

IMPROVING THE STUDENTS' PRONUNCIATION ABILITY THROUGH DRILLING TECHNIQUE

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Abstract

The study was aimed to describe the process and the results of the implementation of drilling technique as well as to improve the students' pronunciation ability. The subjects of this study were 24 students of the seventh grade of MTs Alhikmah Darussalam. The method of this research was classroom active research (CAR) that employed Kemmis and Mc Taggar's model consisted of 2 cycles. This study used both quantitative and qualitative data. Quantitatively, the data was collected by giving pre-test and post-test. It showed that the mean of students' score in pre-test was 44,54 which only 20,8% or 5 from 24 students who passed the minimum passing grade (MPG). In the cycle I there were 9 or 37,5% who improved and the mean score was 58,79. Meanwhile In the cycle II, the students' mean score was 78,125 which indicated that 18 students or 75% passed the MPG. Qualitatively, the data were collected through observation and interview. The result showed that there was improvement on student's pronunciation achievement in each cycle which means that drilling technique could improve the students' Pronunciation and the students were motivated, interested and enthusiastic in learning pronunciation.

Keywords: *Drilling, Technique, Pronunciation ability*

Introduction

Based on the curriculum 2013, the objective of teaching pronunciation in Junior High School is to develop the potential of students to have communicative competence in spelling, words stress and intonation. In the goal of learning pronunciation, the students are expected be able to spell English words, to produce sounds of words and keep attention to the word stress and the intonation.

Meanwhile in reality, students got difficulties in saying English words and in pronouncing the sounds. Especially in English vocal, for example the letter /u: in the word *cut* and *put*, are have different sound, so they got difficult when they try to recognize the sounds of English because of their mother tongue/ first language. Beside these problems, the

teacher doesn't use any techniques in teaching pronunciation in the class and the teacher usually taught English by using Indonesian language.

Based on the problem faced by the students above, the teacher has a responsibility to improve the students' achievement in pronunciation. Pronunciation is the significant part of communication especially in speaking English. To make the learning process more enjoyable and interesting, the teacher should apply an appropriate technique that is suitable for the students. The researcher limits this study to focus on using drilling technique to improve students' pronunciation ability.

The researcher believed that using a suitable technique will help the students in overcoming the problems. Technique that suitable for teaching pronunciation to Junior High School students is drilling, as Senel (2006, p.111) stated that drilling technique is very useful in teaching pronunciation because it can create correct and accurate pronunciation. Drilling is a part of audio-lingual method which emphasizes students to drill, memorize and practice, and it is believed as a technique that suitable to the foreign students to improve their pronunciation ability. In this technique, the teacher will be the central in teaching-learning process by ask the students to imitate or follow what the teacher said before. The study was conducted to describe the process and the results of the implementation of drilling technique as well as to improve the students' pronunciation ability.

Literature Review

2.1 Pronunciation Ability

According to Mc Shane & Glinow in Prawito (2012) said that: "ability is the natural aptitudes and learned capabilities required to successfully complete a task". This means that ability is a natural talent that helps someone learn certain tasks faster and do them better.

Robbins stated, "ability means someone capacity to do various tasks in a job. All abilities of an individual are essentially composed of two sets of factors, namely intellectual abilities and physical abilities". From this definition said that ability is the skill related to tasks that are owned and used by someone in a job.

Soehardi (2003 p.24) said that: "a personal ability will participate in determining behaviour and results. What is meant by ability is the talent that is attached to someone to do an activity physically or mentally that is acquired from birth, learning, and from experience." This means a personal ability can be obtained from training during his life, and what is brought to face a new experience.

While pronunciation according to Kristina & Rarasteja (2006 p.1) is "the act or manner of pronouncing words; utterance of speech, it can also be said that it is a way of speaking a word, particularly a way that is accepted or commonly understood. In its sense, pronunciation needs the speech sounds' production and reception and the accomplishment of the meaning". From this definition, it means that the words being pronounced should be understandable (intelligible).

According to Hornby (1995, p.928), pronunciation is the method in which a language is spoken; the method in which a word is pronounced; the way a person speaks the words of a language. In this definition, pronunciation is how the way to speak through pronouncing word of a language.

According to Yates (2002, p.1), pronunciation refers to the sounds' production we use to make meaning. It means that pronunciation refers to the sounds production that we use to express meaning.

From all the definition of pronunciation above, the writer can conclude that pronunciation ability is the individual's capacity in producing sounds of the words. It can also

be said that it is a way of pronouncing a word, especially a way that is accepted or generally understood.

2.2 Drilling Technique

Isnaini Mauliyana (2016, p.21) "Drill means listening to a model (a teacher), or tape or another students then repeating or responding what is heard. Drill technique is forcing the students to use the target language". Here, clearly said that drill is an activity in listening to the teacher and the students repeating or responding what they have heard.

Setiyadi (2006, p.54) "Drilling technique is a technique for teaching language through dialogues which emphasize on the students' habit formation by repetition, memorizing grammatical structures, and tense transformation, using the target language and the culture where the language is spoken". This explained that drilling is a technique used to teach target language by emphasizing students' habit in repetition, memorizing, and transformation of the tense.

Accordingly, Sharon Zenger & Weldon (1997, p.29) explained that:

Drill is a repeated operation or exercise intended to develop a skill or an acquaintance with a procedure. It is used best to teach a skill and memorization. Good teacher supervision is imperative. The main purpose of drill is the actual doing and experiencing, which is one way learning takes place.

It can be concluded that drill is a repetition or an exercise that intended to teach a skill and memorization. From the theories above, the writer makes a conclusion that drilling is one of technique that suitable used in teaching pronunciation for foreign students by emphasize on repeating the word or sentence through oral practice to gain students' ability in learning pronunciation and it's a part of audio lingual method.

There are some types of drilling techniques, which are repetition drill, substitution drill, transformation drill, replacement drill, response drill, cued response drill, rejoinder drill, restatement, completion drill, expansion drill, contraction drill, integration drill, and translation drill. (Setiyadi, 2006, p.63-66)

In this study, the researcher only use one type of drilling technique, it is repetition drill. According to Doff (1990) "Repetition drills are used for familiarizing students quickly with a specific structure formulaic expression". Repetition drills are just what they sound like, plain repetition of the cue. By varying the nature of the cue, one can achieve different subtypes of repetition drills. Repetition drills are very useful in building up "kinetic memory," i.e., for the training of the perceptual motor skills. (Christina Bratt P, Mary N.B 1976, p.12).

Therefore, in repetition drill students are asked to repeat the teacher's model as accurately and as quickly as possible. This drill is often used to teach the lines of the dialogue. For example:

Teacher: It didn't rain, so I needn't have taken my umbrella

Students: It didn't rain, so I needn't have taken my umbrella

Methods

This study was used a classroom action research. According to Wallace (2006, p.5), classroom action research is a type of classroom research carried out by the teacher in order to solve problems or to find answers toward context-specific issues.

In this study, the researcher used Kemmis and McTaggart CAR (1988) in Burns (2010: 8) model. The model consisted of four steps: planning, action, observation, and reflection and consisted of several cycles. Each cycle comprises of its steps: As follows:

Cycle I

1. Planning

Planning was the step where the writer plans all of the things before doing actions. It contains of preparing lesson plan, conducting test, preparing teaching facilities, designing the application model of teaching-learning scenario, etc.

2. Action

Action was the activities of teaching learning process by using drilling technique based on the lesson plan.

3. Observation

Observation activities were the step of the study where the writer observes all the situation or conditions that happen during the action activities. The result of the observation showed the differences of cycle I and cycle II, whether there improvement of students' pronunciation.

4. Reflection

Reflection was to know the students reflection toward the program, the writer will give a post test. The objective of the post test is used to know whether the students made improvement on their pronunciation or not after using drilling teaching technique.

Cycle II

The second cycle was done as the first cycle, but the researcher more focused on the action; gave the students a treatment using drilling technique.

3.1 Participants and Location

The participants of this research was the students of 7th grade consisted of 24 students. The research took place at MTs Al-Hikmah Darussalam Bagan Batu in academic year 2018-2019, located at Jl. Darussalam Bagan Batu, Riau.

3.2 Instruments

The instruments used by the researcher to collect the data were: oral test, observation and interview, as follows:

a. Oral Test

The test used to get data research result and students activities in teaching learning. There were two tests used in this research: (a) Pre-test, it was done before implementing the classroom action research (CAR), (b) Post-test, was implemented after implementing the classroom action research (CAR). The rubric of indicators of pronunciation tests were intelligibility, fluency and accuracy that adopted from Djiwandono. (Djiwandono, S. 2008,p.83)

b. Observation

The observation held in order to know the situation and the students' activities in the classroom while teaching and learning process in MTs Al-Hikmah Darussalam Bagan Batu at seventh grade.

c. Interview

The interview conducted in order to get the information about students' ability and to know the problems faced by the teacher during teaching learning process. The students and the teacher will be interviewed to get the research data.

3.3 Data Collection

The data collection were taken qualitatively and quantitatively. Qualitatively, the data were taken from observation and interview. While quantitatively, the data were taken from oral test which consisted of two cycles.

3.4 Data Analysis

In this research there were two techniques of analyzing the data, quantitative and qualitative data. The quantitative data taken from the students' oral test score in order to know the improvement of the students' pronunciation ability taught by drilling technique. To know the significance of the score, the researcher applied the following t-test formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

\bar{D} = Mean of difference of pre-test and post-test

D = Difference

N = Subject of students

While the qualitative data were analyzed according to Miles and Huberman, that defined as consisting of three concurrent flows of activity data condensation, data display, and conclusion/ drawing verification. (Andrea Daniel, 2010, p.138)

Data Condensation is the process of selecting, focusing simplifying, abstracting and transforming the data that appear in written –up field notes or transcriptions. It means that the researcher had been reducing the data before, during, and after the data as well as analyzing the data. The data reduced in this study were found in the interview transcript.

The next step was data display; an organized, compressed assembly of information that permits conclusion drawing and the action (Miles and Huberman, 1994). By displaying the data, the researcher will easy to understand and to analyze what will happen with the data presented because the data obtained during the process usually in the form of narrative.

The last step of analyzing data was conclusion and draw verification. From the start of data collection, the qualitative analysis is beginning to decide what things mean is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions (Miles and Huberman, 1994). The conclusion in qualitative research was a new discovery that can be an answer of the research problem. The conclusion was from description of the object of this study. It can be said that in this step the researcher will get the result and conclusion of the research after the data were collected.

Results & Discussion

1. Preliminary Study

In the preliminary study, the researcher administered the pronunciation test to the students in order to know their ability in pronouncing words by using drilling technique. The result of the test showed that the ability of students' pronunciation was still low. Which means that their average was under 75.

The result of pre-test showed that the total score of the students was 1069 and the mean of students' score was 44,54. The quantitative data above indicated that the students' pronunciation ability was low. It could be seen from the mean score of the students was 44,54 and the percentage of the students' score of the test was 20,8% or only 5 students who succeeded or got score up to 75. On the other hand, 19 students unsuccessful or didn't get score up to 75.

Qualitatively, the students' pronunciation is also not so good. This can be proven by the interview from one of the students, "*Susah Miss karna beda tulisan beda pengucapannya.*" The researcher found that the student got difficult in pronouncing English words, because the written is different when it is spoken. This data strengthen by another data

expressed by the student two, as below *“Karna belajar bahasa Inggris itu susah miss, jadi kadang kurang semangat mau belajar, apalagi belajar ngomongnya”*. Here, the student said that it was difficult to pronounce the word and made him not motivated in learning English pronunciation. Two data above supported by another data from student, she stated that *“kurang suka cara belajarnya miss, karna kadang buat kita bingung jadi kadang semangat kadang enggak kalo belajar”*. The student expressed that she didn't really like the way the teacher teach. Beside difficult in pronouncing words, the students are also lack motivation in learning pronunciation because it was not their habitual activity. Which means the teacher is rarely taught them about pronunciation.

The researcher also has done interview the English Teacher. It could be seen from the following data:

Banyak siswa yang kesulitan mengucapkan kata dalam bahasa Inggris, bahkan alphabet dalam bahasa Inggris saja mereka masih sering salah. Siswa kadang merasa kurang percaya diri untuk berbicara bahasa Inggris karna pengucapannya yg jelek ditambah ketertarikan mereka dalam belajar bahasa Inggris itu kurang. Jadinya seperti itu, mereka kurang semangat kalo lagi belajar di dalam kelas.

From the teacher's point of view, the students lack of interest and felt unconfident in learning and speaking English. All the factors that caused their bad pronunciation should be solved in order to reach the target of learning English based on the Based on *Kriteria Ketuntasan Minimum* (Minimum Passing Grade).

Based on the result of analysis above, it can be concluded that the students' pronunciation ability was low. Therefore, the researcher would like to improve the students' pronunciation ability through drilling technique in the next cycle.

2. Cycle I

The results of cycle I are categorized into: planning, action, observation, and reflection, as follows:

a. Planning

In this step, the researcher had prepared all of the material needed; 1) preparing research instrument such as: observation guide; researcher observed the situation of the students during teaching-learning process after giving treatment, interview guide; the researcher prepared and asked some questions to the students and the collaborator after doing the treatment, and documentation; the researcher took a photo of the students during learning process, 2) Preparing the material; the researcher prepared the material based on their syllabus and then used drilling technique in teaching pronunciation. The researcher also prepared a Media like a picture of animal, people, and things, 3) Conducting the test; the researcher gave an oral test to the students in order to know their improvement in pronunciation. The test was about short conversation, and the students were asked to play the role of the speakers in the conversation, the result of the test can be seen on appendix.

All of these can be found in the lesson plan include some important points are put in the lesson plan, they were: competency standard, basic competences, indicator, the objectives of learning, prepare the text in subject matter, learning method, learning activities, learning sources, and assessment.

b. Action

Action was done by the researcher through the activities of teaching learning process by using drilling technique based on the lesson plan, including: introduction, main activity, and closing. In introduction there were some activities done by the researcher; 1) Greet the

students; the researcher asked their condition and the current situations they faced and showed them caring behavior in order to make them felt relax and got their attention during teaching and learning process, 2) Performed a prayer before starting the lesson; the researcher lead the students to pray in order to make them respected and appreciated the blessing time they got in learning English, 3) Checked the presence of students; here, the researcher asked the students to raise their hand and then said “present Miss” while their name was called, 4) Provide motivation and apperception; here, the researcher did a brain gym like “clapping hands” in order to make them focus and feel motivated in learning, 5) Delivered the material to be discussed, the researcher conveyed the material, it was about asking for and giving information about things, people, and animal. The researcher first demanded the students to look at their classroom environment and asked them to mention the things that they found then asked them to identify the characteristics of the things, 6) Delivered the objectives of today’s meeting learning; the researcher explained the aimed of the learning subject that should be understood and mastered by the students.

In main activity, there were some activities; 1) The teacher taught how spelling and pronunciation were correct in English; here, the researcher asked the students to open up their dictionary and the researcher guided them to find out the pronunciation of certain words in the dictionary, then the researcher explained them some functions of it. By guiding of dictionary, the students knew how to pronounce well in English and easier learned the sound, 2) The teacher tells about word stress / intonation in the sentence; students were taught about how to identify a sound by looking at to the speaker’s intonation. Means, when it was a statement the intonation will be falling intonation yet when it was a question it will be raising intonation. In learning word stress, the students are asked to identify the syllables of the words. Each words has one, two, three, or more syllables so, the students must be able to figure it out to make them understand the meaning of the word, 3) Students are asked to pay attention to the example of the conversation contained in the book; the researcher guided them to take attention to the short example of conversation consist in the book, 4) The teacher read the text and the students repeat; here, the teacher applied the drilling technique by asking them to repeat what the researcher said or read, 5) Students are asked to read each sample to the front of the class by paying attention to word stress / intonation and pronunciation and identify adjectives contained in the text; after guiding of the teacher before, here the students were asked to do the conversation in pair in front of the class and watched by the other students in order to know their improvement in pronunciation ability.

The last activity was closing, there are some activities in here; 1) Reflections; the researcher asked the students feeling after did the treatment during teaching-learning process, 2) Summarized lesson; here the researcher and the students made conclusion.

c. Observation

In this step, the researcher observed all the situation or conditions that occurred during the action activities in the classroom. It purposed to find out the information about the motivation, participation, interest and all the activities during the action process. Thus, the result of the observation was collected as the data, which is used as a basic reflection in order to get accurate data to repair next cycle.

The data was also obtained from interview with the students and the teacher. The result of interview with the students stated that, “*Bagus miss pake teknik ini karna kita ngulang-ngulang bacanya, tapi ya walau masih sering salah dan bingung juga cara ngucapkannya*” the student stated that drilling technique can help her in getting well pronunciation tough she was still confuse about the sound.

The data above also supported by another data which is come from student 2, she said “*Asik, seru juga miss buat kita jadi fokus memperbaiki pengucapan yg salah*”. Here, she stated that she got more focus in learning pronunciation because of the drill.

The two data above strengthen by another data which come from the English teacher, she stated “*Terdapat peningkatan ya dalam belajar pronunciation juga ketertarikan mereka untuk tau bagaimana pengucapan itu meningkat walau gak semua murid merasakan itu*”. Here, she find out that she the students’ interest in learning pronunciation was improved.

From data above, it can be concluded that students’ pronunciation ability was improved but still low. On the other hand, it can be said that post-test of cycle I was categorized unsuccessfull.

d. Reflection

Reflection was the feedback process from the action that has been done before in teaching learning process that was taken from the result of observation, interview, test and documentation. The researcher evaluated the teaching learning process in the end of the meeting. The researcher asked the students about how they are felling in learning pronunciation using drilling technique, the problems in pronouncing sound, and etc.

To know the students reflection toward the treatment, the researcher gave a post test. The objective of the post test was used to know whether the students made improvement on their pronunciation or not after using drilling teaching technique and the result was improved but their score were still low.

The result of the post test of the first cycle showed that the total score of the students was 1.436 and the number of students who success the test still 9 from 24 students, the mean of the students’ score of the test was 58,79. The percentage of the students’ score was 37,5% . It could be seen that the students’ score in the post test I was increased from the pre-test but it was still low.

In this study, the researcher also used the hypothesis it was from compilation of pre-test and post-test I. It could be seen that the coefficient of t_{observed} and t_{table} to $df=N-1=24-1=23$, with fact $\alpha=0.05$ was 0,515 in the coefficient of t_{observed} (6,67) > t_{table} (1,71). Thus, alternative hypothesis (H_a) cannot be received. Based on finding, alternative hypothesis (H_a) stated that drilling technique could not improve the students’ pronunciation ability yet.

From the data above it can be concluded that students’ pronunciation ability was improved but still low. And it was also strengthened by the observation and the interview result which showed their interesting was also increased, they felt motivated and enjoyed the learning process.

3. Cycle II

The researcher continued the research in the second cycle. The aim of second cycle was to improve the students’ score in pronunciation ability in the post test of cycle I. There some activities in the second cycle that have done while teaching pronunciation in four steps: planning, action, observing, and reflecting.

a. Planning

Here, the researcher prepared that needed; 1) preparing research instrument such as: observation guide; researcher observed the situation of the students during teaching-learning process after giving treatment, interview guide; the researcher prepared and asked some questions to the students and the collaborator after doing the treatment, and documentation; the researcher took a photo of the students during learning process, 2) Preparing the material; the researcher prepared the material based on their syllabus and then used drilling technique in teaching pronunciation. The researcher also prepared a Media like a picture of animal, people, and things, 3) Conducting the test; the researcher gave an oral test to the students in order to know their improvement in pronunciation. The test was about short conversation,

and the students were asked to play the role of the speakers in the conversation, the result of the test can be seen on appendix.

b. Action

In action step, there were some activities which were done by the students, including: introduction, main activity, and closing. In introduction there were some activities done by the researcher; 1) Greet the students; the researcher asked their condition and the current situations they faced and showed them caring behavior in order to make them felt relax and got their attention during teaching and learning process, 2) Performed a prayer before starting the lesson; the researcher lead the students to pray in order to make them respected and appreciated the blessing time they got in learning English, 3) Checked the presence of students; here, the researcher asked the students to raise their hand and then said “present Miss” while their name was called, 4) Provide motivation and apperception; here, the researcher gave a brain gym/ game in order to make them focus and feel motivated in learning, 5) Delivered the material to be discussed, the researcher continued the last material, it was about asking for and giving information about things, people, and animal. The researcher first demanded the students to look at their classroom environment and asked them to mention the things that they found then asked them to identify the characteristics of the things, 6) Delivered the objectives of today’s meeting learning; the researcher explained the aimed of the learning subject that should be understood and mastered by the students.

In the main activity, there were some activities had done by me, they were; 1) The researcher explained about how to pronounce well, and told about word stress / intonation in the sentence; here the students were taught about English alphabet in order to get their right pronunciation especially in vocal/vowel form and emphasize about the syllable of the word and the intonation of the sentence to make them understand the meaning while listen to the sound spoken by the speaker, 2) Gave some examples to make the students’ more understand; the researcher gave them another text/sentence and asked them to identify the sound, the word stress and the intonation in order to make them understand about the right pronunciation of English words, 3) Guided them to know the sound, word stress and the intonation; the researcher asked them to mention all of the three aspects of pronunciation to make sure they understand of the lesson given, 4) The researcher applied the drilling technique in improving students’ pronunciation ability; from the example of the conversation text before, the researcher read and then followed by students, 5) The researcher asked the students to play the role in the conversation text then read it in pair in the front of the class; after doing the treatment, the students were tested to measure their pronunciation ability.

The last activity was closing, there are some activities in here; 1) Reflections; the researcher asked the students feeling after did the treatment during teaching-learning process, 2) Summarized lesson; here the researcher and the students made conclusion.

c. Observation

In this step, all of the activities during teaching and learning process had been observed. The result of observation was collected as the data, which is used as a basic reflection. It showed that students’ interest were increased in learning pronunciation, they also thought that drilling is an effective technique that can improve their pronunciation ability.

The data above was also supported by the data taken by the interview with the students and the teacher. Interview have done when the researcher applying the technique to the students during learning process. Here is the respond of the student 1 “*Enak miss, bacanyaannya diajari berulang-ulang habis itu kita baca sendiri buat latihan*” This says that the students felt easy to understand English sound. Consequently, they stated that the teacher explained it clearly by asking them to respond what the teacher said made them easy to

understand. From the result of the interview the students above, they got easy to understand how to pronounce the English sound. Then they added by saying “*suka sama cara belajarnya miss dan mulai paham gimana mengucapkan kata dalam bahasa Inggris*”. Here, the students stated that they understood how to pronounce by using drilling technique. On the other hand, they got easier to pronounce English sound because of the drill that came from the teacher’s stimulus.

From the result of interview with students above, the students’ pronunciation ability increased and they could achieve the target. Because the students could distinguish understand the sound, they could pronounce in English well. The researcher also interviewed the English teacher. It was taken from the result of interview with English teacher, she said

Teknik ini sangat baik digunakan untuk memperlancar dan memperbaiki speaking siswa khususnya untuk siswa yang baru belajar dan mengenal bahasa Inggris, akan lebih mudah bagi siswa untuk mengingat dan mengucapkan kata dalam bahasa Inggris. Selama proses pembelajaran dengan menggunakan teknik ini, respon siswa kelas 7A sangat baik, para siswa lebih semangat dan antusias untuk belajar bahasa Inggris. Proses belajar menjadi lebih baik, keadaan kelas menjadi lebih aktif dan tidak membosankan.

Here, the teacher admits the improvement of the students during teaching and learning process using drilling technique. She also stated that they feel easy to learn foreign language since they were still young. The students could achieve the target language by remembering or memorizing the pronunciation of the words they learned from the teacher.

From the data observation above, it can be concluded that the students were more interesting in learning pronunciation because of the technique. They thought that this technique was suitable for them as young learners who are studying foreign language.

d. Reflection

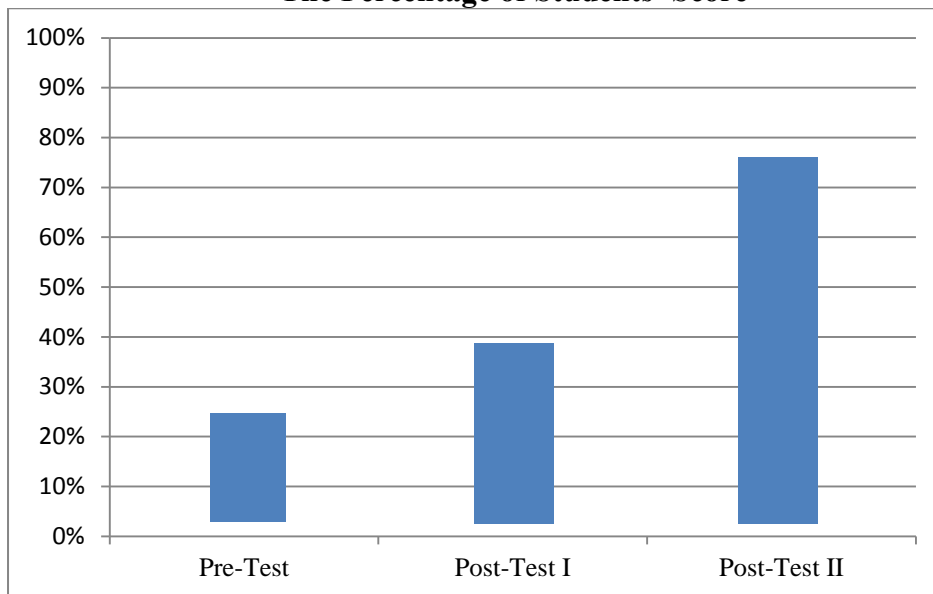
The feedback process from the action that has been done before was taken from the result of interview, observation, and test. The researcher concluded that she found the students’ score improved after checked the students’ test. The researcher motivated the students and made the students’ interest in learning pronunciation then their scores are improved.

Most of students’ score improved from the first test to the third test. Most of students’ score in the second cycle had improved than in the first cycle. It means that drilling technique was an effective and suitable for them in improving pronunciation ability. Therefore, it made the researcher felt to stop until this cycle (cycle II) because the students score in pronunciation was increased.

In this phase, the result of post-test in the second cycle showed that the total score of the students was 1.875 and the students’ mean was 78,125. The percentage of the students’ score was 75% consist of 18 students’ success and achieved score 75% or up. So, the post test in second cycle was categorized successful.

Based on the data above, the result showed the improvement of the students’ score from the pre-test to the post-test I and post-test II. In the pre-test, the students who got the score of 75 was 5 from 24 students (20,8%). In the post-test I who got the score of 75 or up was 9 students (37,5%) and the post-test II who got the score of 75 was 18 students (75%). It means that there was improvement about 16% from the second test. In the third test there was 75% (18 students) who got the score 75 or more. There was improvement about 37,5% from the second test, and about 54,2% from the first test to third test. Most of students’ score improved from the first to the third test it can be seen from the following diagram.

Diagram 1.1
The Percentage of Students' Score



In this cycle, the researcher also used the hypothesis it was from compilation of post-test I and post-test II. It can be seen that the coefficient of t_{observed} and t_{table} to $df = N - 1 = 24 - 1 = 23$, with fact $\alpha = 0.05$ was 1,71 in the coefficient of t_{observed} (12.58) > t_{table} (1,71). Therefore, alternative hypothesis (H_a) can be received. Based on finding, alternative hypothesis (H_a) stated that drilling technique could improve the students' pronunciation.

According to the data observation have been done during the treatment and the result test, it can be concluded that students' interesting in learning pronunciation was increased which proved the researcher could control the class and the students were active and felt easier in learning pronunciation. The result of the test was also showed their improvement that could be seen from their score of each indicators of pronunciation got better in every test: pre-test, post test I, and post test II.

Conclusion

After analyzing the data, it could be concluded that the result of preliminary study showed that students' ability in pronunciation was low. They got difficult in pronouncing the sound. Therefore, the researcher have done in two cycles and solved the problems which found during teaching. The researcher concluded that drilling technique can improve students' pronunciation ability through drilling technique that emphasize them to do an oral practice to make them getting accustomed. It is important for the further researcher to know the appropriate technique in teaching English and they can consider to use drilling technique in conducting the research. And the teacher is suggested to use this technique and do it maximally to improve students' pronunciation.

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