

**IMPROVING STUDENT'S PRONUNCIATION THROUGH  
COMMUNICATIVE DRILLING TECHNIQUE AT EIGHTH  
GRADE STUDENTS AT JUNIOR HIGH SCHOOL 01  
KARANG BARU**

**THESIS**

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**IMPROVING STUDENTS' PRONUNCIATION THROUGH  
COMMUNICATIVE DRILLING TECHNIQUE TO THE EIGHTH GRADE  
STUDENTS AT JUNIOR HIGH SCHOOL 1 KARANG BARU**

**ABSTRACT**

This research was to figure out whether communicative drilling technique improve students pronunciation at the eighth grade of Junior High School 1 Karang Baru. The subjects were the eighth grade students at class VIII-A this was consist of 22 students, 8 boys and 14 girls. This study used classroom action research and the data was analyzed quantitatively. The data collection were: observation and test. The result of the research showed that there are an improving students' ability in pronunciation through communicative drilling technique. It was success and it showed from observation and achievement test from each cycle. In the result of pre test 36,34% and post test from cycle I the students who got passed score was 60% and in post test result from cycle 2 all of students that passed KKM (Minimum Standard of Mastery Learning). The mean of students' test was better than the first cycle.

**Keywords: Pronunciation, Communicative Drilling Technique.**

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## CHAPTER 1

### INTRODUCTION

#### A. Background of Study

English is one of international language that is used by many peoples in the world and in many areas of everyday life. We can speak English easily with every people in the world. English is as departement of education which is preparing a standard of competence in the curriculum, that the ability to be owned by Indonesian students to understand and express the information, feeling, mind, develop science, technology and culture in English language. Thus, English is the easiest way to communicate with people from other countries about many aspects in human life such as technology, economy, social and politics. There are four skills in English that must be mastered by students, namely : listening , speaking, reading, and writing. In speaking there is an important aspect of English teaching and learning process it is Pronunciation. The learners are expected to master it because it is not enough for them to learn words or vocabularies, grammar, listening, reading, and writing, but they also have to study pronunciation or speaking. Pronunciation is one of the important aspect in English language because a good pronunciation can make learners easy to understand when they speak English.

Pronunciation is generally regarded as an important part of the process of learning a language or developing abilities in a language that is already occupied. How can one expresses a language if he does not understand or know how to

pronounce the word of the language. So, pronunciation of the language is something that is absolutely possessed by language learners, if a student has a good pronunciation in English language, he will automatically can achieve language competence. In Indonesia, there are many problems in studying pronunciation. Most of the learners have problems when they learn oral skill. It is caused by their habits that speak their mother tongue, which has been deeply implanted in them.

Many of English foreign language learners have the difficulties in pronunciation learning process that is because of some factors.

Kenworthy stated : “There are six factors that influence learners’ pronunciation, mother tongue, age, amount of exposure phonetic ability, personality, and motivation”.<sup>1</sup> Based on the writer’s experience when she did the teaching practice at the Junior High School 01 Karang Baru. The writer found that some of the students had been difficult in pronouncing English words when they did a task. They could not pronounce the word clearly and accurately so that, it can make the hearer could not understand what they say, they get confused when they want to read the text because the pronunciation of the words can be predictable so that made them difficult to pronounce the English word. The other reason of the problem above was students more used their mother tongue than English in their daily life even in the school.

It happened because they did not have a partner to correct their pronunciation so that is why they had the difficulties when they pronounce the

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<sup>1</sup> Kenworthy, Joane., *Teaching English Pronunciation*. (New York: Longman, 1987), P.4

word. Based on the problems above, the writer tried to find variety of techniques and strategies, so that the students know and understand the English pronunciation and know how to pronounce the word, then it can improve the students' understanding of English pronunciation.

In short, it is proved that students always get problems and difficulties in learning English especially in learning pronunciation. The difficulties are : 1) the students do not understand how to pronounce the words clearly. 2) the students' understanding how to pronounce the word are weak and relative less. 3) the students did not mastering the pronunciation well. 4) unavailability of learning technique pronunciation are effective and interesting for students.

There are many efforts to find out the problems, and to make the students more interested in studying English, the writer would like to propose a new technique that can be used in teaching pronunciation, namely teaching pronunciation through communicative drilling technique. Communicative drilling technique is a way of teaching or learning pronunciation by repeatation excercise. This technique is very useful to practice the students' pronunciation accurately and clearly.

Based on the problem above, this case makes the writer interested to do the research about **“Improving Student’s Pronunciation Through Communicative Drilling Technique at Eight Grade Students at Junior High School 01 Karang Baru”**

## **B. Research Questions**

The writer fomulates a problem of this study namely :

Can communicative drilling technique improve student's pronunciation to the eighth grade students at Junior High School 01 Karang Baru?

## **C. Purpose of Research**

Based on the problems of the study, the purpose of the study is to improve students' pronunciation skill in the eighth grade students at Junior High School 01 Karang Baru with using communicative drilling technique.

## **D. Significance of Research**

### **1. Theoretically**

- a. This study can be reference for other writers that do research with the same topic
- b. This study will be knowledge for the reader so that the research will be a material that useful for them

### **2. Practically**

#### **For teacher:**

- a. This study can help teacher to improve or enhance the process of learning and teaching
- b. Applying communicative drilling technique will be easier for teacher to teach pronunciation.
- c. The research can be a useful input in English teaching learning process especially for improving students pronunciation.

**For students:**

- a. the students can Pronounce words accurately.
- b. It can be used as a model to improve the students' ability in teaching english pronunciation.
- c. To train the students to be more seriously and able to motivate them to learn.

**E. Terminology**

**1. Pronunciation**

Pronunciation is the most important aspect to be mastered by the students. pronunciation means a way in which a language or particular word or sound is spoken, a way in which something is understood. According to Harmer " the key to successful pronunciation teaching, however, is not so much getting students to produce correct sounds or intonation, but rather than to have them listen and notice how English is spoken – either on audio or video tape or teachers themselves”<sup>2</sup>.

It means, the teacher should to give example or show the students the way how to produce the correct sounds rather than ask students produce more sounds. The teacher might be a model to show how the sound is produce than students imitate.

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<sup>2</sup> Harmer, Jeremy, *The practice of English Language Teaching. third edition*,(New York:Longman,2001),P.185

From the explanation above the writer conclude that pronunciation is the word or sound that produced by our mouth that has meaning and we use it to make the listener can understand what were we saying. It is needed to be learned because sometimes there are differences between the written words and the sound of spoken.

## **2. Communicative Drilling Technique**

The expected terminal behavior in communicative drills is normal speech for communication or,if one prefers, the free transfer of learned language patterns to appropriate situations. Drilling technique is one of language teaching technique that has been used in foreign language classrooms for many years. It was a key figures of Audio-Lingual Method (ALM) that was born out of two academic disciplines that were influential during 1950s: behaviorist psychology and structural linguistics.<sup>3</sup> Which placed emphasis on repeating structural patterns through oral practice. In addition, drilling technique is way of learning pronunciation by means of repeated exercise. Drilling means listening to a model , provided by the teacher, tape or another student and repeat what was heard. From the definition above, the writer concludes that drilling is a way to learn pronunciation that teacher as a model , when the teacher says some word then student will follow what the teacher say or drilling is a technique that is used to practice the new word.

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<sup>3</sup> Ku wen li,Roger Chamberland,*From Grammar- Translation to Input Enhancement: a Historycal Overview of Grammar Instruction* (Quebec Francais : Bookmark,2002),P.3.