models, we, as teacher, can provide choice to students which model they want to use.

Kelly (2000:14) states "In the past the preferred pronunciation model for teaching in Britain, or among British teacher abroad, was Received Pronunciation (RP)." However, this model is not often used by teachers since they have already had their accent. As Kelly informs, RP is synonym with Queen's English or BBC English. Meanwhile, in Britain, the people who speak with this model is about 3% and it is still declining. So, how about in the world?

The teacher's first language makes them modify their accent in the classroom for the benefit of students. According to Kelly (2000), it is possible to do that, but teachers still need to know the variation of English. Those who are well informed to variations of English would be able to differ which accent that they find when they hear the model. And students can be informed by teachers about the variation of English. However, Kelly states that RP is still the target for Pronunciation, because of its

traditional status, though that is slowly changing. In case of which model should be used in the classroom, it depends on the teacher as long as the teacher can know and use the target model. However, he should be informed the English variation. The teacher may highlight the differences between British and American pronunciation, for example. Teaching that, students will be able to broaden their knowledge of variation of English.

As people have their own native language, it seems they can be recognized by people that they are non-native speakers. The way we speak in a different language is affected by our mother tongue. There are several factors that can affect pronunciation. Below are the lists (adapted from Kenworthy 1987:4-8 as cited in Brown 2001:284-285) of the factors that should be considered by teachers:

#### 1) Native language

This is the most influential factor when a learner learns new language. Teacher needs to diagnose their pronunciation difficulties so that they can have better pronunciation.

#### 2) Age

Generally speaking, children under the age of puberty stand an excellent change of "sounding like a native" if they have continued exposure in authentic contexts. Beyond the age of puberty, while adults will almost surely maintain a "foreign accent", there is no particular advantage attributed to age. A fifty-year-old can be as successful as an eighteen-year-old if all other factors are equal.

#### 3) Exposure

It is difficult to define exposure. One can actually live in a foreign country for some time but not take advantage of being "with the people." Since research seems to support that the more exposure that one gets is important that the more length of time, the class time needs to focus on pronunciation improvement in order that students can get better pronunciation.

#### 4) Innate phonetic ability

Often referred to as having an "ear" for language, some people manifests a phonetic coding ability that others do not. In many cases, if a person has had an exposure to a foreign language as a child, this „knack“ is present whether the early language is remembered or not. Others are simply more attuned to phonetic discriminations.

5) Identity and language ego

Another influence is one's attitude toward speakers of the target language and the extent to which the language ego identifies with those speakers.

6) Motivation and concern for good pronunciation

Some learners are not particularly concerned about their pronunciation, while others are. The extent to which learners' intrinsic motivation propels them toward improvement will be perhaps the strongest influence of all six of the factors in this list

According to Crystal (1980:267), states that phonetics is the science which studies the characteristics of human sound-making, especially those sound in speech, and provides methods for their description, classification and transcription. According to Dobrovolsky (1989:13) Phonetics is the study of the inventory and structure of the sounds language. This definition provides clear information about phonetics. There are two important keys in phonetics based in this definition: Phonetics studies sounds of language

Akmaijan (1998:51) give clear definition according to him, phonetics is concerned with how speech sounds are produced (articulated) in the vocal tract (a field of study known as articulator phonetics), as well as the with the physical properties of the speech sound waves generated by the vocal tract (a field known as acoustics phonetics). Meanwhile, according to Claire (3) phonetics is concerned with how sound are produced. In other words, phonetics is about sounds of language.

By knowing the process, hopefully the non-native speakers are able to produced English sounds easily and correctly.

*Speech Sounds Production*

People think that most sounds of all language are made with outgoing breath from the lungs. When people breathe in, air travels through the nose or mouth, down the trachea, which branches into the two bronchi and down into the lungs. Riviere in Trujilos' journal (2002:1) states that speech does not start in the lungs. It starts in the brain. After the creation of the message in the brain, it needs a representation of the sound sequence and a number of commands which will be executed by

speech organs to produce the utterance. So, it needs a phonetic plan of and a motor plan.

The next step is the physical production of sounds. Speech is produced by an air stream from the lungs, which goes through the trachea and the oral and nasal process and articulation.

a). Initiation Process

b). The Phonation Process

c). The Articulation Process

*The Speech Organs*

There are three systems of body organs which are needed for produced spoken language. They are usually known as the respiratory system, the phonatory system, and the articulator system.

a. Respiratory System

b. Phonatory System

c. Articulatory System

*Vowel*

Vowel is sounds produced in which there is no obstruction to the flow of air as it passes from the larynx to the lips (Roach, 1983: 10) There are some processes that are responsible for the vowels production: the shape of the lips, the opening between the jaws, the position of the soft palate, and the shape of the tongue. Vowels are described in terms of height, blackness/ frontless and roundness. Below is the diagram of the IPA vowels classification.

*Diphthongs*

Diphthongs are sounds which consists of a movement or glide from one vowel to another (Roach:20). English is rich in diphthongs: [aʊ] as in house, [aɪ] as in fine, [ɔɪ] as in boy, and generally in British English [əʊ] as in go and [eɪ] as in day. Other diphthongs are [ɪə] as in dear, [ʊə] as in poor and [eə] as in bear.

*Consonant*

Consonants is a speech sounds produced when the speaker either stops or several constricts the airflow in the vocal tract (Akmaijan, 1998:66). Every consonant may be defined according to its place of articulation and manner of articulation.

a). Place of Articulation

Place of articulation is the location of a consonant's obstruction in the vocal tract. The place of articulation of a consonant is determined by the articulator participating in its production.

1). Bilabials consonant

2). Labiodentals consonant

3). Dentals consonant

4). Alveolar

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- 5). Alveo-palatal
- 6). Velars
- 7). Palatal
- 8). Glottal

### b). Manner of Articulation

Manner of articulation refers to the way in which the obstruction of the air-stream, which characterizes all consonants, is achieved, at the different places of articulation in the mouth there are several basic ways that the air-stream can be obstructed.

1. Stops
2. Fricatives
3. Affricatives
4. Nasals
5. Liquids
6. Glides

### *Manners of Interference*

#### a). Closure

There are three different types of closure: stops, rolls, and flaps. As stated above, stops are complete closing followed by an abrupt opening (explosion). When there is velic closure the air the air-stream cannot get out through the nose, nor can get out immediately through the mouth. Since the lungs are still pushing air upwards the air is compressed within the totally enclosed cavity, and then the mouth closure is removed, this is compressed air explodes out the mouth as pie, by, die, etc. This kind of sound, which has compression and explosion, is called plosive.

#### b). Narrowing

When two speech organs are very close together the air forcing its way, then it is resulting narrowing. The air then becomes turbulent, and this turbulence is heard as friction noise. Sounds having such friction are known as fricatives. Some fricatives are made with a hissy kind of friction, example [s] and [ʃ], and these are sometimes referred to as sibilants; while the non-sibilants have a less hissy, like /f/ and /θ/

#### c). Opener Positions

If two organs are not so close together that they cause friction they may be playing a major part in shaping the cavities through which the air flows. This position causing frictionless sounds named frictionless continuants. This sound can be produced if the speaker gently lowers the lip away from the teeth when he says along fricative sound (for example /v/) until the friction disappears. This friction /v/ sound can quite often be heard as a defective /r/ in English. The

word ever said with a frictionless /v/ will sound like defective version of the word error.

### *The problems of Teaching Pronunciation*

#### a. The Learner

It is very common that many foreign language learners have problem in teaching and learning process. In this case, many of English foreign learners have difficulties in pronunciation teaching process because of some factoring. Accord to Knworthy in Nunan (1991:106-107) there are six factors that influence learners' pronunciation, mother tongue, age, amount of exposure phonetic ability, personality, and motivation.

- 1). Mother Tongue
- 2). Age
- 3). Amount of exposure
- 4). Phonemic ability
- 5). Personality
- 6). Motivation

### *The Techniques of Teaching Pronunciation*

There are many techniques of teaching pronunciation. According to Marianne, et al in Howlader (2011:275-276) there are some techniques of teaching pronunciation as follows: Direct method: Pronunciation is thought through imitation and repetition; Audio lingual method. Pronunciation is taught through imitation supported by analysis and linguistic information; Silent way/Visual aids: Enhancement of the teacher's description of how sounds are produced by audiovisual aids such as sound-color charts, Fidel wall charts and colored rods. Minimal pair drills: A technique to help students distinguish between similar and problematic sounds in the target language through listening discrimination and spoken practice, Community Language Learning, Contextualized minimal pairs, Tongue twister, Developmental approximation drills, Phonetic Training, Practice of vowel shift and stress shift related by affixation, Transformation Drill, Question and Answer Drill.

### *2. Definition of Drilling*

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. Drilling means listening to a model, provided by the teacher, or a tape or another student and repeating what is heard. Drilling is a technique that is still used by many

teachers when introducing new language items to their students. Harmer states that drilling is mechanical ways if getting students to demonstrate and practice their ability to use specific language items in a controlled manner. From those theories above, it can be concluded that drilling is a technique that has been used in foreign language classrooms which emphasis on repeating structural pattern through oral practice to demonstrate students' ability in using specific language items in a controlled manner.

### 1.1 Interest

Talking about interest would take someone to think about their positive response or attitude to something likes, enjoy, and appreciate which makes they having a desire to do. To clearly define what actually interest means some theorist would define it. According to Oxford Advanced Learner's Dictionary 9th edition (2016) interest is to attract your attention and make you feel interested; to make yourself give your attention to something.

### 1.2 Type of interest

Psychologists recognise two different types of interest:

1. Individual interests: short-term interests that each student has, often from their previous experiences such as insects, cancer treatment..
2. Situational interests stimuli from the way they are presented or content that spontaneously creates short-term interests for almost all students such as forensic science contexts; explosion demonstration.

## METHOD

### 2.1 Research Design

This research will apply pre-experimental method design. Pre-experimental method research design combine quantitative and qualitative by sentially mixing both qualitative and quantitative in a research (Gay et al .2006:490). According to Creswell (2014:268) in his book there are three types of mixed designs (Convergent parallel design, explanatory sequential design and exploratory sequential design,). Based on the types, the researcher tried to use Convergent Parallel design.

### 2.2 Research Variables

In this research there are two kinds of variable namely:

- a. Independent variable

The independent variable is the variable that the experimenter expects to influence the other (Nunan, 1992:25). Is the implementation of the teaching pronunciation through communicative drilling.

- b. Dependent variable

The dependent variable is acting. In this study, the students' achievement manisfested in the test score would be dependent variable. Is the pronunciation ability of students'.

### 2.3 Population

According to Creswell (2005:142), population is the group of individuals who have the same characteristics. The population of this research is taken from the Eighth Grade students of SMP Negeri 4 Pancarijang in 2018/2019 academic year. The classes are classified based on the students' registration number when they register to enter the school. VIII.1 consist of 22 students, VIII.2 consist of 21 Students and VIII.3 consist of 22 Students. The number of population was 65 students.

Table 1: The Population Eight-Grade SMP Negeri 4 Pancarijang

Classes	Sex		Total
	Male	Female	
VIII.1	10	12	22
VIII.2	10	13	23
VIII.3	13	11	24
VIII.4	12	11	23
<b>Total</b>	45	47	92

2.4 Sample is a subgroup of the target population that the resercher plans to study for generalizing about the target population Creswell (2012:142). In this research, the researcher will apply cluster random sampling technique that one class would be the sample. The researcher choose VIII.2 students as the sample the number of total sample are 23 students.

Table 2: Sample Eighth-Grade SMP Negeri 4 Pancarijang

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Class	Male	Female	Number of students
VIII.2	13	11	23
<b>Total Sample</b>			23

## 2.5 Instrument of the Research

### 1. Pronunciation test

The Pronunciation test would use communicative drilling as instrument. It is aim at finding out the students' ability to pronounce English words by communicative drilling. The test consist of pre-test and post-test. The pre-test would intend to see the students' ability in learning pronunciation material before the treatment and post-test would intend to see the result of the treatment on students' pronunciation.

### 2. Questionnaire

The questionnaire would be used to obtain information about the students' attitude toward be used of communicative drilling. And this way also could support the data from other instruments. The questionnaire consists of 20 items, 10 items positive statements and 10 negative statements which use Likert Scale with five options.

## RESULTS AND DISCUSSION

### 2.1 Results

This section deals with the presentation of the students' ability in pronunciation test and students' attitude toward the use of communicative drilling method.

The result of the test are as follow :

#### 1. Students' pronunciation ability

##### a. Scoring classification of students' test

The classification of the students' score before they given treatment will be presented in the table below :

Table 4.1. the result of pre-test

NO .	Classifi cation	Score	Fre kuen si	Percentage
1.	Very good	86 – 100	0	0 %
2.	Good	71 – 85	0	0 %
3.	Average	56 – 70	3	17.7 %
4.	Poor	41 – 55	2	11.8 %
5.	Very poor	0 - 40	12	70.8 %
<b>Tot</b>			17	100 %

Table above show that before treatment was given, there were 12 (70.8 %) out of 17 students' in "very poor" classification. 2 (11.8 %) out of 17 students' in "poor" classification. 3 (17.7 %) of them out in "average" classification. And there is no one student (0%) of the students in "good" and "very good" classification. It ca be cloncluded that before was given the students' ability in pronunciation in english wrds was "very poor" classification.

The classification of the students' score after they are given treatment will be presented in the table below :

Table 4.2. the result of post-test

NO.	Classific ation	Score	Fre kuen si	Percenta ge
1.	Very good	86 – 100	5	29.4 %
2.	Good	71 – 85	2	11.8 %
3.	Average	56 – 70	10	58.9 %
4.	Poor	41 – 55	0	0 %
5.	Very poor	0 – 40	0	0 %
<b>Total</b>			17	100 %

Table above show that after treatment was given, there were no one students (0%) out of 17 students' in "very poor" and "poor" classification. 10 (58.9 %) of them in "average" classification, 2 (11.8 %) of them in "good" classification. And 5 (29.4 %) of them in "very good" classification.

From both of the table above indicate that before treatment was given students' ability in English pronunciation was categorized into "very poor" classification and after treatment was given the students' ability in English pronunciation was categorized into "average" classification it means that the students' ability to pronouncing english words has an improvement after getting treatment in this case communicative drilling. The writer indicate that by communicative

drilling the students' english pronunciation can be improved too. So the writer concluded that communicative drilling is one of effective ways in learning and teaching process, especially in teaching English pronunciation.

- b. The mean score and standard deviation of the students' tesy result

In this part, the discussion deals with the argument of the difference of the students' pronunciation ability after giving test. The mean score of pre-test and the mean post-test was significantly different. The findings of test are presented in the following table.

Table 4.3 The mean score and standard deviation of the students' test

NO.	Type of Test	Mean score	Standard Deviation
1.	Pre-test	40.94	11.87
2.	Post-test	75.88	13.49

Based on the table above showed that the mean score of test of both pre-test and post-test is different. This is caused the effect of teaching by using communicative drilling method. The mean score of post-test, (75.88) is categorized as average categorized and pre-test, ( 40.94) is categorized as very poor category. The mean score of post-test was higher than pre-test (75.88>40.94), the standard deviation of pre-test was 11.87 and standard deviation of post-test was 13.49.

In order to know whether or not the mean difference of both tests is statically signifant at the level of significant at the level of significant 5% (0.05), degree of freedom (N – 1) = 16, the result of calculation is shown as follow:

Table 4.4 the t-test of the students' ability

Variable	t-test value	t-test table
Pronunciation Test	7.29	2.120

Based on the statistic test in asyimptotic significant (2-tailed) column, in relation to the finding of test, the t-test value was higher than the t-table (7.29>2.120). This means that  $H_0$  is

rejected and  $H_1$  is accepted, on significant level of  $\alpha = 0.5$ . it means that communicative drilling increase students' pronunciation ability.

## 2. Students' Interest

To know the students' interest toward the use of communicative drilling method in improving students' pronunciation ability. The researcher distributed questionnaire to the students'. The data was analyzed by using Likert Scale and SPSS 21.1.

Table 4.5 The percentage of students' Interest

Category	Range	Frequency	%
Strongly interested	85 – 100	7	41.1
Interest	69 – 84	7	41.1
Moderate	51 – 68	3	17.7
Uninterested	36 – 50	0	0
Strongly interested	20 – 35	0	0
<b>Total</b>		17	99.9%

## 3. The Mean Score of Students' Interest

Table 4.6 The Mean Score of Students' Interest

Total Respondent	Total of Students' Score	Mean
17	1356	79.7

The table above shows that the mean score of students' interest is 79.7. it means the students' were interested to use communicative drilling in improving students' pronunciation ability.

## DISCUSSION

This section deals with argument and further interpretation of the research findings in pronunciation ability in pretest and posttest results.

Based on the students' work in the pre-test, the researcher analyzed that most students had low ability in pronunciation.

The result of data analysis showed that there was significant difference between the students' score in pretest and posttest. It was proven by the mean score of posttest which was higher than pretest (7.29>2.120).



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the analysis indicated that the students were strongly interested to improve the pronunciation ability through communicative drilling. It was proved by interest mean (79.7) where 41.1 % students were strongly interested, 41.1% students were interested and 17.7% students were moderate. Based on the data analysis, the researcher concluded that : (1) the use of communicative drilling improves students' pronunciation ability; (2) the use of communicative drilling makes the students interested in improving pronunciation.

This is also in line with Tam (1997) stated communicative drilling make people to be stressed on pronunciation and quality of voice, it is conform to Acton (1984) stated that communicative drilling leads students concern on accuracy, makes them listen and understand their speech on a daily basis and helps students' to enhance their control of English rhythm. Therefore according to him, communicative drilling is one of interesting techniques for developing students' pronunciation.

### CONCLUSIONS AND SUGGESTIONS

#### 2.2 Conclusions

Based on the discussion in the previous chapter, researcher makes a conclusion that teaching pronunciation using communicative drilling is effective because it can improve the pronunciation ability and intrinsic motivation of the students' as well. The students' improvement on pronunciation ability is shown from the difference of the students' mean score between before and after the actions. The students' intrinsic motivation also improved.

The improvement was shown from the students' attitude the actions. During the researcher as implementing the actions, the students' were more active and relax. It was totally different from their attitude in the first meeting. In the first meeting, they were too afraid to show their 'existence' by keeping quiet during the lesson. In the second and the next meeting, they were easily did some activities asked by the teacher. They interested and enjoyed joining the class.

#### 2.3 Suggestions

Based on the conclusions and the implications above, there are some suggestions addressed to

the English teacher. It is important for him to make an

Interesting teaching and learning process. The use of media is needed to consider in making the learning more visual. The use of mini dictionaries with phonetic transcription could facilitate students to have good pronunciation. Students need a lot of activities that get them listen to native speaker pronunciation. When the activity is in form of communicative activity, students need to be monitored so that they have good pronunciation and the teacher can give appropriate feedback. The students need to be encouraged so that they can have self-evaluation. In terms of pronunciation teaching, the teacher can give the task to read aloud after they hear the model. After that, the students record their reading and compare with the model. Having that activity, students can be more aware to their pronunciation.

In addition, the English teacher needs to pay attention to the students' grammar. The students still lacked of grammar when they speak out. However, he must not forget to keep drilling their pronunciation in a communicative way so that they can communicate well.

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