

**IMPROVING STUDENTS' ACHIEVEMENT OF PRONOUNCING
FRICITION CONSONANTS THROUGH DRILLING TECHNIQUE AT
THE FIRST YEAR STUDENT OF MTS AL HIKMAH BANDAR
LAMPUNG**

Undergraduate Thesis

By

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2022**

Research Title : **IMPROVING STUDENTS' ACHIEVEMENT OF PRONOUNCING FRICTION CONSONANTS THROUGH DRILLING TECHNIQUE AT THE FIRST YEAR STUDENT OF MTS AL HIKMAH BANDAR LAMPUNG**

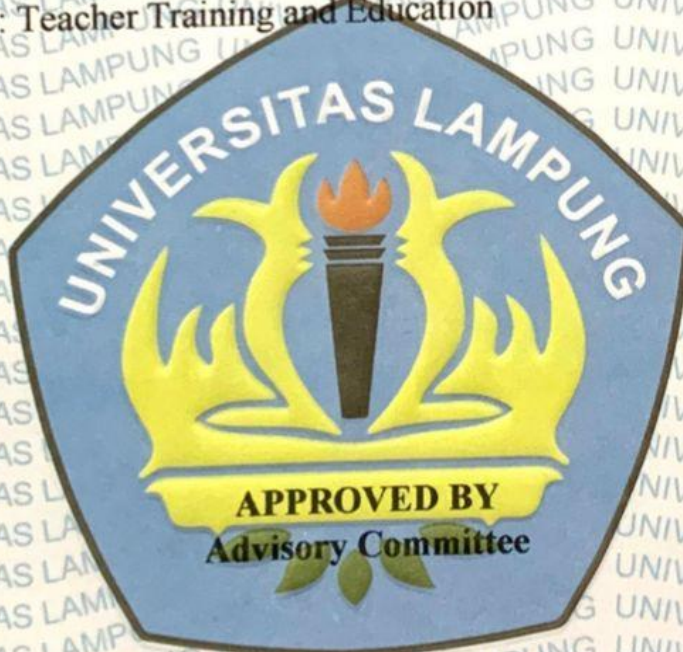
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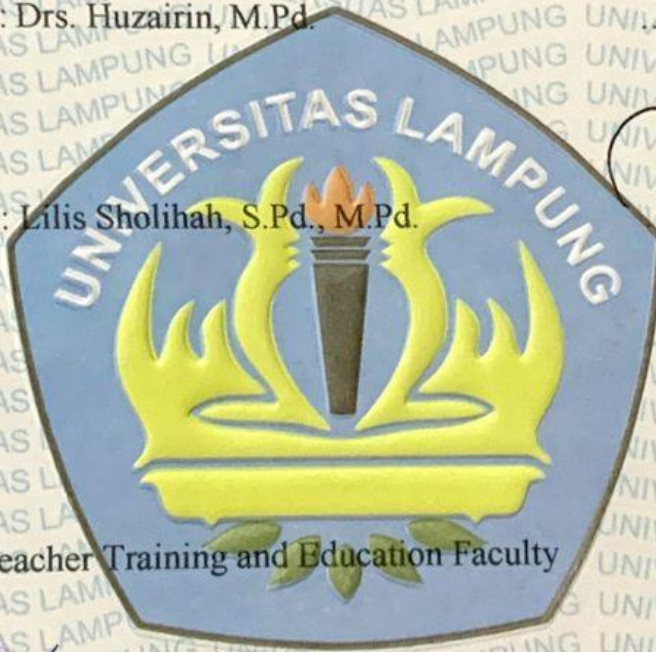
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ABSTRACT

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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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 at MTs Al Hikmah Bandar Lampung. Class 7D which consisted of 27 students was 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 could be seen from the computation that the significant value of the test is lower than 0.05, while the t-value (37.767) is higher than the t-table (2.0644). It means that teaching pronunciation through drilling technique was beneficial and gave a positive effect to improve students' achievement. It is also revealed that the difficulties faced by the students during the learning process.

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

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Undergraduate Thesis

**Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree**

In

**The Language and Arts Education Department
Faculty of Teacher Training and Education**



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaan penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang di tulis orang lain, kecuali bagian – bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURICULUME VITAE

Zhavira Shofwan was born in Bandar Lampung on September 23th, 2000. She is the first of two children of the affectionate couple, M Ali Shofwan and Syance Firmudiaty.

She graduated from SMA N 1 Bandar Lampung in 2018. After being graduated from senior high school, she continued her study in English Education Study Program of Teacher Training and Education Faculty at Lampung University. She was accepted in 2018 by having a written university test called Ujian Mandiri. During her college she joined some organization and activities in which she learned more about leadership skill, English, public speaking, culture, and how to be more impactful in society. Following some social events made her knowledge and experience wider. She really enjoyed her experience during Community Service Program (KKN) and Teaching Practice Program (PLP) at SMP N 5 Bandar Lampung in 2021.

MOTTO

“Life is too mysterious to take it too serious. Everything will be okay”

DEDICATION

In the name of Allah *Subhanahu Wa Ta'ala*, The Most Beneficent, The Most Merciful, who always blesses the researcher's life. She would like to wholeheartedly dedicate this humble work to her beloved parents, brother, relatives, friends, outstanding lecturer in English Department, alma mater Lampung University, along with all hard working teachers, and also to myself.

ACKNOWLEDGEMENT

Alhamdulillah *rabbil'alaamin*, all praise is mere to Allah SWT, the Almighty God for the blessing so that the author could accomplish this undergraduate thesis entitled "Improving Students' Achievement of Pronouncing Friction Consonants through Drilling Technique at The First Year Students of MTs Al Hikmah Bandar Lampung". This work is submitted as one of the requirements for the Bachelor's Degree of Teacher Training and Education Faculty, University of Lampung.

In completing this work, the author acknowledges that lots of help and support have been given from the sincerely who have sacrificed their valuable time in providing advice and assistance to complete this work. The author would like to express her deepest gratitude and appreciation to:

1. Drs. Mahpul, M.A, Ph. D. as the first advisor, that already give her tremendous assistance, patience, understanding, kindness, and valuable suggestions in guiding her to accomplish this research and also during her learning process.
2. Lilis Sholihah, S.Pd., M.Pd. as the second advisor for her infinite sincerity, immeasurable patience, countless knowledge, enormous encouragement, and for her invaluable time.
3. Drs. Huzairin, M.Pd. as the examiner for his kindness, willingness to provide constructive suggestions and feedback, useful guidance, as well as for his precious time.
4. Dr. Feni Munifatullah, M.Hum. as the head of the English Education Study Program who had been teaching and sharing her knowledge since she began her study at Unila.

5. All the outstanding lecturers and staff in English Department who have given valuable lessons and contribution in extending the author's knowledge during her study.
6. The most special place, her family, for the unstoppable prayers and support with heartless.
7. Dearest best friends Hafizh, Fahra, Nadilla, Nisa, Aulia, Dwi, Mita, Dina, Kania, Ara, Sinta, Suci, Grace, Celia, Sepira, Tata, and Faiza who always there when she needs advice, supports, remind and helped her to finish her script. Their kindness such a blessing for her.
8. Her KKN and PLP friends for the incredible experience.
9. All the students of English Education Study Program 2018 for the unforgettable moments that will definitely be missed.

Finally, the author realizes that her work is still far from perfection. There might be shortcomings in this study. Therefore, the author would be grateful to accept any constructive comments and suggestions for the better. The author hopes that this study could contribute to the educational development, readers, and those who want to conduct further studies.

Bandar Lampung, July 2022
The Author,

Zhavira Shofwa

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I. INTRODUCTION

1. Background of Study

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. Harmer (2007) state that if the learners aware of their pronunciation issues it will be immense benefit not only to their products but also to their understanding of spoken English. So pronunciation is the most important part to teach to the students.

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. According to Gerald (2000) the consistency in mispronouncing can be difficult for other speakers to understand the language. This problem can be frustrating and disturbing for those who hear it. They will have trouble in compact understanding others. However, not only have a problem in pronouncing words, but students also have a fear of being wrong and have lack motivation when they learn and pronounce 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. It becomes a challenge

for teachers to teach what was not taught before. 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.

This research is the imitation of the research before, the research before written by Sholihah (2013) used a quasi-experimental method to know students' ability in pronouncing English words by using drilling technique at the seventh-grade students' Gede Bage Bandung in 2013. This research has different objects and focus, the researcher before only focus on students' pronunciation improvement using drilling technique. Also in her thesis, the researcher didn't focus to teach students' friction consonant itself, how it sounds, and the placement of friction consonant in correct way.

This research has the same variable as the research before but has differences in the object and focus on implementing the types of drills, also has different focus on how the researcher teach the students the correct pronunciation of friction consonant. Based on the background above, the researcher is interested to overlook a study about *“Improving Students’ Achievement of Pronouncing Friction Consonant Through Drilling Technique At The First Year Students Of MTS Al Hikmah Bandar Lampung”*

1.1 Statement of Research Problems

There are two research problems used in this research:

1. What was the effect of drilling technique on students’ friction consonant achievement?
2. Which friction consonants did the students find it hard to pronounce?

1.2 The Objectives of the Research

Following the questions, the objectives of this research aims is to

1. To find out the effect of drilling technique gives on students’ achievement of friction consonant.
2. To find out which friction consonants that hard to pronounce by the students.

1.3 Significant of the Research

This research is hopefully useful both theoretically and practically:

1. Theoretically

To point out, the researcher hopes this research will be useful not merely as a supporting theory of using drilling technique in students' pronunciation but also as a reference for further theory.

2. Practically

The result of this research is expected to be usable as an alternative technique to the teacher in their learning strategies, especially in students' pronunciation. Also expected to be useful for enhancing students' ability and interest in speaking English.

1.4 Scope and Limitation of Research

This research focus on the previous objective and students' pronunciation in learning English by using drilling technique. This research studies is conducted on the first stage students of MTs Al Hikmah Bandar Lampung.

1.5 Definition of Terms

These are the definition of terms are provided in order to avoid misunderstanding, referring to the expert :

1. Pronunciation

The way we produce sounds in a language, how and where we apply stress, and how we use pitch and intonation to convey how we feel and what we mean is all part of pronunciation. So, pronunciation refers to the manner where a word is spoken while considering the symbols used to represent a particular sound.

2. Friction Contsonants

Friction consonant is a one of sounds in pronunciation that produce speech sound by pushing air through narrow opening formed between the articulators or two organ of speech.

3. Drilling Technique

Drilling is as simple as speaking a word and having the students repeat it back to you. Eliciting or encouraging students to bring up study words, phrases, or structure is a drill from the method.

II. LITERATURE REVIEW

This chapter tells about the theory that the researcher tries to give a clear description and the general concept of pronunciation and drilling technique used to help the study. This section consists of previous study, concept of pronunciation, features of pronunciation, concept of drilling technique, types of drilling technique, the advantages using drilling technique, procedure and teaching pronunciation through drills, hypothesis.

2.1 Previous Study

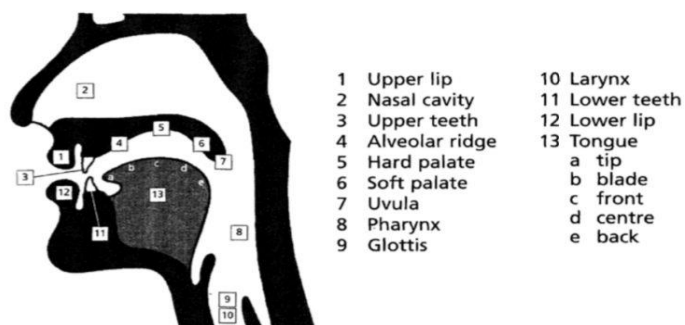
There are three relevant studies that the researcher takes about pronunciation, to establish the literature review of this research more relevant. Ranti Hartini (2020) in her research study about An Analysis of Students Error in Pronouncing English Consonant at Vocational High School 1 Tambang. She reported from her study that the students of High School 1 Tambang have high error pronunciation in English consonant. From this study the sound /z/ have high error, the percentage was 33,73% then the other sounds. In this study the researcher used quantitative methodology to find out the error of students' English consonant. Kurnia Sari (2019) in her thesis study about The Effectiveness of Drilling Technique in Enhancing Students Pronunciation Proficiency. She reported that there was a significant effect on students' pronunciation proficiency who were taught by using the drilling technique. Also, they were more enthusiastic and active in using drilling

techniques. This research uses an experimental class design to prove the study. Yanuarria (2011) in his study about Students Pronunciation Ability In Reading Report Text. He reported the percentage of students who are able to pronounce English words correctly. This study showed that 51.56% of the students' pronunciation of English words is very low. The finding of this research is, report text or textbook doesn't really improve students' pronunciation, so the teacher needs to find any media that can bring students more active and easier for students to learn. Based on the previous research that had been collected by several researchers above, the researcher sees drilling technique as a kind of technique that can be utilized in the educational field. This technique can have a positive impact also useful to increase students' pronunciation.

2.2 Concept of Pronunciation

In this modern era, it is easier for students to learn English. There is a lot of media that students can use to learn. According to O'Connor (1980) language starts with the ear. There are a lot of spoken English about the world on films, on the radio, on tapes, etc. People can get the opportunity to listen English in some way. In that way, language is nothing if there is no a good pronunciation. It means that students are more required to be fluent in English.

Pronunciation itself is learned to duplicate sounds or words. We can learn how our speech organs produce or lose a sound to generate new foreign languages. The diagram below shows the location of the main areas to produce sounds. According to (Yates, 2002) pronunciation is the production of sounds that is used to produce meaning.



Picture 1 (Gerald, 2000)

We speak using lips, tongue, teeth, hard and soft palates, and alveolar ridge. Nasal cavity plays certain sounds, also the movement of the lower jaw is important. The pronunciation itself is divided into two basic groups: segmental and suprasegmental. The segmental group contains vowels and consonants. Whereas, suprasegmental contains intonation, stress, and syllable.

According to Wrembel inside Gilakjani (2016) these aims of pronunciation are 1) functional intelligibility-developing spoken English that is easy to understand for listeners; 2) functional communicability-developing spoken language that meets communicative needs; 3) increased self-confidence-developing a positive self-image; and 4) speech-monitoring abilities and speech modification strategies-that will allow students to develop intelligibility, communicability, and confidence outside the classroom.

2.3 Features of Pronunciation

There are two kinds of speech features in pronunciation, namely segmental and suprasegmental features. When we learn about pronunciation we will find these two features that tell us about human speech features and how speech organs produce.

Suprasegmental features apply groups of segments or phonemes, the features tell about stress, intonation, syllable and how sounds change in connected speech. In this research only focus with one group feature, it is segmental feature. The segmental features tells about vowels and consonants.

1. Vowels

Vowels' sounds are all voiced. According to Maxom (2009) vowels are a sound that comes out without any of the speech organs blocking the way. Vowels are divided into two, long and short vowels. Long vowels consist of /i:/, /a:/, /u:/, /o:/ with the example below:

1. Take : /teɪk/
2. Bed : /bed/
3. Sit : /sɪt/
4. Top : /tɒp/
5. Buy : /baɪ/

Whereas short vowels are /a/, /i/, /e/, /u/, /o/.

1. Cake : /keɪk/
2. Keep : /ki:p/
3. Bike : /baɪk/

4. Home : /hoom/

5. Cute : /kyut/

Vowels may be single or combination for the example, like /e/, as in *let* for the single, and also for the combination that we are known as diphthongs, one vowel to another sound like /eɪ/, as in *late*. An additional term used is triphthongs, which describe the combination of three vowel sounds the example like, /aʊə/ in *our* or *power*.

2. Consonant

Consonant sounds may be voiced or unvoiced. Consonant is a sound when paired with a vowel that makes a syllable. According to O'Connor (1980) stated that there are several features of consonants. There are friction, stop, lateral and gliding consonants.

a. Friction Consonant

Friction consonant are produce by incomplete closure, the air passage is narrowed producing an audible friction. In friction consonant there are nine consonant phonemes, they are /f, v, θ, ð, ʒ, ʃ, s, z, h/.

b. Stop Consonant

According to O'Connor (1980) in stop consonant, the breath completely stopped at some point in the mouth, by the lips or tongue and released with slight explosion. Same as friction consonants, stop consonants had strong and weak consonants. There are four pairs of phonemes in stop consonant, /p, b/, /t, d/, /k, g/, /tʃ, dʒ/.

One of the examples that the researcher used is /p/ and /b/. Consonant /p/ and /b/ was made by the lips closed and the soft palate raised, so the breath cannot get out. When lips are opened the breath rushes out with slight explosion. The /p/ consonant is the strong while the /b/ is the weak one. For the example :

Long Consonant	Short Consonant
1. pi:k = man	bi:k = beak
2. praɪd = pride	braɪd = braid
3. bɪt = bit	pɪt = pit
4. pleɪz = plays	bleɪz = blaze

c. Lateral Consonant

Lateral Consonant consist of phoneme /l/ formed laterally, O'Connor (1980) state lateral consonant is the breath passing down the center of the mouth, it passes around the sides of an obstruction set up in the center. This lateral consonant needs to ensure the tongue-tip with the alveolar ridge is complete. This lateral consonant has long phoneme, for the example :

1. li:f = leaf
2. leɪt = late
3. laɪk = like
4. lɒst = lost

d. Gliding Consonant

O'Connor (1980) mention there are three consonants which consist of quick, smooth, and non-friction glide, with the following consonants /j, w, r/. This glide

consonant had similarity with vowel sound but it is only used as a syllable boundary. For the example in the phoneme /w/ follows a consonant is made in the same way, but the lips are rounded ready before the previous consonant is finished.

2.3.1 Friction Consonant

In this research the resercher choose one and focus with one consonants that will use, it is friction consonant. In friction consonant there are nine consonant phonemes, they are /f, v, ^θ, ^ð, ^ʒ, ^ʃ, s, z, h/. Friction consonants are made when lungs push air through a narrow opening where it causes friction of various kinds, O'Connor (1980). In this friction consonant, there are 2 types of consonant production, strong and weak consonants.

One of the examples of friction consonants is /f/ and /v/, /f/ is a strong, voiceless, long consonant, whereas the /v/ is a weak and short consonant. It is made when the soft palate is raised so that no air goes through the nose and it is all forced through the mouth, the bottom lip is very close to the upper front teeth. More examples for long and short friction consonants:

Long consonant		Short Consonant	
1. fa:st	= fast	va:st	= vast
2. f:l	= feel	veri	= very
3. feɪl	= fail	vju:	= view
4. faɪl	= file	vaɪl	= vil

Table 2.1 Friction Consonant in Words

Phoneme	Initial	Medial	Final

/f/	Fine	Useful	Half
	Fair	Life	Safe
/v/	Van	Average	Remove
	Vast	Oval	Above
/θ/	Thank	Birthday	Bath
	Think	Nothing	Breath
/ð/	These	Brother	Breathe
	Them	Father	Teethe
/s/	Sing	Dancer	Miss
	Sang	Mash	Glass
/z/	Zoom	Crazy	Freeze
	Zoo	Lazy	Frozen
/ʃ/	Shine	Fashion	Flash
	Shore	Precious	Finish
/ʒ/	Genre	Meisure	Rouge
	Gigolo	Leisure	Beige
/h/	Hot	Behave	High
	Hat	Behind	Bath

In this case, we should mastering these features of pronunciation to have good communication. It will lead someone to have fluent and good communication also in pronunciation. It is very important to prevent misunderstanding with others.

2.4 Concept of Drilling Technique

Drilling technique is the operation of repetition to develop a skill with a procedure, to increase memorization. According to Richards (1992), drill is a technique used in language teaching for practicing sentence patterns and sounds, based on guided repetition.

According to Allen (1972), drilling is a technique for teachers to introduce a new language to their students. There are two parts in drilling, there are students who hear (stimulus) and what they have to say (response). From the theory, it can be concluded that using drilling as a technique with repetition in introducing a new language can help students easily to memorize the language.

2.5 Types of Drilling Technique

According to Haycraft (1978), there are several types of drilling techniques that can be used for teaching a new language, which is following:

a. Repetition Drill

Repetition drill is the simplest; the teacher asks the student to repeat what the teacher said, it can be words or sentences.

Example:

Teacher : Its rainy outside, so I need to take my umbrella

Students : Its rainy outside, so I need to take my umbrella

b. Substitution Drill

In the substitution drill, teachers state a line from the dialogue, the students change the subject of the sentences with pronoun of number, gender, different person and also the verb.

Example:

Teacher : I go to school. He?

Students : He goes to school.

Teacher : They?

Students : They go to school.

c. Question and Answer Drill

Teacher give students practice to answering the questions. The students need to answer and ask questions quickly. It is also possible for the teacher to let students practice to ask as well.

Example:

Teacher : Does he go to library? Yes?

Students : Yes, he does.

Teacher : No?

Students : No, he does not.

d. Transformation Drill

The teacher gives students a certain kind of sentences pattern, an information sentence for example. Students are asked to transform sentence into a negative sentence. This model transformed by being negative to interrogative, plural to singular, and so on.

Example (positive into negative):

Teacher : I clean the storage.

Students : I don't clean the storage.

Teacher : She sings a song.

Students : She doesn't sing a song.

e. Chain Drill

The teacher begins the chain by greeting a particular students, or asking them a questions. Students ask and answer each other in a circular chain around the classroom.

Example:

Teacher : What is the color of the car?

The color of the car is blue.

What the color of banana?

Student A : The color of banana is yellow

What is the color of the leaf?

Student B : The color of the leaf is green

What is the color of our eyes?

Students C : The color of our eyes is black and white.

f. Expansion Drill

The drill was used when a dialog is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line. Then following the teacher's cue, the expand what they are repeating part at the end of the line sentence. Adding words and phrases to build up a simple sentence.

Example:

Teacher : My mother is a doctor

Students : My mother is a doctor.

Teacher : She works in the hospital

Students : She works in the hospital.

Teacher : My mother is a doctor. She works in the hospital.

Students : My mother is a doctor. She works in the hospital.

Teacher : She take cares the patient.

Students : She take cares the patient.

Teacher : My mother is a doctor. She works in the hospital. She take cares the patient.

Students : My mother is a doctor. She works in the hospital. She take cares the patient.

2.6 The Advantages Using Drilling Technique

The advantages and the disadvantages of using drilling technique are: (1) Drilling help our learners memorize language by the teacher's control, (2) Students benefit from practice because they are able to apply knowledge through interaction, (3) Students connect with the material when they work with texts and concepts beyond a one-time exposure, (4) When students practice using the knowledge through application, they connect with information on a deeper level, (5) The teacher can correct any mistakes that students make and encourage them to concrete on difficulties at the sometime.

While the disadvantages of drilling technique are: (1) Drilling often make the students not vary creative. In all drills learners have no or very little choice over what is said so drills are form of very controlled practice, (2) The teacher needs to handle the drills, so that the students are not over used and they don't go on far too long. One of the problems about drills is that they are fairly monotonous, (3) Teachers need to make sure that when having students practice, there is a clear link

between concept and action, (4) Drills are not effective when students are not prepared enough; they will not be able to maintain a pace if they are still unclear about a concept, (5) Drills are typically for more basic knowledge.

As we already know, when becoming a teacher, considering the needs of students is very important. There are a lot of teaching techniques that teachers can use to improve students' pronunciation, one of them is drilling technique. In this study, the researcher only use one type of drilling technique, which is a repetition drill.

According to Richards J.C., (1986) Repetition drill is when the students repeat an utterance aloud as soon as they have heard it. However, based on Tice (2004) In a repetition drill, the teacher says the idea (words or sentences) and the students need to repeat it. This means what the teacher or tape recorder said and students are invited one by one to repeat the words as individual or random. This may be used for students memorizing and useful for pronunciation. Students repeat the teacher quickly as possible and accurately. There is one line example of drilling:

Teacher : I don't need to go, because it's rainy outside.

Students : I don't need to go, because it's rainy outside.

Besides that, there are several procedures in teaching friction consonants using drilling techniques. Based on Harmer (2007), they added the procedure as following are:

1. Ask the students to focus on list of consonant words.
2. Teacher will demonstrate how it is made and show how the sounds spelt.
3. Let the students identify and say the words in list.

4. While the students say the words, the teacher can demonstrate the position of the lips when the sound is made in correct way.
5. Give the students two or more examples in specific approach to the teaching and practicing of words.
6. Contrasting two sounds which are similar the example (/ʃ/ and /ʒ/), also often confused to get the students more understand on specific aspects of consonant.
7. If the students have no problem and have clear sounds, the teacher may well move on to the other sounds.

Another procedure is according to Lubin (2009) state some procedures in using drilling technique. They are:

1. Present text to the students (using the course textbook or our own text), make sure that every student has a copy to read.
2. Read to the students and tell the students to follow along as you read the selected or paragraph to them. Read the text slowly and clearly so the students can hear each consonant. Emphasize the sound that we want to focus on for the lessons.
3. Read the text again, it sounds boring, but it helps. Read the text second time, but this time read it a little faster with a more natural tone, for the beginner need more slow when pronounce the words.
4. Review difficult words, ask the students if they believe they can pronounce every word in the text. Teacher will repeat the specific word if students still didn't understand.

5. Give every students a chance to read, this is very time-consuming part. Students will do volunteer or being chosee by the teacher and repeat the words individually in front of the class.
6. Correct the reading, when students read and misspronounces a word. It will end if the students has read the text clearly.
7. Finish the reading and get the students read until finish the text.

2.8 Teaching Pronunciation Through Drilling Technique

According to the theories before, the researcher was modified and adapted the procedures of repetition drill from the experts Harmer (2007) to teach students' friction consonants, also to helped the researcher gained the improvement on students' achievement, and as a guide of this research since their procedures are clearer. The procedure consists of 3 activities, those are:

2.8.1 Pre-activity

The teacher will have short explanation about what is drilling technique and also what is friction consonant. After that, the teacher will show the students the objective of this activity.

2.8.2 Main activity

- 1) The students first will hear a pairs of words of friction consonant from the teacher as example.
- 2) The teacher asks the students to focus on pairs initial, medial, and final of friction consonant reffering to the material that the teacher gives every meetings.

- 3) The teacher will demonstrate how the sound spelt and ask the students to repeat it.
- 4) After that the teacher will pay attention to the students words and ask the students to mention words that were difficult to pronounce.
- 5) The teacher will explain to the students the correct placement of lips, tongue and teeth when the sound is made.
- 6) The students ask to repeat the pair of words in correct way after getting explanation.
- 7) The teacher will revise again and give the students contrast sounds that is similar.
- 8) And the teacher will ask the students to repeat several time until students get clear pronunciation and the teacher may move on to the other sounds.

2.8.3 Post activity

- 1) When the students pronounce the words the reseacher will pay attention and record their pronounce to being analyze.
- 2) And the last the students ask the teacher to make conclusion about the technique that they use for increas their pronunciation.
- 3) The teacher asks what they have got from the lesson.
- 4) The teacher finish the class.

2.8 Hypothesis

Based on the literature framework above, the hypothesis of this research is that the drilling technique can give a good effect on students' achievement of friction

consonants at seventh grade students of Junior High School Al Hikmah Bandar Lampung.

III. RESEARCH METHODOLOGY

3.1 Research Design

In this research, the researcher uses quantitative methods with one group pre–test post–test design. This design was chosen by the researcher to help the researcher to see the effect of students’ achievement after and before getting taught with drilling technique. According to Artikunto (2006) this technique only conducted in one group names, experimental group without any other comparison group and control group.

This design was only conducted in one group, which was chosen as random and didn’t do tested for the stability and clarity of the group’s condition before giving the treatment. This design measure by pre-test gives to the students before the treatment, and post-test after giving the treatment. So it made the data more accurate also to avoid bias data for the result. One group pre test and post test will apply in every learning session. This is the scheme for one group pretest and posttest design:

<i>Pre – Test</i>	<i>Treatment</i>	<i>Post – Test</i>
T ₁	X	T ₂

Table 3.1 Scheme One group Pre-test and Post test Design (Arikunto, 2006)

T₁ : Pre test (Does before the treatment)

X : Treatment

T₂ : Post test (Does after the treatment)

3.2 Population and Sample

The research would have taken place in Mts Al Hikmah Bandar Lampung. For the quantitative data, the population of students in MTs Al Hikmah Bandar Lampung, in the first stage there are 216 students. There were 24 – 30 students each class. The researcher took one class to get the treatment, which consisted of 27 students. For the sample, the researcher used simple random sampling, this technique chosen directly from the population. Simple random sampling was chosen because the population of this research was homogen and there was no difference in characteristics. The class was selected randomly by using the lottery method. The researcher randomly picked numbers with each number corresponding to a subject or item. To answer research question number 2, the researcher used interview that consisted of 13 students as the informan to make the answer of research question number 2 more accurate.

3.3 Variables

There are two kinds of variables named independent variable and dependent variable. In this case the researcher consisted of the following variables:

1. Drilling technique as independent variable (X)

It is categorized as an independent variable due to the use of drilling technique as the variable can influence the dependent variable in determining the effect between phenomenon and the object which observed.

2. Students' achievement of friction consonant as dependent variable (Y)

It is categorized as dependent variable due to students' achievement based on the activity output. The achievements of students can be measured to determine whether or not there is an effect of the independent variable.

3.4 Research Instruments

In obtaining the data, the researcher used some kinds of instruments, in this research, the instruments used were:

3.4.1 Pronunciation Test

There was a set of pre test and post tests in pronunciation. The test was conducted in the beginning of the meeting called pre test and the end of the meeting called post test. Before giving the treatment the students had 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 objective of this test was to see the effect of students' pronunciation after and before giving the treatment and also to see the result of it.

3.4.2 Recording

The audio recorder was used to record students' pronunciation of the words while doing the activity. It was because, with audio recording technique, it would give an accurate and detailed data of the students' pronunciation. Also to made the researcher easy and clear when analyzed students' pronunciation. This audio recorder was also used to help the researcher to found out the answer for the second

research question. The audio recorder would be used while interviewing with the students.

3.5 Data Collecting Technique

This research used students pronunciation achievement test and observation to obtained the data. Those aim to found the effect of drilling technique on students' pronunciation before and after getting taught before. To collect the data in achievement test, the researcher got 2 test for obtain the data, which were pre test and post test.

3.5.1 Pronunciation Test

a. Pre Test

The pre test was applied in the first meeting before the students got the treatment. It means that the students need to hear the model of the words first as an example. Then the researcher would ask the students to pronounce 18 pairs of words containing English friction consonants appearing in the initial middle, and final position in words as the pretest. This kind of test in order to see students' ability in pronunciation before getting implementation with the drilling technique.

b. Post Test

The other test was post test in this section, the students would got second test. In this second test, the researcher did scoring on students' pronunciation after getting taught through drilling technique. The material and direction used for this test were based on material learned during the treatment. In the post test the students needs to pronounce 18 pairs words

before containing English friction consonants /f/, /v/, /θ/, /ð/, /ʒ/, /ʒ/, /s/, /z/, /h/.

3.5.2 Interview

To find out the answer for Rq 2, the researcher use an interview to collect the data. The researcher uses face-to-face interviews, it helps to asked detail questions and probing further to collect informative data. Also, this interview used structured questions. According to Sugiyono (2002), structured interview are used when researcher have known with certainty about what information to be obtined, also to saw the spesific answer from the informan. After did the posttest the students got interviewing about which friction consonant that was hard to pronounced by the students. The students had 5 questions to answer and also mention which friction consonant that hard to pronounce. The researcher would record the conversation while interviewing. Then the researcher would took the most average of the votes, which one students find difficult to pronounce.

3.6 Validity and Reability

For tested the quality of test has good validity and reability some element tested as follow:

3.6.1 Validity of the test

Validity was one of the characterstics of the test. It can be claim that was valid if the test measure accurately suitable for the object to be measure. To measure the validity the researcher use content and construct validity.

a. Construct validity

The test could reach the construct validity if it measured the students' pronunciation well. This research used the list of English words as the test instrument. The students were asked to mention 40 words one by one. Then, the teacher record their pronunciation by using audio recorder to measure their ability in pronouncing those words.

b. Content Validity

Content validity means that whether the test items or asesment have completely represented what has to be tested. In the other word the test need to cover the objective of the teaching that already planned by the teacher. It need to be suitable for the curriculum. The researcher made the test based on the English curriculum 2013 and the syllabus for the first grade of Junior High School students.

3.6.2 Validity of Interview

In this research to know the accuracy of the data while doing the interview, the researcher will use triangulation data sources. Triangulation data sources use to check the accuration of the data that the researcher gets. Triangulation of data sources is exploring the truth of certain information. These techniques can obtain the truth clearly and accurately. In this test, the validity of the test will be validate by an expert which is an English lecturer.

3.6.3 Reability of the test

Reability of the test means the test has consistent results or not. To obtain the reability of the scores, the researcher used Inter-rater reability. Inter-rater reability used when scores on the test is independently estimated by two or more judges or raters. In this test there are two raters which the researcher and the second is the English lecturer. Then, the result from both raters will compare to determine the reliability. Also, to see the correlation between two raters, the researcher used *Rank order correlation* in SPSS ver 20. Finding the coefficient of the scores between two raters, the researcher examine the coefficient value by seeing the standard of reability, mentioned below:

0.8 – 1.0 : Very low reability

0.6 – 0.79 : Low reability

0.4 – 0.59 : Average reability

0.60 – 0.79 : High reability

0.80 – 1.00 : Very high reability

(Arikunto, 2006)

Based on the explanation above, it can be assume that the pronunciation test is reliable if the values accomplish the range of 0.60 – 0.79, which high reability. Furthermore, the reliability of each test for this research shown in the table below :

Table 3.2
Reliability of Raters in Pre – test
Correlations

		Rater 1	Rater 2
Spearman's rho	Correlation Coefficient	1,000	,915**
	Rater 1 Sig. (2-tailed)	.	,000
	N	27	27
	Correlation Coefficient	,915**	1,000
	Rater 2 Sig. (2-tailed)	,000	.
	N	27	27

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3.3
Reliability of Raters in Post Test

Correlation

		Rater 1	Rater 2
Spearman's rho	Correlation Coefficient	1,000	,712**
	Rater 1 Sig. (2-tailed)	.	,000
	N	27	27
	Correlation Coefficient	,712**	1,000
	Rater 2 Sig. (2-tailed)	,000	.
	N	27	27

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3.2 showed that p-value in a correlation coefficient of first rater and second rater were 0.915 and for the table 3.3 showed that the p-value was 0.712. It can be summarized that both pre test and post test had very high reliability because the p-value were higher then 0.80. It means that the pretest and posttest has good consistency of assesment results.

3.7 Data Analysis

In this research the quantitative data was taken from students' test pronunciation, in order to see what was the effect of drilling technique on students' pronunciation. To see the effect produced by the drilling technique, the data of students' scores were analyzed by using a sequence of steps as follows:

1. Transcribing the Students' Pronunciation

In this step, the researcher made the transcription of the students' sound by listening to their post and pre test voice several times.

2. Determining the Students' Pronunciation

After the students' sound was transcribed, the researcher classified the data which have been taken, before calculating the frequency of dominant and usual error, with the standard pronunciation transcription to see if the students' pronunciation is correct or wrong. The researcher will use Oxford Advanced Learner's Dictionary as the references of the phonetic transcription.

3. Giving Score to the Test

After classifying the students' pronunciation. The students' pretest and posttest will be assessed to see the students' pronunciation intelligibility, the researcher used scoring scores by using rubric indicators adapted from (Brown, 2004).

Criteria	Score
Acceptable pronunciation	2
Comprehensible, partially correct pronunciation	1

Silence, seriously incorrect pronunciation	0
--	---

Table 3.4 Pronunciation score test

4. Obtaining The Mean

After students' pretest and posttest getting score, the researcher will obtaining the mean of both test by calculating the result using this formula:

$$\mathbf{Md} = \frac{\sum d}{N}$$

Md : Mean (average score)

$\sum d$: total students' score

N : number of students

5. Finding the Effect of Students' Achievement

To know the significant improvement, between students who were taught using drilling technique and who were not, the researcher used the formula below:

$$\mathbf{I} = \mathbf{M2} - \mathbf{M1}$$

I : the improvement of students' friction consonant

M1 : the average score of pretest

M2 : the average score of posttest

6. Analyzing the Interview

To find out which friction consonant that students find hard to pronounce, the researcher used interview to collect the data. The researcher transcribed the students' audio recorder, after that the researcher have data reduction by

combining patterns and then made into a transcript for the presentation of data that was relevant to the research problem.

7. Summarizing the Result

The last procedure in analyzing the data was interpreted the results. To see the effect of students friction consonant, the researcher saw the effect by comparing students' pronunciation improvement on pre test and post test. Also to saw which friction consonant that hard to pronounce by the students, the researcher made a conclusion based on interview that already been analyzed by the researcher before.

3.8 Research Procedures

This subchapter explain the procedure of the research which clearly mentioned below:

1. Determining the problem

This study came with problem which happened to students especially in the process of pronunciation. Broadly to said that the most students get anxious, scared, and not confident of learning pronunciation especially when pronouncing friction consonant. The students assumed that when pronouncing words, they always afraid to being wrong, they did not know how to pronounce the correct words, also they did not know how the sound spelt etc. Thus, the researcher take this as a serious issue that had to be maintained.

2. Determining the population and selecting the sample

The research was conducted in the fresh year of Junior High School Mts Al Hikmah Bandar Lampung. To emphasized the researcher use one class of first grade using

lottery method as the sample of the research which consists of 34 students of Junior High School.

3. Selecting materials for treatment

The researcher chose list of words friction consonant as the material that must be achieved in pronunciation class. The teaching material basically was arrange regarding the curriculum of the first year of Junior High School of Mts Al Hikmah Bandar Lampung.

4. Administering a pre-test

The researcher asked the students to read list of pairs friction consonant that had been chosen by the teacher. For the time it took 60 minutes for each test. A pre-test was conducted to measured how far students' ability was before being given the treatment.

5. Conducting the treatment

After the students took the pre test section, the researcher required students to the class. The researcher delivered the material by giving the students some examples of the words that had been similar and implemented the drilling technique several times until their placement of friction consonant was correct and clear.

6. Administering a post-test

To investigate the students' achievement of friction consonant, the researcher gave the students posttest.

7. Distributing the interview

The researcher had interviewed with the students to investigate which friction consonant that hard to pronounce by the students. There were 13 students that interviewed with the researcher.

8. Scoring

The research involved two raters (first and second raters) to score the pronunciation test. The first rater (R1) was fill by the researcher and the second rater (R2) was fill by the English teacher.

9. Analyzing the test result

After the students did the pre test and post test. The researcher analyzed the students' performance by comparing the result between pre test and post test to saw whether there was a good or bad impact on students' achievement.

10. Analyzing the Interview

The researcher was analyzed the students' answered concerning their perception which friction consonant that hard to pronounce by the students.

3.9 Normality Test

One of the requirements of using paired samples t-test is that the data come from a normal distribution. In order to know whether the data were normally distributed, the normality test was conducted with the hypothesis as follows :

H_0 : The data distribution of the data was normal.

H_1 : The data distribution of the data was not normal

The not working hypothesis (H_0) was accepted if the significant level of the normality test was higher than 0.05, and vice versa. Here was the result of the normality test :

Table 4.5
Normality Test
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	,108	27	,200*	,943	27	,144
Posttest	,129	27	,200*	,941	27	,129

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The significant values used in this test were from the Shapiro-Wilk row because the elements (df) were only twenty seven. If the elements is more than 2000, the Kolmogorov-Smirnov was used. 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.

3.10 Hypothesis Testing

The Hypothesis testing was used to proved whether the hypothesis process in this research was approved or not. The researcher used paired simple T-Test of statistical packages for social science (SPSS).

H1 : There is a significant effect on students' achievement of friction consonants.

The criteria were:

H0 is accepted if significant level higher than 0.05 ($p > 0.05$)

H1 is accepted if significant level is lower than 0.05 ($p < 0.05$)

3.11 The Implementation of Drilling Technique on Students' Friction Consonants

This research purpose was to find out students' improvement in friction consonants achievement through drilling technique. To find out the improvement, the researcher conducted this research in five meetings. Before the experiment, the researcher did the trial of drilling technique. In this trial, the researcher found several weaknesses in drilling technique, the researcher found that:

1. Drilling technique makes students feel bored because the activity is the same as before.
2. Students lack initiative because they are used to doing things on the teacher's orders.

3. This group activities caused so much noise by the students, they were talking so loud and not conducive.
4. The teacher must approach the group one by one and listen to the students while reading the friction consonants, to make the class more conducive.

Seeing the weaknesses from the trial of the drilling before, the researcher made improvements to the weaknesses of these techniques. The first meeting started on Tuesday, April 12th 2022. The researcher conducted the pre-test to see students' ability when pronouncing friction consonants, the test consist of 40 words that contained friction consonants, /f,v, ^θ, ^ð, ^ʒ, ^ʃ, s, z, h/ appearing in initial, middle, and final position that was in appendix 1.

To collect the data, the researcher recorded students' pronunciation of each word using an audio recorder. The researcher needed 30 minutes to record 27 students' pronunciation. An audio recorder is used to help the researcher analyze students' friction consonants, and transcribe students' pronunciation of the words, listed by phonetic transcription. Oxford's Learner's Dictionary is used by the researcher, as the standard pronunciation. Based on the researcher's analysis, in this test the students have difficulties and had poor pronunciation in a few words of /v/, /^θ/, /^ʒ/, /^ʃ/ in initial, middle position, and /h/ in the initial, middle, and final position.

After conducting the pretest, the researcher gave the students the treatments that started on Tuesday, April 19th 2022. Before the researcher asked the students to make a group, the researcher explained and showed the students the picture of how speech organs work when producing the sounds. After making a group, the researcher, asked students to listen and correct their friend friction consonants in

turn, then the students got drill. The students were asked to come forward one by one. To avoid the boredom of the students during the trial activity, the researcher used a media, which is a video that contains how the friction consonants sounds are sounded, and examples of the words of friction consonants from a native speaker. After watching the video, the researcher drills the students with the example from the video and repeats the explanations about how friction consonants sound.

For the second treatment on Tuesday, May 10th 2022 the researcher gave the students similar as the first activity to see if the students' has any improvements. In the third meeting on Tuesday, May 17th 2022 the researcher gave another activity similar to the first and the second activity. In these two meetings, based on the weaknesses that the researcher found while trialing the technique, the researcher used games to make students more conducive and focused. In this game, students will count and name every odd number to be bingo. Each student who failed to pronounce the word bingo will stand and read the listed words of friction consonants and get drilled by the teacher one by one.

The last meeting was the post-test, which was done on Tuesday, May 25th 2022. The researcher did the same thing as the pretest. The researcher asked the students to read 40 listed words and recorded their pronunciation. After that, the researcher transcribed their pronunciation. The researcher found that students make improvements on friction consonant /v/,/h/, /ʃ/. Students also still made poor pronounce of friction consonants /ð/ and /z/.

V. CONCLUSIONS AND SUGGESTIONS

In this final chapter, the researcher brief explanation about the research that has been reported in the previous chapter and give some suggestions to support teaching and learning process.

5.1 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 / ζ /, 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.

5.2 Suggestions

Referring to the conclusion above, the researcher would like to recommend some suggestions as follows :

1. In implemented the used of drilling technique, it was better for an English teacher to give 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.
2. 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.
3. This study was conducted at junior high school level. As a consequence, further researchers could try and find out the improvement of friction consonants used drilling technique at different levels of school: senior high school and university level.
4. The implementation of drilling technique also could be used by further researchers with other English skills to improve students' abilities.
5. This research aimed to found out the students' achievement of friction consonants pronunciation. Consequently, further researchers could try to find out other types of English consonants.

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