

IMPROVING PRONUNCIATION OF SUFFIX –ED OF THE EIGHTH GRADE STUDENTS THROUGH REPETITION DRILL

Novia Ruthdorea¹, Hasan Basri², Jos E. Ohoiwutun³

Abstract

The objective of this research was to examine that the use of repetition drill can improve students' ability in pronouncing sounds of suffix –ed at SMP Bala Keselamatan Palu. Pre-experimental research design was applied in this study. The research sample was class VIII A which consisted of 30 students. The sample was taken through cluster sampling technique. The data were collected by using tests (pre-test and post-test). The result of pre-test was 8.56 and the result of post-test was 20.26. Therefore, the mean deviation was 11.7. Then, data analysis showed that there was a significant difference between pre-test and post-test. It was proved by testing hypothesis. By applying 0.05 level of significance with 29 (30-1) degree of freedom (df), t-counted value (15) was higher than t-table value (1.699). It means that the research hypothesis was accepted. In other words, the application of repetition drill was effective to improve students' ability in pronouncing suffix –ed at SMP Bala Keselamatan Palu.

Keywords: Improving, Pronunciation, Suffix –ed, Repetition Drill

INTRODUCTION

Language is useful as communication tool in the world. Ohoiwutun (2004:5) on his book states, "Language is known as the primary basis of communication among humans as the vehicle to transmit meaning". It means that without language, the communication will not run well. In Indonesia, English is a foreign language that has been taught from elementary school to the university level. The focus of the teaching English is to develop student's ability in communication using English. According to Nuhung (2007:30), "The goal of English classes in the curriculum is to enable students to use English in communication". In achieving that, the students should master the four language skills namely listening, speaking, reading, and writing.

Talking about language skills, speaking is one of the important skills that should be mastered because it can express feeling, opinions, and ideas of someone orally. Most of English students still face difficulties in speaking English properly. In other words, they

are incapable in speaking ability. To master speaking, the students should master English structure, vocabulary, and pronunciation.

In speaking, using good pronunciation is greatly expected. The listener may not understand if the speaker is not able to pronounce the word properly. If he has bad pronunciation, the listener cannot understand his utterance because he does not articulate words correctly. Murcia (1991:136) states, “Correct pronunciation is seen as a prerequisite to developing the speaking skill”. It means pronunciation is the first base to develop speaking skill.

In learning English pronunciation, the students usually face the problems or difficulties to pronounce English words. For example, the verb “learned”, they pronounced /lɜrnət/. The pronunciation is wrong. The correct one must be /lɜrnd/. The wrong pronunciation will bring misunderstanding in communication. There are many factors that cause the difficulties in pronouncing English words. First, some of the English sounds are not found in Indonesia. Second, they are influenced by their native language when they pronounce the words. Last, English suffixes have different pronunciation if they are combined with the word like example above.

There are many techniques that the teacher can use to present the material in classroom activities to teach pronunciation. The researcher applied repetition drill as technique to improve students’ ability in pronouncing English words. “Repetition drill is a technique used in which the teacher asks students to repeat the model he/she has given in order to check their pronunciation” (David et al. in Richards, 1975:6-7). In repetition drill, students repeat the language that teacher has presented as accurately as possible. The teacher simply says a sentence containing to the target structure (or even only the lexical item being taught) and the students repeat it. In addition, Doff (1990:71) states, “Repetition drill are useful for familiarizing students quickly with a specific structure or formulaic expression”. This can be done:

- a. Silently : The students repeat the sentence or word to themselves in their minds to try and get mental image of the item.
- b. Chorally : The whole class, or in a larger class, groups of students repeat the word or sentence together.
- c. Individually : The teacher calls on one student at a time to repeat the target item.

Repetition drill is a good technique in improving students' pronunciation. It can help them pronouncing words correctly. They can make a good communication especially with native speakers. It provides a good control and effective results. It seems that repetition drill is suitable one to be used to overcome the students' pronunciation because pronunciation is taught through intuition and imitations; the students imitate a model and do their best to approximate the model through imitation and repetition. It can lead the students to good pronunciation. This technique also can avoid students' boredom because the students will be active most of the time.

SMP Bala Keselamatan is one of private school in Palu, located at Towua 81 Palu. It is one part of education institute of Bala Keselamatan. The number of the students for each grade is about 150 students. The eight grade is divided into five classes from A to E class. It has two English teachers. English itself had been taught well by applying appropriate teaching learning methods. Even though, the school has the objective to make students be able to communicate using English, in fact, the students still have difficult to speak English. It is caused by the influence of mother tongue which is still strong among them. On the other side, the teacher should teach creatively to stimulate them to learn English.

As stated before, the students faced difficulties in pronouncing English words correctly. Then, the researcher formulated the problem of this research as follows: *Can the pronunciation of suffix -ed of the eighth grade students of SMP Bala Keselamatan Palu be improved by using repetition drill?* The objective of this research is to prove that repetition drill can improve the English pronunciation of suffix -ed of the eighth grade students at SMP Bala Keselamatan Palu.

METHODOLOGY

In conducting the research, the researcher used pre-experimental research design. It is applied to prove that the use of repetition drill can improve students' pronunciation. The researcher tested students by using pre-test and post-test. The researcher presented the design of the research as proposed by Arikunto (2010:124) below:

$$O \ X \ O_2$$

Where:

O = the pre-test ; X = the treatment ; O_2 = the post-test

The population of this research is the eighth grade students of SMP Bala Keselamatan Palu. Each class of this grade consists of different numbers of students. The total number of the population is 154 students. The distribution of the students in each class can be seen as follows:

Table 1
Population of Research

No	CLASS	Number of Students
1	VIII A	30
2	VIII B	31
3	VIII C	30
4	VIII D	31
5	VIII E	32
TOTAL		154

Arikunto (2006:131) defines, “Sampel adalah sebagian atau wakil populasi yang diteliti”. The researcher applied cluster random sampling technique. The sample of this research was class A consisting of 30 students. Dependent variable is the ability of the eighth grade students of SMP Bala Keselamatan Palu in pronouncing words while the independent variable is repetition drill.

To collect data accurately, the researcher used the test as a main instrument. Two kinds of test which were pre-test and post-test are alike. The researcher conducted the treatment after giving pre-test. The treatment was applied for eight meetings. In treatment, the researcher applied repetition drill as a technique to teach pronunciation. In other side, observation was done during the treatment. The observation is done in order to know the teaching and learning process in classroom. Furthermore, the researcher also used recorder to help gathering data from the test. In analyzing the data, the researcher computed the individual score first by using formula stated by Arikunto (2002:276):

$$X = \frac{X}{n} \times 100$$

Where:

- X = students' score
- X = obtained score
- N = maximum score

Then, the researcher computed students' mean score by using formula stated by Arikunto(1989:157):

$$M = \frac{\sum x}{N}$$

Where:

M = students mean score in pre-test/post-test
 $\sum x$ = students total score
 N = number of students

Next, the researcher computed the mean score differences of pre-test and post-test. The researcher applied formula proposed by Arikunto (2006:307) as follows:

$$Md = \frac{\sum d}{N}$$

Where:

Md = mean deviation of pre-test and post-test deviation
 $\sum d$ = pre-test and post-test total deviation
 N = number of students

After getting the mean deviation, the researcher computed the sum of square deviation by using formula proposed by Arikunto (2010: 351) as follows:

$$\sum x^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

Where:

$\sum x^2 d$ = sum of deviation of square deviation
 $\sum d^2$ = sum of deviation
 N = number of students

Finally, the researcher computed t-counted by using formula adopted by Arikunto (2010:125):

$$t = \frac{Md}{\frac{\sqrt{\sum x^2 d}}{N(N-1)}}$$

Where:

t = t-counted
 Md = mean deviation of pre-test and post-test difference
 $\sum x^2 d$ = sum of deviation of square deviation
 N = number of students
 1 = constant number

FINDINGS

Before giving treatment, the researcher gave a test to the students. It is called pre-test. The total score of pre-test that is obtained was 257. After having counted the students' score, the researcher computed the students' mean score using the formula. Then, the researcher found that the mean score was 8.56.

After conducting the treatment, the researcher gave post-test to the students. The result in post-test was 608. Next, the researcher computed students' mean score of post-test after treatment and she found that the mean score of post-test was 20.26.

The result of the computation obviously shows that there were significance differences between the students' mean score in pre-test and post-test. The students' mean score in pre-test (8.56) was lower than the students' mean score in post-test (20.26). After calculating students' mean score of both pre-test and post-test, the researcher computed the deviation and square deviation of the students' score in pre-test and post-test. The result is presented in table 2

Table 2
Deviation of Students Score in Pre-test and Post-test

No	Initial	Pre-test (X1)	Post-test (X2)	Deviation (d=X2-X1)	Square Deviation d ²
1	ANV	2	16	14	196
2	AGA	15	27	12	144
3	AGD	5	22	17	289
4	BRP	1	14	13	169
5	CHL	0	12	12	144
6	DGJ	9	22	13	169
7	DDP	3	24	21	441
8	DIE	4	19	15	225
9	EFF	9	23	14	196
10	ISS	10	22	12	144
11	INA	8	27	19	361
12	JAB	13	28	15	225
13	KJA	15	21	6	36
14	MPA	14	26	12	144
15	MEA	5	18	13	169
16	NMT	5	9	4	16
17	NIP	7	16	9	81
18	OLP	4	18	14	196
19	PKR	18	27	9	81
20	RAK	12	22	10	100
21	RAS	6	14	8	64
22	RIA	8	22	14	196
23	ROB	17	25	8	64
24	SEK	10	19	9	81
25	VAS	4	22	18	324
26	VAP	10	18	8	64
27	VID	13	14	1	1
28	WLM	15	26	11	121
29	YDN	8	20	12	144
30	GIF	7	15	8	64
Total				351	4649

After computing the deviation score between pre-test and post-test score, the researcher computed the mean deviation of students' score using the formula. The total of deviation was 351. The total sample was 30. Then, the researcher found the mean deviation was 11.7.

Next, after getting the mean deviation, the researcher computed the sum of square deviation. To get sum of deviation of square deviation, she has to compute by using

formula that proposed by Arikunto. She found that the sum of deviation of square deviation was 542.3.

Last, the researcher computed the t-counted after getting sum of square deviation. It aimed at knowing whether the hypothesis was accepted or rejected. To find the t-counted, the researcher used the last formula. The first, the researcher computed the sum of square deviation divided by the result of total subject which is multiplied by total subject minus one and she found 0.78. Then, she computed 11.7 (mean deviation) divided by 0.78 and she found the result was 15. The result of the data analysis showed t-counted was 15 by applying 0.05 level of significance with 29 degree of freedom (df) or $30-1=29$, the researcher found that t-counted (15) was higher than t-table (1.699). It can be concluded that the research hypothesis was accepted. In other words, repetition drill can be used to improve students' pronunciation of English sounds.

DISCUSSION

The research is started by giving pre-test to students. The students were asked to pronounce some English words consisting of three sounds of suffix –ed which are provided by researcher. After looking at the result of pre-test, the researcher found that only five students finished the test well. The highest score was 18. Furthermore, there was a student got low score. It was very surprising. Even though the English words which are provided commonly are used in daily communication, the students did not pass the test well.

The primary problem students faced in pre-test is they cannot differentiate how to pronounce the three sounds of suffix –ed. First, an example of sound /ɪd/ is the word *counted* which was pronounced /kaʊnted/. It should be /kaʊntɪd/. There were seven students who got lowest score. Thus, percentage of students who got lowest score of sound /ɪd/ was 23.33%. Next, sound /d/ such as the words *listened* and *traveled*. They pronounced them /lɪstend/ and /trævelɪd/ instead of /lɪsɪnd/ and /trævɪld/. Percentage of students who got lowest score was 46.66%. It is higher than percentage of sound /ɪd/. Last, examples of sound /t/ are the words *jumped* and *asked*. They pronounced them /dʒʌmpɪd/ and /ɑːsked/ instead of /dʒʌmpt/ and /ɑːskt/. Percentage of students who got lowest score was 56.66%. Unfortunately, there were 17 students who got zero for sound /t/. Furthermore, the researcher concluded that the most difficult sound was sound /t/ based on the percentage of students' score.

Therefore, the researcher treated the students by applying repetition drill to solve their difficulties in pronouncing English suffix –ed. The treatment was applied for eight meetings. For the first and the last meeting the researcher taught the three sounds. For the second to the third meeting, the researcher taught sound /d/ through repetition drill. For the fourth to the fifth, the researcher taught sound /t/. Last, for the sixth to the seventh, the researcher taught sound /ɪd/. The researcher provided some texts containing past or past participle verbs. Then, she asked the students to find out the words and pronounced the words. Next, she corrected the students' error and asked them to repeat after her to pronounce the words. The students were given time to practice individually or in group.

After giving treatment, the researcher gave post-test to students. In post-test, the students were asked by the same way as pre-test. The result was different. Starting from sound /ɪd/, the percentage of students who got lowest score became 3.33%. Furthermore, there were 19 students who got 10 points for sound /ɪd/. Next, percentage of students who got lowest score of sound /d/ was 36.66%. The last, percentage of students who got lowest score of sound /t/ became 46.66%. Related to the students' difficulties in pronouncing English suffix –ed, they can finish the test very well after treatment. Previously in the pre-test, percentage of the students who finished the test was 40%. However, percentage of the students who got finishing the pos-test was 56.67%. It means there was a difference between pre-test and post-test. Based on the result, the researcher found good result after applying repetition drill in teaching pronunciation of suffix –ed.

Relating to the result, the researcher concluded that the application of repetition drill was effective to improve students' pronunciation of suffix –ed. It can be seen by the result of pre-test and post-test. In addition, the value of t-counted was higher than t-table.

Research about improving pronunciation through repetition drill has been done by many researchers. One of them was done by Gunaria (2010) which is entitled "Improving Pronunciation of the Grade Eight Students of SMP Negeri 7 Palu through Repetition Drill". The result of that research showed that repetition drill is effective to improve pronunciation of the students. It was proved by looking at the students' mean score of post-test of experimental group which was higher than score of pre-test. Furthermore, there was a similar research also conducted by Asaria (2011). As mentioned, the skills are the same as the current research namely pronunciation, the different is the technique used. He used English songs as technique in conducting the research. Based on the result of data analysis showing that t-counted was higher than t-table, it means that the use of English

songs technique can improve the students' pronunciation of the eighth year students of SMP Negeri 16 Palu.

CONCLUSIONS AND SUGGESTIONS

Based on the result of the data analysis presented previously, the researcher concluded that the research hypothesis was accepted. It was proven by t-counted (15) was higher than t-table (1.699). In other words, by using repetition drill, there was a significant difference of students in pronouncing English words, specifically sounds of suffix –ed. It showed that the pronunciation of suffix –ed of the eight grade students at SMP Bala Keselamatan Palu can be improved by using repetition drill.

Related to the above conclusion, the researcher would like to offer some suggestions for those who are involved in English teaching and learning process. First, the teacher may use repetition drill as one technique when teaching English particularly pronunciation. Second, the teacher should be a good model when teaching pronunciation through repetition drill. Last, the students can improve their speaking skill and repetition drill can be a technique to increase their encouragement and ability in practicing English every time.

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