

Improving students' achievement of pronouncing friction consonants through Drilling technique at the first year student of MTs Al Hikmah Bandar Lampung

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ABSTRACT

The objective of this research were to find out whether there was significant effect in students' friction consonants achievements after being taught by using drilling technique as media in teaching pronunciation and to investigate which friction consonants sounds do the students find it hard to pronounce. This research was conducted in junior high school students which consisted of 27 students chosen as the sample of this research. By using a quantitative research with pronunciation test and interview for data collection. The collected data for the quantitative were analyzed statistically through a Paired Sample T-test and descriptively through a descriptive analysis. The result indicate that there was significant effect in their friction consonants achievement after being taught by using drilling technique. It is also revealed that the difficulties faced by the students during the learning process.

Keywords: *Drilling, friction consonants, pronunciation, students, difficulties, students achievement.*

I. INTRODUCTION

Students in Indonesia have learned English in school since they were in kindergarten as the basics, but right now many parents use English as their first language for their kids. Most people in the world use English as their second or first language to face global dealing, for example, language use for doing something, they use language everyday as daily conversation, for business, planning, vacation, debating politics, gossiping, etc from Herbert H, (1996). So, good communication without ambiguity to each other is very important.

One of the components skills that play important roles in mastery English is pronunciation. Pronunciation is one of the most important parts of speaking skills that students need to mastery. In learning English, pronunciation plays an important role. According to Bowen (1980) students who can speak and pronounce the sounds nearly like natives can be said they were success in mastering their second language. Gilakjani (2016) mentions that pronunciation should be viewed more than the correct production

of individuals or words sounds. Since there are differences between the symbol and their sounds.

Many Indonesian people, especially students who are not using English as their first language, sometimes have a misunderstanding about the meaning of the words. Also, there are some of them who don't know how to pronounce English words accurately. The teacher of MTs Al Hikmah Bandar Lampung said, It is based on students' behavior and the impact of the students who not ready using English as their L2. Beside that, based on the researcher found while doing pre research before, at MTs Al Hikmah Bandar Lampung, students do not really understand especially about the pronunciation of friction consonants. Friction consonants is one of the most important parts of speaking English. There are a lot of differences between the symbol and its sounds. Students at MTs Al Hikmah Bandar Lampung, cannot differentiate the sound of English friction consonants, that are similar. The example is like "proof" and "prove", the students will pronounce them with the same sound, this problem usually can we find when they read, speak or listen to English words.

Therefore, teachers have an important role also to build up students' pronunciation. In the first stage students of Junior high school in Indonesia especially in Mts Al Hikmah Bandar Lampung, many students still have challenges to learn about English especially about pronouncing friction consonant correctly, whereas they have already been taught since they were in kindergarten. There are a lot of techniques that teachers can use to give a bad or good impact on students' friction consonant, one of them is drilling technique. By using this technique teachers will be able to know what is students' difficulties when learning English. Based on the research before this technique is effective for helping students to improve their pronunciation also to memorize and conform the concept. Gerald (2000) say that drilling simply a teacher saying a word or structure, and getting the class to repeat it. According to Cross, D. (1995) Drilling is mechanical ways if getting students to demonstrate and practice their ability to use specific language items in a controlled manner.

By repeating the words several times when the teacher said something, it gives students the opportunity to learn the concept of the words quickly and effectively to recall the words. This technique may help students to remember new things, also give chance to improve students' pronounce by the teacher. This technique can help students to have good speaking, proper, brave, and accurate pronunciation.

II. METHODS

This research was used quantitative methods with one group pre – test post – test design. It is original research in which the researcher decides what to study, asks a specific, narrow question, collects credible data from participants. The population of

this research was the first grades students of MTs Al Hikmah Bandar Lampung which is 7D that consisted with 27 students. For this research the researcher used simple random sampling and the class selected randomly by using lottery method. The instruments for this study used pronunciation test and interview to collected the data. The pronunciation test was measured the variables of students' ability of speaking English meanwhile, the interview was used to measured which friction consonants sounds that students find it hard to pronounce.

The pronunciation test consisted of 18 pairs of words containing English friction consonants appearing in initial middle, and final position in words. It was a pretest. . For the posttest, the researcher did the same thing as in the pretest, and did it after implementing the treatment. The treatment will be given three times, by using the syllabus and lesson plan that have been provided by the researcher. The two tests were compared to find out the significant differences used to answer the research question. For answer the second research question the researcher conducted interview, the researcher asked several questions to get the specific answer. Then the data was analyzed by using Paired simple T-test for the pronunciation test.

III. RESULTS AND DISCUSSIONS

Results

The purpose of this study is to determine the impact of using drilling technique on students' achievement of pronouncing friction consonants. This research was conducted at the junior high school students of MTs Al Hikmah Bandar Lampung. There were 27 students has been tested as a sample. This research was conducted face to face, a total of five meetings were held in this study. Pre-test was given as the first meeting before given the treatment. After that, further explanation of the material, how to pronounce friction consonants words and it sounds. Finally, students were asked to do a post-test at their last meeting.

Table 4.1 The Mean of Students' Pre-test and Post-test

| | Mean | N | Minimum | Maximum | Std. Deviation | Std. Error Mean |
|----------|-------|----|---------|---------|----------------|-----------------|
| PreTest | 25.50 | 27 | 19.00 | 35.00 | 4,952 | ,953 |
| PostTest | 61.13 | 27 | 61.13 | 73.00 | 4,773 | ,919 |

Table 4.1 above shows, the majority of the students' test results improved between the pre- and post-test. It is evident in the pre- and post-test score range. The lowest and greatest scores on the pretest are 19.00 and 35,00 respectively. Additionally, the lowest and greatest scores on the post-test are 48.00 and 73.00 respectively. It demonstrates that from the pre-test to the post-test, all of the students' scores improved.

It is necessary to conduct hypothesis testing to determine whether the researcher's hypothesis was accepted. The test results were analyzed using the Paired Sample T-test in this study. A value of 0.05 is used to measure the level of significance. H_0 is accepted if the result of normality test is higher than 0.05 ($\text{sign} > 0.05$). The result of normality test is shown in the table 4.2:

Table 4.2 Tests of Normality

| | | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|-------|-----------|---------------------------------|----|-------|--------------|----|------|
| Kelas | | Statistic | df | Sig. | Statistic | Df | Sig. |
| Hasil | Pre-Test | .108 | 27 | .200* | .943 | 27 | .144 |
| | Post-Test | .129 | 27 | .200* | .941 | 27 | .129 |

Those data have been proven to be considered distributed normally. According to the table above, it could be seen that the scores were normally distributed since the significant pre-test (0.144) and the post-test (0.129) were higher than (0.05). It could be conclude that H_0 is accepted, meaning that all the data are normally distributed.

Paired Sample of Statistical Package for Social Science was used to answer the hypothesis in this research. The hypothesis was proved if $\text{sign} < p$ in which $p = 0.05$.

Table 4.3 Paired Samples Test

| Paired Differences | | | | | | | | | |
|---|--|------|-------|------|--------|--------|----|------|------|
| 95% Confidence Interval of the Difference | | | | | | | | | |
| Sig. (2-tailed) | | | | | | | | | |
| t df | | | | | | | | | |
| Lower Upper | | | | | | | | | |
| Mean Std. Error Std. Deviation | | | | | | | | | |
| Mea n | | | | | | | | | |
| Pai PreTest - | | - | | | | | | | |
| r 1 PostTest | | 35.6 | 4,902 | ,943 | - | - | - | 37,7 | .000 |
| | | 300 | | | 37,569 | 33,690 | 67 | | |

Based on the result of the test analysis in the table Repeated Measure T-test, hypothesis is accepted because the t-test is $0.000 < 0.05$. It can be also supported by the evidence that verifies those statements is the t-value which shows higher number than t-table by having the result $3.7767 > 2.0640$.

The results of students' friction consonants that were hard to pronounce by the students had already been seen by the researcher while implementing the drilling technique and also listened to by their final test recording. In the first test, which is the pre-test, the researcher found that students had poor pronunciation in friction consonants /v/, /ð/, /ʒ/, /ʃ/ in middle, and /h/ in the initial, middle, and final position. They had difficulties pronouncing a few friction consonant words such as hive, thank, treasure, high, and seashore. Most students pronounce the "hive" word as \hīf\ not \hīv\, "seashore" word became \sē-sòr\ or \sē-shūr\, not \sē-shòr\. After seeing the difficulties, the researcher did the treatments for every friction consonant sound. And in the posttest, the researcher found students still had poor pronunciation while pronouncing the /ð/ and /ʒ/ sounds.

The researcher did the interview with 13 students as the informan. To collect the data, the researcher used an audio recorder and analyzed it by using descriptive analysis. Based on this interview, the researcher 47 asked the students about which friction consonants sounds are hard to pronounce. Most of the students said, " Yang paling sulit menurut saya friction consonants simbol /ð/ dan /ʒ/ kak, soalnya agak sulit melafalkan kedua suara tersebut, di dalam satu kata." (I think the hardest symbols are /ð/ dan /ʒ/, it is kind of hard to pronounce the sounds in one word). From the result above, it can be determined friction consonants sounds did the students find it hard to pronounce was the /ð/ and /ʒ/ sounds. Furthermore, their mother tongue, not used to using English for daily communication, afraid, confused and shy is the factors it is hard for the students to pronounce the sounds.

Discussion

Based on the results of this study, the researcher found that teaching pronunciation through drilling technique provides a significant effect to the students' pronunciation achievements. The results can be seen on students pretest and posttest had significant increased. This supports previous research findings by Novia (2018) showing that drilling technique was very helpful in teaching speaking. From the study showed that the pre test gained 55.62 and for the post test 73.54 and were substantially different at a level of 0.01 (0.05). Additionally, her study showed that all the student's post test scores were greater than their pretest levels.

Moreover, it supports research findings by Maharida (2014) she reported that the result of the students' test using pre-experimental method improved significantly, the students score on their pre test is 5.77 which was classified as fair classification and the mean score of students' post test was 7.32. In line with the findings of Rika's research (2020) the gain score of pre test and post test revealed a significant effect on students' pronunciation after they had been taught using drilling technique. This conditions aligns with Larsen-Freeman (2000) state that, the more something is repeated, the stronger the habit and the greater the learning. It can be concluded by using drilling technique is very useful in teaching students' pronunciation, it can improve and give accurate pronunciation also good effect on student's achievement

The interview shown the data results that in the pretest the researcher find that students had poor pronunciation in a few words of /v/, /ð/, /ʒ/, /ʃ/ in middle and /h/ in the initial, middle, and final position. After the treatment, the students showed better improvement while pronouncing those words. But, they still had poor pronunciation, after did the post-test, the researcher found that they still had poor pronunciation in /ð/ and /ʒ/ These

results was reinforced by the students while conducting the interview. The data pretest showed that students got difficult when they mention friction consonants /v/, in this case /v/ were middle position and most of students pronounce it became /p/ or /f/ with the example word “hive” they pronounce it became /hīf/ or /hip/. For the /ð/ sound in middle position, most students produce /d/ instead of /ð/ as in a word “they” became /dei/ they also had difficulties in a word “bathing” they pronounce it became /bāting/. Sound /ʒ/ in middle position they pronounce /s/ or /z/ instead of /ʒ/ with the word examples “measure” /mesur/ and “treasure” /trezer/. For the /ʃ/ sound in middle position, most of students produce /s/ sound, example like word “seashore” it became /sē-sòr/ or /sē-shûr/ also for the “shells” it was became /sels/ not /shells/. And the last for, the /h/ sound in final position, students had difficulties while pronouncing the word “high” students pronounced it became /hik/. After seeing their pretest recording, from students’ posttest, the researcher saw that students still had difficulties while pronouncing /ð/ and /ʒ/ sounds. From the statement above the researcher concluded that the /ð/ and /ʒ/ were the friction consonants sounds that hard to pronounce by the students. Those findings were supported by Merrita (2021) in her journal, the /ð/ and /ʒ/ sounds have not been appropriately applied for Indonesian students, the students always had the difficulties while producing the sounds. From the interviewed and observation this condition was caused by students’ mother tongue that were not used to using English as their first language.

In line with the findings in Handayani and Diah’s (2016) research, most of the students’ pronunciation were influenced by the mother tongue, which was Indonesian language. Most Indonesian consonants were voiceless and Indonesian consonants were pronounced the same as written. So, pronouncing the /ð/ and /ʒ/ sounds made students difficult because the differences on their first language, which was Indonesian language and it didn’t have friction consonants such as /ð/ and /ʒ/ sounds. This condition aligns with Bergmann (2016) who argued that many speakers have an accent and hindered by their first language and perceived as nonnative. According to Lanteigne (2006) state that, difficulties in learning English occur due to the fact some of English sounds did not exist in the mother tongue of the learners. So, for the rest of seven consonants which were the /f/, /v/, /θ/, /ʃ/, /s/, /z/, /h/ sounds were easier to pronounce by the students, because the sounds were similar on their mother tongue. Most students changed their production of the sounds same as their mother tongue’s sounds, even the students changed it and quite proper, the production of the sounds would be same as native speakers. Also, from the interviewed, the researcher found the students had difficulty speaking and mentioning friction consonants and other English words clearly. Because they were not used to using English for daily communication. They were confused, and also afraid to be wrong while speaking English. In line with Pirnawati (2020) in her thesis result 85% students feel very anxious when speak in front of people. Students’ anxious to be wrong was one of the influence while performing in English. But, besides that related to the answer of the students, it showed that learning English by using drilling technique was interested and made them enjoy. This technique also made students who were previously embarrassed to speak, more comfort and confident when speaking English.

IV. CONCLUSIONS AND SUGGESTIONS

CONCLUSIONS

The objective of this research was to investigate whether the use of drilling technique could improve students' achievement of friction consonants significantly and to know which friction consonants were hard to pronounce by the students. Based on the result and discussion, two conclusions could be stated as follows: From the result and discussion, there was significant differences in students' pronunciation ability after the implementation of drilling technique with students' achievement of friction consonants. The significant level was 0.00 (<0.05) and with the improvements at 35,63 and could be concluded that drilling technique was effective in teaching pronunciation. For the research question number two, the friction consonants that students find hard to pronounce were / θ / and / δ /, it was based while the researcher did the implementation of drilling in the class. This result was also supported by interviews with students, after the implementation of the post-test

SUGGESTIONS

Based on the results of research that has been carried out and associated with the objectives and benefits of the research that has been stated previously, the researchers provide suggestions to several parties. Teachers are suggested to provide other media to the students while giving the lessons, it can avoid students feeling bored during the learning and teaching process. Not to avoid students feeling bored but, it works to attract the students' desire, confidence and motivation while speaking English. For further researcher can find more about the problem faced by the students in junior high school students in learning English, especially in mastering pronunciation. How their motivation, anxiety and opinions toward learning English could be explored more deeply with the appropriate approach.

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