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THE EFFECT OF VARYING TYPES DRILL TECHNIQUE ON ENGLISH PRONUNCIATION OF GRADE-8 STUDENTS OF SPMN 23 MAKASSAR

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ABSTRACT

This study aims to know the effect of drill technique on student's English pronunciation. The study employed Quasi-experimental design. The population consists of 39 students and the sample were 20 students taken from the grade-8 students of SMPN 23 Makassar. The data was collected by administering filling the blank oral test with consisting of 30 words/sentences. The result of this research shows that of T-test is higher than T-table ($4.634 > 2.093$). The result indicates that the alternative hypothesis(H1) is accepted and of course the null hypothesis (Ho) is rejected, it shows that using drill technique has affected on students' English pronunciation used the reading text as teaching tools of oral test in the classroom.

Keywords: effect, drill technique, English pronunciation.

Introduction

The pronunciation of English involves the production of individual or isolate sounds and the utterance of words, phrases, and sentences with correct spelling and stressing and/or rythm In English sound system. There are many styles of speech for each individual is influenced by a variety of causes such as locality, early influences, and social surroundings intonation. In usually the students undergo difficultness to pronounce the words of English because they are influenced by of them. They need practice or habitation to make fluency of their pronunciation. Therefore, it is an important aspect of English teaching and learning process.

The learners are expected to master English pronunciation, because it is not enough for them to learn words or vocabularies, grammar, listening, reading, and writing, but they also have to study pronunciation. It is crucial conversation since it is needed to avoid misunderstanding. In the school, students will study pronunciation in the class.

Ideally, the learners should be aware how to pronounce words and communicate English fluently. Instead of, students acquire their mother tongue

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through constant imitation and repetition of the utterances produced by the people around them. Moving of their organ's speech have been set to produce the speech sounds of their own language. It will be difficult for them to change the habit of moving their speech organs in such a way as to produce the foreign sounds (Ramelan, in Wahyuningsih.2012: 1).

However, pronunciation programs will depend on the students' interest. Since the beginning of pronunciation material, pronunciation must be comprehensive and meaningful. That is the teaching of early pronunciation. Students should be given material in complete form, such as words and sentences.

Gilakjani (2011:4), claim that pronunciation should be considered because it is part of language and it needs to be taught as soon as learners to learn a foreign or second language. In a recent study, found that is very difficult aspect of English to learn, but it seems that teaching pronunciation from the very beginning help learners to be intelligible. According to Morley (1991:488) that intelligible pronunciation is essential component of communication competence, in other to words being intelligible means being understood. For this reason, pronunciation in English courses should be priority. Many learners of English as a second language have "major difficulties" with English pronunciation even after years of learning the language and this will make them face difficulties in area such as finding employment.

Pronunciation is viewed as a sub- skill of speaking. Generally, if we want to change the way a learner pronounces words. We have to change the way they think about the component sound of those words. This goes not just for individual sounds, but for bigger element of speech such as syllables, stress patterns and rhythm. Despite this, the teaching of pronunciation remains largely neglected in the field of English language teaching. In this study, the writer discusses common misconceptions about pronunciation, factors affecting the learning of pronunciation which include age, personality, mother tongue influence, gender and learning context. It is well acknowledged that age, personality and L1 background are the most important factors that affect learners' mastery of L2 pronunciation. Then, they review the needs of learners, suggestion for teaching pronunciation.

Drill technique can be defined as a technique that has been used in a foreign classroom for many years. It was a key feature of audio-lingual approaches to language teaching which placed emphasize on repeating drills. For example, it can vary the drill in terms of who repeats whether the whole class, half the class, boys only, girls only, or individuals. Drill is not a new or a fashionable classroom technique, but used appropriately in the classroom. In the classroom, it can be of great value to our learners. Only drill language that will benefit from being drilled, for example if it causes pronunciation problems or if it is a useful chunk of language to be memorized (Tica, 2004: 1-3).

One of the primary goals of pronunciation training in any course, Morley (1991: 488) suggests that intelligible pronunciation is not perfect pronunciation.

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She believes that intelligible pronunciation is an essential component of communicative competence. The attainment of 'perfect pronunciation', as she proposes should no longer be the objective. Instead, she calls for setting more realistic goals that are reasonable, applicable and suitable for the communication needs of the learner. To her, the learner needs to develop functional intelligibility (ability to make oneself relatively easily understood), functional communicability (ability to meet the communication needs one faces), increased self-confidence, and the speech monitoring abilities and speech modification strategies for use beyond the classroom.

Therefore, it is vital that students learning English for international communication learn to speak it as intelligibly and comprehensibly as possible not necessarily like natives, but well enough to be understood. And, it is equally important that they learn to understand it when spoken by people with different accents speaking in natural conditions (not just actors speaking standard English in recording studios). In this respect, part of the underlying philosophy of including listening and speaking courses in any syllabus is to teach pronunciation as an integral part of oral communication (Rajadurai, in Maher.2005: 2). The rationale is that it is counterproductive to remove pronunciation from communication and other aspects of language use. So, with 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 or even to listening/speaking classes in some programs.

Practically, in real life, teachers can always squeeze pronunciation into their classes by sheer cunning, to reinforce the concepts that might have been taught before in pronunciation classes (in an ideal English curriculum), increase awareness of the significance of pronunciation as an integral part of the teaching of English as a second language, provide opportunities for practice, and give encouragement and advice to learners as they work towards intelligibility. However, students have not the intelligible pronunciation yet. For that reason, the researcher is interested in analyzing the Effect of Varying Types of Drill Technique on English Pronunciation of the Grade-8 Students 23 Makassar

Method

This is an experimental study using Quasi-experimental with time series design and in this research, there is no control group. This study entails of pre- test, treatment, and post-test. As a quasi- experimental, there was only being one group as the subjects. In this research the writer- employed cluster random sampling technique. The writer choose one class as the sample, namely class VIII (IV) of SMPN 23 Makassar. The writer only needs 20 students as the samples. So, the writer gave students 40 card numbers where there were 20 odd numbers and 20 even numbers. The students who get even number would be taken as the samples. This research has two variables, namely independent variable and dependent

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variable. The independent variable is varying drill technique on English pronunciation. The dependent variable is students' English pronunciation. The instrument of the research used test performance. The type of the test was oral test while the writer recording them. This instrument is in the pre- test and post-test. The instrument was used to measure the score of students' English pronunciation with using drill technique. The writer recorded (oral test) to obtain further information about their pronunciation comprehension before the students were given the treatment. After giving pre-test, the writer gave students treatment for one meeting. In this meeting, the writer implemented drill technique to the class.

Finding Dan Discussion

The findings of the research were based on the results of the data analysis. After analyzing the data derived from the pre-test and post-test, below is the result of data analysis. The data are served in some tables, which consist of some forms of analysis namely score, classification, frequency, and percentage.

Table 1 The Students' Score and Classification in Pre-Test and post-test

Student	Score of the pre-test	Score of the Post-test	Classification pre-test	Classification post-test
(1)	(2)	(3)	(4)	(5)
1. MFR	46	86	Very poor	Good
2. MDA	50	80	Poor	Good
3. RASR	50	80	Poor	Good
4. YOPM	40	90	Very poor	Good
5. MSS	43	76	Very poor	Good
6. MMS	50	90	Poor	Good
7. SNP	60	70	Poor	Fair
8. DNM	50	86	Poor	Good
9. YR	40	76	Very poor	Good
10. MAS	60	93	Poor	Very good
11. ANAA	50	76	Poor	Good
12. MI	50	66	Poor	Fair
13. ADF	40	86	Very poor	Good
14. HR	60	96	Poor	Very good
15. NS	50	76	Poor	Good
16. LNRM	40	76	Very poor	Good

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17.AASH	50	76	Poor	Good
18.MAF	23	73	Very poor	Fair
19.PS	46	83	Very poor	Good
20.AE	50	86	Poor	Good
Total	948	1621		
Mean score	47.4	81.05		

Based on the table 1 above in pre- test, there were 8 students' classified as very poor and 12 students' classified as poor. The table above show that in pre-test the total value was 948 and the mean score was 47.4. It means that of the students' in pre-test is lower than value standard (75). It shows that students' low in mastering English pronunciation before apply drill technique. The students' were classified as very poor after Pre-test given. Based on the table 1 above in post- test, there were 2 students classified as very good and 15 students were classified as good and 3 were classified as fair. The table above show that the total value of the post-test is 1621 and the mean score is 81.05. In the pre-test the students got classification very poor but in the post-test, students got classification good because in the pre-test they couldn't pronounce the words and sentences correctly.

Table 2 the rate frequency of the pre- test and percentage

No	Classification	Range of score	Pre – test	
			Frequency	Percentage
1	Very good	91 – 100	-	0%
2	Good	76 – 90	-	0%
3	Fair	61 – 75	-	0%
4	Poor	50 – 60	12	60%
5	Very poor	Less than 50	8	40%

Based on aggregate percentage, it showed that low achievers were bigger than high achievers. It indicated students' English pronunciation achievements still needed to be improved.

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Table 3 the rate frequency and percentage of the post-test

No	Classification	Range of score	Post – test	
			Frequency	Percentage
1	Very good	91-100	2	10%
2	Good	76-90	15	75%
3	Fair	61-75	3	15%
4	Poor	50-60	-	0%
5	Very poor	Less than 50	-	0%

Interestingly on the table above there were no students got very poor, it showed that use drill technique in reading text as a media to gain intelligible pronunciation have a significant effect, in this case the writer let the EFL students to have experience dealing with reality.

Table 4 the mean score and standard deviation of the pre-test and post-test.

Type	Mean Score	Standard Deviation
Pre-test	47.4	6.7
Post-test	81.05	7.9

Table 4 show that the mean score of the students' pre-test was 47.4 and the mean score of post-tests was 81.05. The standard deviation of pre-test was 6.7 and standard deviation of post-test was 7.9 higher than the mean score of the students' pre-test. It repeated that the mean score of the students in pre-test and post-test obtained by the students were different and it means that the effect drill technique can give effect to students in English pronunciation.

Table 5 T-test value and T- table

Variable	T-test	T-table
$x_2 - x_1$	4.634	2.093

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It is concluded that there was a significant difference between the mean score of the students' pre-test and post- test. For the level of significance (α) = 0.05 and degree of freedom (df) = 19, then t-table value = 4.634 t-test = 2.093. Thus, the value of t-test is greater than t-table (4.634 > 2.093). It means that there was a significance difference between the pre- test and post-test of the students in giving the effect of drill technique to mastering the English pronunciation. In other words, there was a significance difference of the result of pre-test and post-test.

Conclusions

Based on the result and discussion of the finding, the writer comes to the conclusions that Drill technique significantly affects the English pronunciation of the grade-8 students in mastery pronunciation. Drill technique is a useful tool for teachers and students during the teaching learning process.

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