


THE EFFECT OF DRILLING COMMUNICATION TECHNIQUE IN TEACHING STUDENTS' PRONOUNCIATION AT SMA NEGERI 19 GOWA

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: January 17, 2023 Revised: February 7, 2023 Accepted: May 7, 2023 Published: August 15, 2024</p> <p>Keywords: Drilling Communication Technique, Pronunciation, Experimental Design</p>	<p>The purpose of this study was to determine whether or not the use of the Drilling Communication Technique as a medium was effective in teaching students' pronunciation in the academic year 2021-2022, at SMA Negeri 19 Gowa in the eleventh grade. This study used a pre-experimental design with pre-test and post-test designs. The comparison of pre-test and post-test scores is determined by the treatment outcome. The test was administered twice, using a recording tool, twice during the course of treatment or the teaching and learning process.</p> <p>Based on the results of the study, the results of the data showed that there was a significant difference between the post-test and pre-test of students in the pre-experimental class. This increase is evidenced by the pre-test and post-test scores. From the post-test, the researcher found that the mean scores (72.88) were greater than the pre-test mean (46.22). It shows that there is a significant difference between the students' pre-test and post-test scores. According to the study's findings, Drilling Communication Technique could help students pronounce SMA Negeri 19 Gowa more accurately.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

Listening, speaking, reading, and writing are the four skills that students must master when learning English. Pronunciation, in particular, is a crucial component of the English teaching and learning process. Since they must learn more than just words, teachers expect students to master it or vocabularies, grammar, listening, reading, and writing, but also pronunciation and speaking. Because effective pronunciation allows learners to speak in English with ease, it is an important aspect of the English language. Harmer (2007:252) claims

that pronunciation is a deeply personal matter and that even in monolingual groups, students have different difficulties, requirements, and attitudes regarding the topic.

Pronunciation is a crucial skill to master when learning English because it not only gives off a good first impression but also ensures that the speaker and listener are always communicating the same message. In other words, proper pronunciation makes the speaker easier to understand. Without correction, there will be ambiguity, misunderstanding, and conflicting meaning. It is easier to understand the listener and produce understandable sound when the pronunciation is clear. According to Nunan (1999: 105), this is most likely because pronunciation appears to be more influenced by the first language than grammar and vocabulary.

As a certified teachers develop and put into practice materials, tests, and practice to help students learn languages more effectively. I focus particularly on the methodology for teaching English. The teacher's job is to take the student from a background of little to no English knowledge to a level of proficiency in the language. Prior to the last few decades, it was discovered that teachers tended to implement traditional, monolingual teaching principles in their classroom activities, which were found to be inadequate. This demonstrates how a teacher can enhance learning by providing the right teaching environment and by using fresh, modified teaching methods when teaching English as a second language. This will allow the teaching process to produce results that are more effective at enhancing learning. English has become increasingly popular throughout the world in recent years as people encourage its use as their primary or secondary language for all forms of interaction and communication.

Because of a variety of causes, many people studying English as a second language face challenges in their The process of learning how to pronounce words. Pronunciation is a difficult subject to study in Indonesia. When it comes to learning oral skills, the majority of students struggle. It's due to their deeply ingrained habit of speaking their mother tongue.

Based on the researchers experience during her High School teaching practicum. When completed a task, Many of the students had trouble pronouncing English words, the researcher found. It was hard to understand what they were saying because they couldn't pronounce the word clearly and correctly. They found it confusing to read the text because they were unable to pronounce the English word because the word pronunciation was predictable. Another source of difficulty was that in their daily lives, even at school, children spoke their mother tongue rather than English.

Several attempts have been made to identify the problems and stimulate students' interest in learning English; nonetheless, the researcher would like to propose a fresh technique for teaching pronunciation, the Drilling Communication Technique, specifically an oral exercise called drilling aims to provide students with methodical repetition of a particular grammatical structure that occurs frequently in utterances in the target language and is simple to remember. Drilling technique, according to Tice (2012), is a method of teaching or learning pronunciation through repetition of exercises.

The Audio lingual method of teaching languages, drilling played a significant role in this program, which emphasized the repetition of structural patterns through oral practice. Pronunciation was heavily weighted in this approach (psychomotor skill). This approach also included mimicry drills, which were highly effective for teaching students how to pronounce the words, according to Brown (2000:23).

This method made use of reproduction techniques like choral repetition, in which the students all repeat a word, phrase, or sentence while the teacher leads, and individual repetition, in which each student repeats a word, phrase, or sentence while the teacher leads.

This incident piques the researcher interest because of the problem outlined above curiosity in conducting research on the subject. "Improving Students' Pronunciation through Drilling Communication Technique."

RESEARCH METHOD

This study is pre-experimental in nature, with pre-test and post-test designs. The comparison of pre-test and post-test scores is determined by the treatment outcome. The test is used as an instrument in this study. The test is administered and recorded twice, before and after treatments or the teaching and learning process. The pre-test is intended to assess students' pronunciation skills prior to teaching them the Drilling Communication Technique, whereas the post-test is intended to assess the effect of the Drilling Communication Technique on students' pronunciation.

RESULT AND DISCUSSION

Result

The researcher described how the data was prepared and analyzed in this chapter. Here, the justification for each action taken by the researcher during the research is presented. The results that were discovered were then explored in detail.

1. The Students Pronunciation Test Result In Experimental Class Through Drilling Communication Technique.

Table 1 Descriptive Statistics of Pre-Test and Post-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental	36	20	70	46.22	12.604
Post-Test Experimental	36	57	89	72.86	9.574
Valid N (listwise)	36				

From the table 4.1, it is known that N Valid (number of samples) of class XI IPA II is 36 respondents. Valid N is 36, it shows that no data is missing during the process of collection data.

The table above also shows in pre-experimental class (XI IPA II) using Communication Drilling Strategy, the result of pre-test was found that the means value was 46.22, which minimum score 20 and maximum score 70. Meanwhile, the means value of the post-test result is 72.86, with minimum score 57 and maximum score 89. Because all these numbers are large numbers, it is concluded that the distribution of data from the pre-test and post-test results of both classes is varied.

2. Students' Pre- and Post-test Scores are Classified in the Experimental Class

Table 2. The Rate Percentages of Score of Students' pronunciation in Pre-test

No	Classification	Score	Frequency	Percentage
1	Very Good	91 - 100	0	0%
2	Good	76 - 90	1	2%
3	Fairly	61 - 75	5	13%
4	Poor	51 - 60	10	27%
5	Very Poor	00 - 50	21	58%
Total			36	100%

Table 4.2 displays the rate percentage of the 36 students' scores from the pre-experimental class's pre-test; none of the students received a very good score, and only one (2%), five (13%), ten (27%), and twenty-one (58%) received a score that was considered to be fair.

Table 3. The Rate Percentages of Score of Students' pronunciation in Post-Test

No	Classification	Score	Frequency	Percentage
1	Very Good	91 - 100	1	2%
2	Good	76 - 90	15	41%
3	Fairly	61 - 75	15	41%
4	Poor	51 - 60	6	16%
5	Very Poor	00 - 50	0	0%
Total			36	100%

Table 3 displays the rate percentage of the 36 students' pre-experimental class scores on the pre-test; none of the students received very good scores, while one (2% of the students) received very good, fifteen (41% of the students) received good, fifteen (41% of the students) received fairly, and six (16%) received poor scores.

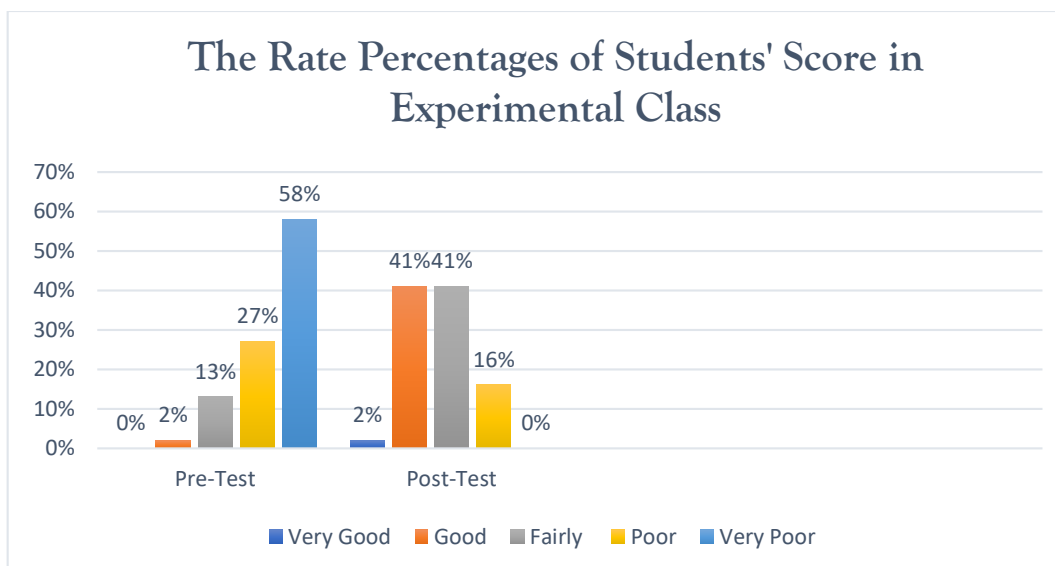


Figure 1. The Rate Percentages of Score of Students' Pronunciation in Pre-Test and Post-Test

Figure 1 shows the rate percentages of score pre-experimental class in pre-test and post-test from 36 students received excellent or very good scores; 2 (2% of the students) received good grades, 5 (13% were fairly good, 10 (27%) received poor grades, and the remaining 21 (58%) received very poor grades. The post-test with their pronunciation after receiving pre-experimental class treatment scored 1 (2%) very well. 15 (41%) of the students received good grades, 15 (41%) received fair grades, and 6 (16%) received poor grades. And lastly, none of the students became extremely poor. It indicates that the post-test class rate percentage was higher than the pre-test rate percentage.

3. The Difference Between Students Pronunciation Test Result In Experimental Class Through Drilling Communication Technique.

Table 4 Normality Test of Pre-Test and Post-Test

	Class	Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result of Students	Pre-Test	.134	36	.103	.969	36	.412
Learning	Post-Test	.128	36	.148	.953	36	.134

a. Lilliefors Significance Correction

Based on the table 4.4, it is known that the normality significance of pre-test is 0.103. It means that the data in XI IPA II grade is normally distributed because the significance showed is higher than $\alpha = 0.05$ ($0.103 > 0.05$).

Moreover, the result of post-test reveals that the normality significance in that class is 0.148. The results indicate that the data is also normally distributed because the class have significance more than $\alpha = 0.05$ ($0.148 > 0.05$).

Table 5 Test of Homogeneity of Variances

Test of Homogeneity of Variances			
Students' Pronunciation			
Levene Statistic	df1	df2	Sig.
3.362 ^a	9	18	.014

a. Groups with only one case are ignored in computing the test of homogeneity of variance for Students' Pronunciation.

Table 6 One-Way ANOVA T-Test of Post-Test

ANOVA					
Students' Pronunciation					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1625.272	17	95.604	1.087	.430
Within Groups	1583.033	18	87.946		
Total	3208.306	35			

Based on table 5 and 6, it shows that the significance post-test is 0.014. This indicates that the data in the classes is different or not homogeneous/heterogeneous because the significant value is lower than $\alpha = 0.05$ ($0.014 < 0.05$). It means H_0 was rejected and H_a was accepted.

Table 7 Paired Sample Statistics of Pre-Experimental Class

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Experimental	46.22	36	12.604	2.101
	Post-Test Experimental	72.86	36	9.574	1.596

Table 8 Paired sample T-Test of Pre and Post-Test in Pre-Experimental Class

Paired Samples Test									
		Paired Differences			t	df	Sig. (2-tailed)		
		Mean	Std. Deviation	Std. Error Mean				95% Confidence Interval of the Difference	
								Lower	Upper

Pair	Pre-Test	-					-		
1	Experimental - Post-Test Experimental	26.63	12.392	2.065	-30.832	-22.446	12.89	9	35
		9					9		.000

Based on the table 4.7 and 4.8, output **Pair 1** obtained sig. (2-tailed) of $0.000 < 0.05$, it can be concluded that there is a difference in the means score of students' pronunciations for the pre-experimental pre-test and post-test. In conclusion, based on the result of T-Test above, it means that Drilling Communication Technique is effective to use in improving the students' pronunciation.

Discussion

The researcher first administered a pre-test to the experimental class before starting treatment to ascertain the students' initial comprehension. The researcher can conclude after administering a pre-test that the students' pronunciation is rated as being extremely poor. This is demonstrated by the fact that many students receive very low scores on the results of the pre-tests, as shown by the students' pretest scores.

After giving the pre-test, the researcher then applied the Drilling Communication Technique to the experimental class. When implementing drilling communication makes students more active in learning. This is because students are more excited and interested when they can find out where the pronunciation errors are through the given lingual audio. This is in line with Marianne (2000) drilling Communication Technique can improve students' pronunciation, the same strategy in this study. by way of the Direct approach, pronunciation is taught through imitation and repetition; in the Audio-Lingual method, with the aid of analysis and linguistic knowledge, pronunciation can be improved in students through imitation teaching.

In addition, Goodwin (2000) emphasizes that the Drilling Communication Technique can also help improve students' pronunciation. There are two indicators shown to improve students' pronunciation in this study by paying attention to intelligibility and intonation of vocabulary or sentences. Whereas in Goodwin's research only focuses on the study of the implementation of the Drilling Communication Technique. Therefore, the results of this study indicate that using the Drilling Communication Technique can help improve students' pronunciation.

After administering the treatment, the researcher gave the students a posttest to determine the treatment's effectiveness and whether the posttest results were superior to the pretest or not. After giving the post-test, the researcher came to the conclusion that the students' pronunciation had improved. The post-test results, which show that there are no longer any students who meet the criteria for "very poor," provide evidence of this. It is clear that applying the Drilling Communication Technique to classroom instruction benefits students' pronunciation.

1. The effectiveness of Drilling Communication Technique in Improving Students' Pronunciation

According to the description of the data collection through the test as explained in the previous section, the students' pronunciation improved after receiving treatment using the Drilling Communication Technique. This is because before receiving treatment, the 36 students in the pre-experimental class did not receive any excellent or very good grades; instead, only 2 (2%), 5 (13%), and 10 (27%) of them received good grades, while the remaining 21 (58%) received very poor grades.

36 students who took the post-test with their pronunciation after receiving pre-experimental class treatment scored 1 (2%) very well. 15 (41%) of the students received good grades, 15 (41%) received fair grades, and 6 (16%) received poor grades. And lastly, none of the students became extremely poor. It indicates that the post-test class rate percentage was higher than the pre-test rate percentage.

The test is used to demonstrate the effectiveness of the Drilling Communication Technique (DCT) in helping students' pronunciation. Utilizing SPSS version 22, all data collected for this test was calculated. The significant value, or alpha, was then calculated using the formula and is 0.05, or 5%. Because the significant value is less than $\alpha = 0.05$ ($0.014 < 0.05$), it can be assumed that the data in the classes are heterogeneous or different. It indicates that H_a was accepted while H_0 was rejected.

Based on the aforementioned justification, the researcher concluded that Drilling Communication Technique could aid the students' pronunciation. Results of the pronunciation tests given to the students served as evidence. Using Drilling Communication Technique, the students feel confident about their pronunciation learning because they practice and support one another in doing so. Because of this, Drilling Communication Technique is effective in assisting students with their pronunciation.

CONCLUSION

Using the Drilling Communication Technique, the researcher discovered that the students' pronunciation at SMA Negeri 19 Gowa could be improved. This conclusion was based on the research findings and discussion in the previous chapter. The fact that the average student score increased from the Pre-Test to the Post-Test demonstrated this. The pre-testing students' average score was (46,22). The students' mean Post-Test score following treatment was (72,86). Thus, the mean score of the Post-Test was higher than the mean score of the Pre-Test.

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