**THE EFFECTIVENESS OF REPETITION DRILL**

**TO ENHANCE STUDENTS’ ABILITY**

 **TO PRONOUNCE ENGLISH WORDS**

Myske Silvana Wenur[[1]](#footnote-1), Hasan Basri[[2]](#footnote-2), Abdul Kamaruddin[[3]](#footnote-3)

**Abstract**

This research aims at proving that the implementation of repetition drill is effective to enhance students ability in pronouncing consonant /ʧ/, /ʤ/, /θ/ and /ð/ in individual words. The researcher used pre-experimental research design. The sample of the research is XI IPA B that consist of 20 students. The researcher selected the sample by using purposive sampling technique. The technique of data collection is test. The test conducted twice; pre-test and post-test. The data were analyzed statistically in order to know the significance of the achievement of the students in pre-test and post-test. The result of the data analysis shows that by applying 0.05 level of significance and 19 as degree of freedom (d.f. 20-1=19) the t-counted value (8.15) was higher than the t-table value (1.729). Due to this result, it was proven that the implementation of Repetition Drill technique is effective to enhance students’ pronunciation in the consonants /ʧ/, /ʤ/, /θ/ and /ð/.

**Keywords:** Enhance, Pronunciation, Repetition Drill

**INTRODUCTION**

Pronunciation is one of the language components that plays an important role in communication. It refers to the production of sounds that we use to make a meaning. Dalton (1998:3) defines pronunciation as the production of significant sound in two senses. First, sound is significant because it is used as a part of a code of a particular language. Second, sound is significant because it is used to achieve meaning in contexts of use. Sometimes the spoken English is different from the written English. For example when the students were asked to pronounce the word ‘*think*’ /θɪŋk/ and ‘*thing*’ /θɪŋ/ they pronounced it both /tɪŋ/ which the meaning of thus words might be understood by the listener if the speaker says it in a sentence, but if the speaker just pronounces the word alone, it will make the listener gets difficulty to understand what the speaker is talking about. According to Julian Edge on ‘Mistakes and Correction’ as quoted by Harmer (2000: 99) mistakes can be divided into three broad categories: ‘slips’ (that is mistakes which students can correct themselves once the mistake can be pointed out to them), ‘errors’ (mistakes which they cannot correct themselves – and which therefore need explanation), and ‘attempts’ ( that is when a student tries to say something but not yet know the correct way of saying it) . From the three categories, it can be said that error is the most important thing for the teacher to be concerned because the students cannot correct themselves without of the teacher’s help.

Most of nonnative speakers of English have learnt English as a part of their formal education, and as a result, all of them are literates. They are able to write and read. This is really different from the condition found in English speaking countries. They learn the pronunciation, intonation, and other supra segmental features first then finally they learn the spelling of the words.

Although the nonnative speakers of English are literate enough; however, it does not mean that they are literate enough in English language. Therefore, the learners of English as foreign language should also need to learn about how to pronounce the words of the target language. Harmer (2000: 183) states that pronunciation teaching not only makes students aware of different sounds and sound features (and what these mean), but can also improve their speaking and listening skill. Concentrating on sounds, showing where they are made in the mouth, making the students aware of where words should be stressed – all these things give them extra information about spoken English and help them. Dalton (1998:6) also states “The importance of the students to be aware of the pronunciation elements. When it comes to a language teaching, it is important to note that there is a difference between what is effective as a point of reference or set of bearings for learning (let us call this a model) and what is presented as an attainable behavioral target (let us call this a norm). The task of pronunciation teaching, as in the teaching of any other aspect of language, is (in these term) to establish models for guidance, not norms for imitation.”

Therefore, the teachers should have several special tricks to make their students motivated to learn English. The learners need a way of teaching that is enjoyable, practical, and easy to understand so that finally they can integrate themselves into English. The researcher choose Audio Lingual Method using repetition drill to improve the students’ pronunciation of consonants /ʧ/, /ʤ/, /θ/ and /ð/. Repetition drills are use for familiarizing students quickly with a specific structure formulaic expression (Doff 1990: 71). Language learners merely repeat what the teacher says or the tape recorder produces with no change. This may be used for the presentation of new vocabulary and will be useful for pronounciation class. In a repetition drill, the teacher says the model (words and phrases) and the students repeat it (Tice, 2004). This technique would help to train the movement of the organs of speech such us lips, tongue and jaw to produce sound. This drilling is the same as imitation where the students listened to a tape or model then imitate what they listened. The teacher needs to give more example or shows the students the way how to produce the correct sounds rather than ask students to produce more sounds. The teacher has been a model to show how the sound is produced then students imitate.

This method used reproduction technique, choral repetition and individual repetition. It has some drillings which all the drillings emphasize on oral practice. The oral practice in this method was aimed to improve the pronunciation of the learners. Through its oral practice the learner learned pronunciation directly from their teacher, cassette or video. Based on the above explanations, the tittle of this research is “The Effectiveness of Repetition Drill To Enhance Students’ Ability To Pronounce English Words” in consonants /ʧ/, /ʤ/, /θ/ and /ð/.

**METHODOLOGY**

In this research, the researcher has apply pre-experimental research. The researcher choose pre-experimental because the researcher wanted to focus on one class to see the progressive and the effectiveness of the technique. The sample of the research contains only one group. The researcher gave the treatment to this group as seen in research design by Arikunto (2006:85) as follows:

**O1 X O2**

Where:

O1 : Pre- Test

X : Treatment

O2 : Post- Test

The population of this research is the students of eleventh year SMA Karuna Dipa Palu in academic year 2016/2017. There are two classes at eleventh grade student, XI IPA A which consists 26 students and XI IPA B which consists 20 students. Thus, the total population is 46 students.

The sample of this research has been taken through purposive sampling technique. Purposive sampling technique is a sampling technique which is used when the researcher chooses spesific people or group within the population for the research project. It is also known as judgemental, selective and subjective sampling. In this research, the researcher choose XI IPA B as the sample group of the research. It is based on the recommendation of the English teacher and the researcher observation.

The researcher used two research variables in this research. They are dependent and independent variables. Hatch and Farhady (1982:15) state, “Independent variable is the major variable which you hope to investigate; on the other hand, dependent variable is the variable which you observe and measure to determine the effect of the independent variable*.*” Therefore, Independent variable is the aplication of repetition drill and dependent variable is the ability of students in pronouncing English word.

In this research, the researcher used test and non-test instrument. Non-test covered observation before pre-test and test covered pre-test and post-test after giving the treatment. Arikunto (2013:45) defines that test is instrument or procedure to know and measure the students ability with manner and rules have given. The steps of test has been applied in gathering data. Pre-test was given to the students before treatment to know the students prior knowledge before treatment, while post- test was given to the students after the treatment. The test consists of 20 items. The students got one point for each correct pronunciation and zero for each incorrect one.

After conducting the pre-test, the researcher gave the treatment to the students. The researcher taught them the pronunciation of consonants /ʧ/, /ʤ/, /θ/ and /ð/ using repetition drill. The researcher gave treatments to the students in four meetings and each meeting spent about 45 minutes.

The researcher explained the scores of the students in both pre-test and post-test, the researcher analyzed the data statistically. The researcher computed the individual score by using formula proposed by Arikunto (2002:276). After computing individual score, the researcher computed the mean score to compare students’ pre-test and post-tes by using formula purposed by Arikunto (2013:299).

To computed the mean deviation, the researcher used formula proposed by Arikunto (2006:306). Then, the researcher counted the square deviation by using formula proposed by Arikunto (2006:307). Finally, to know whether the students’ pre- test and post- test have significant difference, the researcher used the formula proposed by Arikunto (2010:349).

**RESULTS**

Before giving treatment, the writer administered the pre-test to measure the prior knowledge of the students. After getting the pre-test score, the writer counted the mean score of the students by applying formula which was proposed previously in methodology.By applying the formula, the researcher obtains the mean score of the students’ pre-test (47).The result of the pre-test is presented in the following table.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Students’ Initial | Obtained Score | Maximum Score | Standard Score |
|  | CW | 12 | 20 | 60 |
|  | CA | 9 | 20 | 45 |
|  | CC | 13 | 20 | 65 |
|  | EL | 6 | 20 | 30 |
|  | FI | 13 | 20 | 65 |
|  | GS | 10 | 20 | 50 |
|  | JT | 10 | 20 | 50 |
|  | JP | 3 | 20 | 15 |
|  | KD | 4 | 20 | 20 |
|  | MR | 4 | 20 | 20 |
|  | MC | 15 | 20 | 75 |
|  | MG | 0 | 20 | 0 |
|  | MS | 14 | 20 | 70 |
|  | NG | 12 | 20 | 60 |
|  | OH | 10 | 20 | 50 |
|  | RB | 13 | 20 | 65 |
|  | SH | 6 | 20 | 30 |
|  | TR | 8 | 20 | 40 |
|  | VA | 1 | 20 | 5 |
|  | WG | 5 | 20 | 25 |
|  | **Total Score** |  |  | 940 |
|  | **Mean Score** |  |  | 47 |

**Table 1. Result of Pre-test**

By looking at the result above, the highest score that the students can reach is 75 and the lowest score is 0. The purpose of the post-test is to find out the students’ enhancement in pronunciation after they were taught through Repetition Drill Technique. The result of post-test is presented in the table 2, below:

**Table 2. The Result of Post-test**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Students’ Initial | Obtained Score | Maximum Score | Standard Score |
| 1 | CW | 19 | 20 | 95 |
| 2 | CA | 11 | 20 | 55 |
| 3 | CC | 17 | 20 | 85 |
| 4 | EL | 15 | 20 | 75 |
| 5 | FI | 15 | 20 | 75 |
| 6 | GS | 19 | 20 | 95 |
| 7 | JT | 14 | 20 | 70 |
| 8 | JP | 9 | 20 | 45 |
| 9 | KD | 9 | 20 | 45 |
| 10 | MR | 14 | 20 | 70 |
| 11 | MC | 19 | 20 | 95 |
| 12 | MG | 8 | 20 | 40 |
| 13 | MS | 19 | 20 | 95 |
| 14 | NG | 14 | 20 | 70 |
| 15 | OH | 12 | 20 | 60 |
| 16 | RB | 15 | 20 | 75 |
| 17 | SH | 16 | 20 | 80 |
| 18 | TR | 11 | 20 | 55 |
| 19 | VA | 4 | 20 | 20 |
| 20 | WG | 12 | 20 | 60 |
|  | **Total Score** |  |  | 1360 |
|  | **Mean Score** |  |  | 68 |

Table 2 explains about the students’ post-test score. The students’ post-test score is higher than the pre-test score. The researcher computes the mean score of the students’ post-test. The mean score of the students’ post-test is 68. It is higher than the pre-test score.

After computing the mean score of both tests, the researcher computes the deviation and square deviation. The purpose is to find out the significant difference of the students’ score. The result can be seen in the following table:

**Table 3. Square Deviation**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | Students’ Initial | Pre-test score (x) | Post-test score (y) | Deviation (y-x) | Square Deviation (d2) |
| 1 | CW | 60 | 95 | +35 | 1225 |
| 2 | CA | 45 | 55 | +10 | 100 |
| 3 | CC | 65 | 85 | +20 | 400 |
| 4 | EL | 30 | 75 | +45 | 2025 |
| 5 | FI | 65 | 75 | +10 | 100 |
| 6 | GS | 50 | 95 | +45 | 2025 |
| 7 | JT | 50 | 70 | +20 | 400 |
| 8 | JP | 15 | 45 | +30 | 900 |
| 9 | KD | 20 | 45 | +25 | 625 |
| 10 | MR | 20 | 70 | +50 | 2500 |
| 11 | MC | 75 | 95 | +20 | 400 |
| 12 | MG | 0 | 40 | +40 | 1600 |
| 13 | MS | 70 | 95 | +25 | 625 |
| 14 | NG | 60 | 70 | +10 | 100 |
| 15 | OH | 50 | 60 | +10 | 100 |
| 16 | RB | 65 | 75 | +10 | 100 |
| 17 | SH | 30 | 80 | +50 | 2500 |
| 18 | TR | 40 | 55 | +15 | 225 |
| 19 | VA | 5 | 20 | +15 | 225 |
| 20 | WG | 25 | 60 | +35 | 1225 |
|  | **Total**  | 940 | 1360 | 520 | 17400 |

Then, the researcher computes the students’ mean deviation by using formula by Arikunto (2006:306) and the result of mean deviation is (26). After computing the students’ mean deviation score, the researcher computes the square deviation using formula purposed by Arikunto (2006:307) and the result is (3880). Finally, to obtain the significant difference of pre-test and post-test, the researcher computes t-table by using formula proposed by Arikunto (2010:349) and the result is (8.15

 After analyzing the data by using the t-test formula, the researcher found that the t-counted value is 8.15. To find out the significant difference of the students’ pre-test and post-test score, the researcher compares the t-counted value (8.15) with t-table value. By applying 20 of the degree of freedom (df) N-1, 20-1= 19 with 0.05 level of significant, the t-table value is 1.729.

It shows that t-counted (8.15) is higher than t-table (1.729). It concluded that implementation of repetition drill is very effective to enhance students’ ability in pronouncing English words that contained consonants /ʧ/, /ʤ/, /θ/ and /ð/.

**DISCUSSION**

 In conducting this research, the researcher focused on teaching pronunciation using repetition drill technique. The technique of data collection was systematically done before analysis and conclusion were made. They were pre-test, treatment, and post-test that have been mentioned and explained in the methodology. The students were very cooperative to follow every step of repetition drill technique and has been active in the classroom while the treatment.

 Before conducting the treatment, the researcher provided pre-test in order to measure the students’ pronunciation. The researcher asked the students one by one and ordered them to pronounce 20 words while the researcher was recording the students’ voices. When the students sat in front of her and listened the instruction they were afraid of making mistake and asked to practice the words first. Altough the pre-test contained some familiar words, but the students were too afraid of making mistake and influeced their score in English subject. But the researcher told them that the test was taken just for her research and would not affected their score. And then, the students read the given words without hestitation. But, the result of the test was not satisfied yet, because the mean score of the pre-test was only 47.

 Here was the problem. The material in the treatment that the researcher has prepared was supposed to be for eight meetings. But when the researcher went to the school, the English teacher just gave her 4 meetings because there were some PPL students in that school and they were also had to reach 18 meetings. That is why the researcher just got 4 meetings to give the students treatment. The researcher gave the class two topics in every meetings so the students can enhance the pronunciation with the limited time.

At the first meeting, after giving the pretest, the researcher explained about the technique before giving the material. And then, the researcher gave each of them a paper sheet that contains the text and the list of words. The researcher read the word and asked them to repeated chorally and then individually. They looked nervous espesially when the researcher

asked them to repeat the words one by one. However, the activities could run well although their pronunciation was not satisfied yet. On the next meeting, the students could enjoy the learning process and they felt more relaxed. They seemed to be interested and happy in taking parts in the activities. The reason was because the technique was very simple and easy to follow. It was shown from their willing to do what the researcher asked to do. The researcher also has got the result of pretest so that the researcher found out whose had good and poor pronunciation. The researcher gave more attention to the students who had poor pronunciation and asked them to repeated more than the other students. The students repeated immedietly after the reseacher so they got the right pronunciation. The researcher asked the students not only to repeat the words, but also practice the sounds. At the 3rd meeting they already had good improvement in pronouncing words. So at the 4th meeting, the researcher gave them some games about repetition drills and they were very happy. After the students being refreshed with the game, the researcher gave them post-test.

 After conducting the treatment, the researcher held the post-test in order to know the enhancement of the students’ in pronunciation after giving the treatment by applying repetition drill technique. Most of the students had an enhancement in pronounce the sounds. They can pronounce the sounds properly. For example the word ‘*throw*’, before thetreatment the students pronounce it /tru:/, but after the treatment they pronounce it /θɹoʊ/. Most of the students were able to increase their score. The mean score of the post-test was 68. Regarding the result of pre-test and post-test, there was a significant progress in students’ score. It can be concluded that the implementation of repetition drill is effective to enhance students’ pronunciation of consonant /ʧ/, /ʤ/, /θ/ and /ð/.

**CONCLUSIONS AND SUGGESTIONS**

After discussing and analyzing the data in the discussion, the researcher comes to a conclusion that the implementation of repetition drill technique is effective to enhance students’ pronunciation. The students had positive progress when they were treated for four meetings. It is proven by the result of the data analysis where the result of pre-test was 47 and while in the post-test it was increased to 68. Also, it was proved that the difference is significant by applying the t-test. Based on the result of data analysis, there are improvements from pre-test to post-test score, the researcher concluded that the hypotesis is accepted and the implementation of repetition drill is effective to enhance students ability to pronounce English words.

Considering the result of the research findings, the researcher would like to give some suggestions to teacher, students and the next researcher who intend to use the technique concerning teaching and learning pronunciation using repetition drill. The first isfor the teacher. The teachers should speak more English than Indonesian in classroom, so that the students will be accustomed with the general English instructions during the learning activities. About the technique, repetition drill is very easy to be applyed and flexibel which can be implemented in any material, but also sometimes it can be bored for the students. If the teacher just use Repetition Drill Technique in any material without space then the students will be bored in learning English espesially pronunciation. So, to avoid boresome while doing the repetition drill, teacher might do some action as follow: a). Make the atmosphere in the class enjoy. When students could not produce the correct sound, the teacher may not force the students because it could make them unmotivated to learn pronunciation but show them and lead them again how to produce the correct pronunciation slowly. b). Doing repetition in group by grouping the students into some groups. So, while a group did the repetitions line by line or words by words other groups listened carefully to their friends. c). Give them some game that related to the material and repetition drill, so they can enjoy learning pronunciation. The researcher herself has apply these suggestion in the classroom and get an satisfied result.

The next is for the students. Students as the English learners should not be afraid and ashamed to make mistakes in practicing English. If the students follow this suggestion, their English pronunciation surely can be improved. They should try to use this strategy to help them in improving their pronunciation. For example when they listen to the song or native speaker, they can repeat what they heard so they would know how to pronounce the words. Beside, they must pay attention to the lesson and the teacher explanations related to the material and should be more active in the class. Last is for the next researcher. The researcher suggest to the other researcher to not be ashamed when practice the pronunciation in front of the students, becuse there are some sounds in English that should be explained with such a weird face espresion. For example the consonants /ʧ/, /ʤ/, /θ/ and /δ/. This suggestion is highly recommended because the effectiveness of this technique was proved.

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