

CHAPTER I

INTRODUCTION

This chapter will elaborate background of study, statements of the research, aim of research, significance of research, theoretical framework, hypothesis, and methodology of research that includes research techniques, source of data, and technique of collecting data.

A. Background of Study

Speaking is the way to communicate each other by using a language. English is as a global language (Chrystal, 2003) press for everyone to be able to speak English. It means that people should understand the English language from the root. The root is English words. The first thing people need to learn is how to properly use their communication in order that others understand them.

In this case, teaching English speaking has to be practiced since young age. The golden age for young learners to learn foreign language is 14 years old (Cameron, 2005), because they have high memorization in learning something. In the classroom, children usually concentrate on the teachers (Brown, 2001), so teacher must have effective technique in teaching English speaking to young learner. Drilling is one of the techniques offered for teacher to deliver the material of speaking to the students.

The good speaking must be along with the good pronunciation too. The common activities which are used in teaching English pronunciation to young

learners are drilling (repetition), games, practicing, and training (Brown, 2011; Heinich et. al., 1996). The facts said that there are many teachers used drilling technique in teaching English speaking pronunciation. One of them is the teacher in SMP PGRI 9 Gede Bage. The teacher uses this technique to teach pronunciation in the classroom from the observation carried out in the school.

Repeating or drilling activity, as stated by Matthews and Dangerfield (1991), refers to oral practice activity which involves saying the same thing several times. Senel (2006) stated that drilling technique is very useful in teaching pronunciation because it can create correct and accurate pronunciation.

That is why I choose the title **“The Effectiveness of Drilling Technique to Improve Student’s Ability in Pronouncing English Words (A Quasi-Experimental Study at 7 Grade SMP PGRI 9 Gede Bage Bandung)”**.

B. Statements of Research

There are three research problems of this research:

1. How is students’ ability in pronouncing English words by using drilling technique?
2. How is students’ ability in pronouncing English words by using demonstration technique?
3. How significant is the influence of drilling technique and demonstration technique in improving student’s ability in pronouncing English words?

C. Aim of Research

1. To know student's ability in pronouncing English Word by using drilling technique.
2. To find out student's ability in pronouncing English Word by using demonstration technique.
3. To reveal the significant influence of drilling and demonstration technique in improving student's ability in pronouncing English words.

D. Significances of Research

This research expected to give some significant contributions to the teaching of pronunciation as follows:

1. It is one of the solutions to the teachers in teaching pronunciation by using drilling technique, especially in teaching target sounds which students have difficulties with (e.g. /b/, /ŋ/, /i:/ and /æ/).
2. It helps students to master English pronunciation, especially in mastering the sounds which are difficult to pronounce by using drilling technique.
3. It enriches the literature on the use of drilling technique in teaching pronunciation.

Hopefully this research can be used for reference in teaching English words by using drilling technique. It gives some accurate information whether drilling technique can influence students' ability or not.

E. Theoretical Framework (Frame of Research)

As English increasingly becomes the international language to communicate with each other, it is important to be able in speaking skill. According to Richards (2008) speaking means repeating after the teacher, memorizing a dialog, or responding to drills, all of which reflect the sentence-based view of proficiency prevailing in the audio lingual and other drill-based or repetition-based methodologies. Speaking gives students the opportunity to practice real-life activities in the classroom. It can be used as a 'barometer' to check how much students have learned. Teaching speaking is crucial unless someone is learning English purely for academic reasons and does not intend to communicate in English, which is quite rare. Seeing their practical skills develop gives learners a real sense of progress and encourage their confidence.

Speaking skill in English is the first priority for many second or foreign language learners (Richards, 2008). The most important aspect in mastering speaking skill is how to pronounce English words.

By word, it means a unit expression which has universal intuitive recognition in spoken and written language (Crystal, 1997:419). In learning how to speak in English language, word is first thing to learn, especially when introduce English language to the students in the school.

Teacher can use drilling as a technique to increase student's ability in pronouncing English words. A drill is a kind of controlled oral practice which have varies response from the students appropriate with the kind of drill itself (Matthews, Spratt, and Dangerfield 1991, 210).

There are three types of drills: repetition, substitution, and transformation drills. Drill helps to build confidence and automatic use of structures and expressions that have been drilled. Students will be able to know how to say every English word by using this technique. It is related to their pronunciation too and it is one of teaching speaking technique. Here the research procedure:

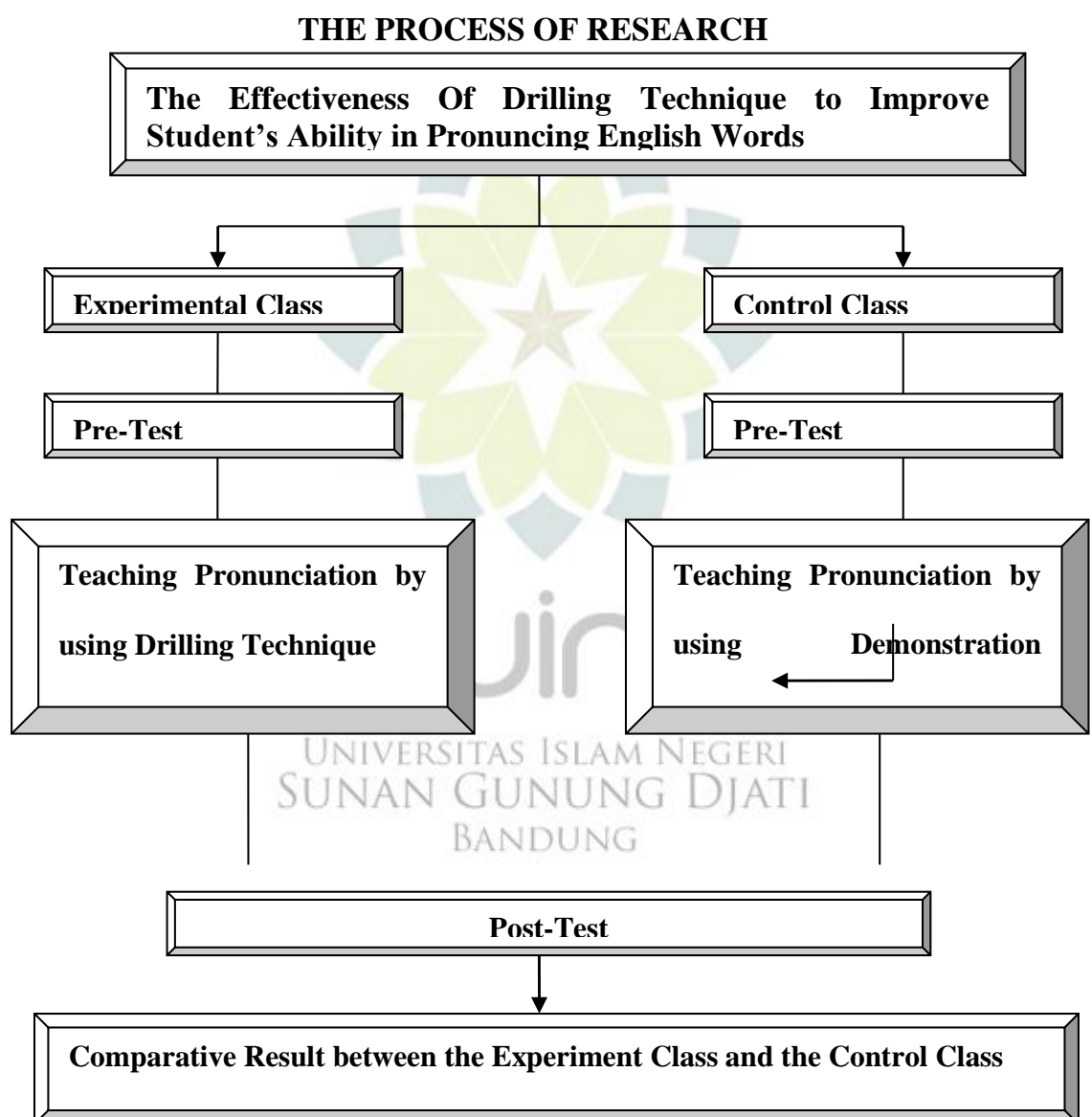


Figure 1.1 The Process of Research

F. Hypothesis

The hypothesis which has been formulated is as follows:

1. Alternative Hypothesis (H_a): There is significant difference between the result of teaching pronunciation using drilling technique and demonstration technique.
2. Null Hypothesis (H_0): There is no significant difference of students' pronouncing ability taught by drilling technique and demonstration technique.

G. Methodology of Research

1. Research Techniques

Methodology of research is the main way to get the goal and decide the answer for the problem that submitted by the researcher (Nasir 1988:51).

Method of quantitative research is the systematic of scientific research to the parts and phenomenon along with the relations (Sarwono:2006).

Experimental study is a way of causal relation between two factors that deliberately caused by eliminating or reducing the other factors that unimportant (Arikunto:2006).

A Quasi-Experimental Study is kind of experimental studies that choose the group of research without random assignment (Creswell, 1994:130).

In this case, the researcher uses a quasi-experimental method to know how far the effectiveness of drilling technique to improve student's ability in pronouncing English words.

This is the quasi experimental with nonequivalent control group design. In this design, the researcher records measures for control and experiment class. The figure below explains that design.

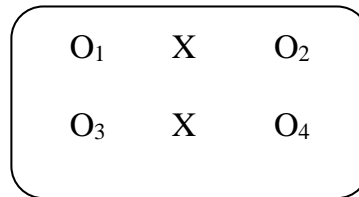


Figure 1.2 Nonequivalent Control Group Design

(Sugiyono, 2011:116)

2. Source of Data

a. Determining Location

The research takes place at SMP PGRI 9 Gede Bage. The reason is based on interview with English teacher, and then the researcher found out the students' difficulties in pronouncing English words. Due to this problem, the research holds in that school because the students' ability is lower in pronouncing English word.

b. Population and Sample

1) Population

According to Sugiyono (2008:117), population is a set of research area that consists of object/subject that have certain qualities and characteristics settled by the researcher to be learned and observed. The population of research is seven grade students of SMP PGRI 9 Gede Bage that consist only of two classes. Each class consists of 29 students. The total numbers of population are 58 students.

In short, class VII A is chosen as experimental class and VII B is chosen as control class. Experimental class and control class are chosen based on the quasi-experimental method used in this research. In quasi -experimental method, the subjects are not randomly assigned to the groups. Thus, the control class selected is as similar to the experimental class as possible (Muijs: 2004).

2) Sample

Sample is some representatives of research that would be analyzed (Arikunto: 2010). Further, it will be better if take all data if the data less than 100. It called census sample technique; when the member of sample is use overall population (Sugiyono, 2009:124).

3. **Technique of Collecting Data**

a. Data Collection

Pre-test is an oral test which is carried out before the students are given treatments. The students pronounce several words before being given drilling technique. It is carried out at the 1st meeting.

Treatment is given after Pre-Test in both classes. Treatment is carried out at the 2nd until 6th meeting. Experimental class is taught by using drilling technique in process of teaching learning pronunciation. They are given four words in each meeting. Otherwise, control class is taught by using demonstration technique in process of teaching learning pronunciation. They are given the same dialogue as the experimental class by using demonstration technique.

The last is Post-test. It is an oral test which is carried out after the teaching learning process. Post-test is given after treatments. Here the research designs:

Table 1.1
Research Design

Pre-Test	Treatment	Post-Test
O ₁	X	O ₂
O ₃	X	O ₄

Notification:

O₁ = Pre-Test in experimental class

X = Treatment

O₂ = Post-Test in experimental class

O₃ = Pre-Test in control class

O₄ = Post Test in control class

To be clearer, the schedule of research can be seen in the following table:

Table 1.2
The Schedule of Research

No.	Meeting	Class Activities	
		Experiment	Control
1.	1	Pre-Test	Pre-Test
2.	2	Treatment 1: <ul style="list-style-type: none"> • Reading dialogue • Pronouncing English Word by using drilling technique 	Treatment 1: <ul style="list-style-type: none"> • Reading dialogue • Pronouncing English Word by using demonstration technique

3.	3	Treatment 2: <ul style="list-style-type: none"> • Reading dialogue • Pronouncing English Word by using drilling technique 	Treatment 2: <ul style="list-style-type: none"> • Reading dialogue • Pronouncing English Word by using demonstration technique
4.	4	Treatment 3: <ul style="list-style-type: none"> • Reading dialogue • Pronouncing English Word by using drilling technique 	Treatment 3: <ul style="list-style-type: none"> • Reading dialogue • Pronouncing English Word by using demonstration technique
5.	5	Treatment 4: <ul style="list-style-type: none"> • Reading dialogue • Pronouncing English Word by using drilling technique 	Treatment 4: <ul style="list-style-type: none"> • Reading dialogue • Pronouncing English Word by using demonstration technique
6.	6	Treatment 5: <ul style="list-style-type: none"> • Reading dialogue • Pronouncing English Word by using drilling technique 	Treatment 5: <ul style="list-style-type: none"> • Reading dialogue • Pronouncing English Word by using demonstration technique
7	7	Post-Test	Post Test

This research focuses on pronunciation. Therefore, to interpret students' pronunciation ability, the criteria of test assessment emphasize the three aspects of pronunciation; there are stress, intonation, and rhythm (Brown, 1994). The criteria of assessment can be seen in the following tables:

Table 1.3
Rubric of Test Assessment

(Adapted from Arifin, 2009)

No	Aspect Assessed	Average Score
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	Name of Students	Stress	Intonation	Rhythm	$(\sum = \frac{S + I + R}{3} \times 20)$
1.	A				
2.	B				
3.	C				

Here is the criterion for pronunciation:

Table 1.4
Assessment Criteria for Pronunciation
(Adapted from Assessment Criteria for Communication Skill, 2007)

Score	Stress	Intonation	Rhythm
Very good (5)	Correct word stress, sentence stress and distinct pronunciation of target sounds.	Correct intonation in most instances.	Correct rhythm in most instances.
Good (4)	Word stress and sentence stress generally correct, errors do not cause misunderstanding.	Intonation generally correct, errors do not cause misunderstanding.	Rhythm generally correct, errors do not cause misunderstanding.
Average (3)	Some inaccuracy in word stress, sentence	Some inaccuracy in intonation.	Some inaccuracy in rhythm.

	stress and problems with target sounds.		
Bad (2)	Frequent inaccuracy in stresses and pronunciation of target sounds.	Frequent inaccuracy in intonation. Mother tongue interference apparent.	Frequent inaccuracy in rhythm. Mother tongue interference apparent.
Fail (1)	Target sounds regularly mispronounced, errors cause misunderstanding.	Regular inaccuracy in intonation, strong mother-tongue influence.	Regular inaccuracy in rhythm, strong mother-tongue influence.

b. Data Analysis

The next steps is analyzed the data through statistic procedures in order to find the result of the research hypothesis.

1. Testing the normality for pre-test and post-test of two variables with the following procedures:

- a. Determining range of score (R)

$$R = X_{\max} - X_{\min} \text{ (Subana, 2000:38)}$$

- b. Determining the number of interval class (K)

$$K = 1 + 3,3 \cdot \log n \text{ (Subana, 2005:39)}$$

- c. Determining the length of class (P)

$$P = \frac{R}{K} \quad (\text{Subana, 2005:40})$$

- d. Making the table of distribution of frequency

- e. Determining the value of (\bar{x}) using the formula:

$$\bar{x} = \frac{\sum f_i x_i}{\sum f_i} \quad (\text{Subana, 2005:65})$$

- f. Determining standard of deviation (Sd) using the formula

$$Sd = \sqrt{\frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}} \quad (\text{Sudjana, 2005:95})$$

- g. Making the table of frequency and expectancy

- h. Calculating the value of X^2_{count} observance using the formula

$$x^2 = \sum \frac{(o_i - E_i)^2}{E_i}$$

- i. Determining the degrees of freedom

$$df = K - 3$$

- j. Determining of the value X^2_{table} from table by significance 1%

- k. Interpreting the normality of data distribution using the following criteria:

Distribution is normal when:

$$X^2_{\text{count}} \leq X^2_{\text{table}} \text{ in the table and on the contrary}$$

2. Determining the homogeneity of two variable by conducting the steps as follows:

- a. Determining score F using the formula:

$$F = \frac{S_1^2}{S_2^2}$$

- b. Determining the degree of freedom of the data

$$df_1 = n_1 - 1$$

$$df_2 = n_2 - 1$$

- c. Determining F_{table} score with significance level 1%
- d. Interpreting homogeneity of the data with criterion:

It is called homogeneous data if $F_{\text{table}} < F_{\text{count}}$, and on the contrary.

3. Hypothesis Test

- a. Determining t_{count}

$$t = \frac{x_1 - x_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$s^2 = \frac{(n_1 - 1)s^2_1 + (n_2 - 1)s^2_2}{n_1 + n_2 - 2}$$

(Sudjana, 2005: 239)

- b. Looking t_{table} with significance level 1%
- c. Interpreting hypothesis
- d. Calculating the index gain. Determine N-gain with the formula:

$$G = \frac{\text{Post-test score} - \text{Pre-test score}}{\text{maximum score} - \text{Pre-test score}}$$

Then, after N-gain acquired, it interpreted into the following table:

Table 1.5
Normal Gain Interpretation

Score	Interpretation
$g > 0,7$	High
$0,3 \leq g \leq 0,7$	Average
$g < 0,3$	Low

(Hake, 1999)

Then, the conversion of number and character scoring is stated in following table:

Table 1.6

Conversion Table

Score	Character	Interpretation
80 – 100	A	Very Good
66 – 79	B	Good
56 – 66	C	Enough
40 – 55	D	Minus
30 – 39	E	Failed

(Arikunto, 2007:245)

4. Scope of Limitation

The scope of limitation of this research is analyzed:

1. Vowel
 - a. /i:/
 - b. /æ/
2. Consonant
 - a. /ŋ/
 - b. /b/

In this research, the role of the researcher here is as the teacher in the school.