

**THE COMPARATIVE EFFECT OF USING READING ALOUD  
TECHNIQUE AND DRILLING TECHNIQUE IN IMPROVING  
STUDENTS' PRONUNCIATION**

**(Undergraduate Thesis)**

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## **ABSTRACT**

### **THE COMPARATIVE EFFECT OF USING READING ALOUD TECHNIQUE AND DRILLING TECHNIQUE IN IMPROVING STUDENTS' PRONUNCIATION**

**By**

**Agsha Intan Aulia**

There has been thoughtful debate on using Reading Aloud Technique (RAT) and Drilling Technique (DT) in teaching pronunciation. These techniques are considered monotonous and old-fashioned. This study investigates the effect of these two techniques in improving students' pronunciation and finds out which one helps students improve better. This pre-experimental group comparison approach used paired samples t-test and independent t-test to analyse the data. Two classes of early-grade students of SMAN 1 Tanjung Bintang, in which each technique was implemented in each class, showed a significant improvement after RAT and DT were implemented. It turned out, RAT is also proven to help students' pronunciation improve better. The advantages of using RAT and future directions are discussed.

*Keywords: Reading Aloud Technique, Drilling Technique, Pronunciation, Improvement*

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STUDENTS' PRONUNCIATION**

**By**

**AGSHA INTAN AULIA**

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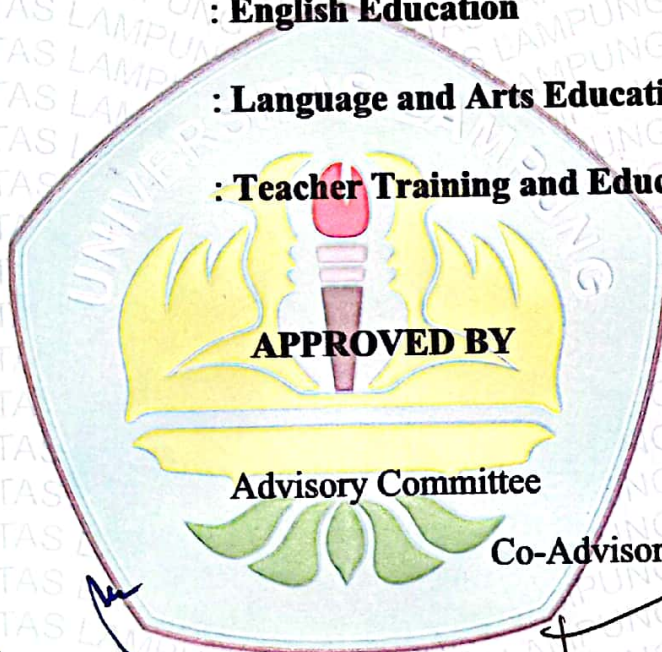
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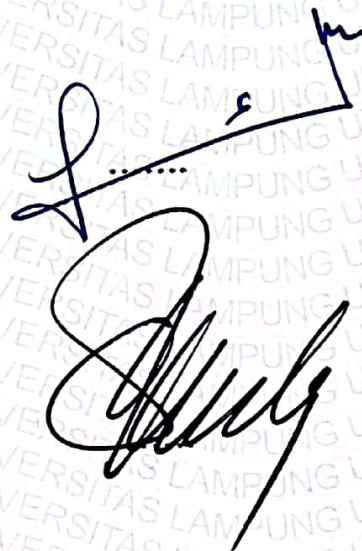
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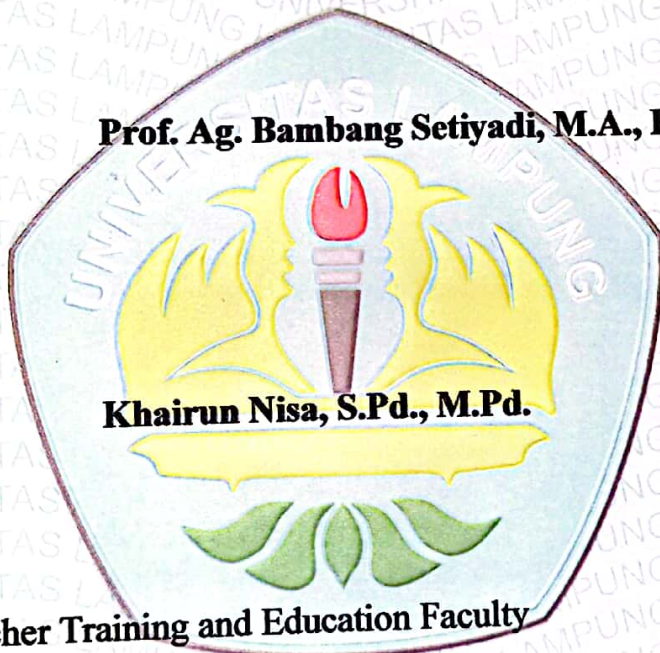
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Menyatakan bahwa skripsi ini adalah hasil karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 8 Februari 2023

Yang membuat pernyataan,



Agsha Intan Aulia

## **CURRICULUM VITAE**

The author's full name is Agsha Intan Aulia. She is used to being called Agsha, Sha, Cece, or Ayung as her nickname. She was born in Bandar Lampung on October 16<sup>th</sup> 2000. She is the eldest daughter of H. Iswahyudi, M.M., M.Pd. and Hj. Agustin Purwati, S.Pd. Her two beloved younger sisters are Kwinny Intan Filya and Najwa Intan Azkana. She is also known as a mother of an adorable little girl named Everly Jesslyn Alfaafa.

She pursued her formal education for the first time at TK Asuhan Bunda Sukabumi in 2005 and graduated in 2006. Then, she continued her study at SD-SN 1 Rawa Laut, Tanjung Karang in 2006 and graduated in 2012. Later, she accomplished her junior high at SMP Negeri 4 Bandar Lampung, and graduated in 2015. Finally, she completed her senior high in SMA Budi Utomo Perak, Jombang, East Java and graduated in 2018.

After graduating high school, the author didn't continue her studies immediately. She experienced fascinating adventures in Kediri, West Java, and Makassar, South Sulawesi. She married at the beginning of 2019, precisely before registering as a student of S1 English Education Study Program at The Language and Fine Art Education of Universitas Lampung.

As the eldest daughter and a mother of one while studying, life never places her in a steady and amicable environment. Instead, life provides her with a bumpy and challenging path. Despite that, her stout willingness to positively impactful to her surroundings and make her parents proud of her delivers her to achieve beyond what people say limits. During her years studying and being a mother, she trained herself to be a good English teacher by teaching at some private institutions and investing in knowledge. She also won two national-scaled competitions, and two international-scaled competitions about research. She published three literary works, which are short stories and poems in Bahasa Indonesia, collaborating with many outstanding writers all over Indonesia. She is also known as a keynote speaker in some online seminars held by

external parties such as Kampung Dongeng Indonesia, Speakogram Program by Universitas Atma Jaya Yogyakarta, SNSD Program by Quantum Edukasindo Paradigma, and Business Sharing by HMJPBS FKIP UNILA. Besides that, she also became a master ceremony for international conferences by LPPM UNILA several times.

She hopes that in the future, she can be an impactful and helpful person for herself, her family, and her surroundings. She also hopes to be an inspiring person who encourages people around her to improve. This nearly four-year study has shaped her into who she is now, and she will continue to grow and improve herself to be a better person.



## MOTTO

*If something is meant to go elsewhere, it will never come to your way. But if it is yours by destiny, from it you cannot flee.*

(Umar Ibn Khattab)

What's yours will find you.

(Ali Ibn Abi Thalib)

**Whatever the choice you take, as long as you do it the best way you can, it is indeed, the best choice.**

(Ruri Aulia)

## **DEDICATION**

This final project is particularly dedicated to:

my precious family; mother, father, sisters, and dearest daughter, for the exceptional love and unconditional support for me. Thank you.

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The Author,

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## **I. INTRODUCTION**

This chapter contains formulations of the problem, which underlies the reason for conducting the research, research question, objective of the study, uses of the study, the scope of the study, and definition of terms. Each aspect of the chapter is then presented separately as follows:

### **1.1 Background**

Fulcher (2003:23) stated that speaking is the verbal use of language to communicate with others. Speaking is used to express something through voiced conversation. When someone makes a conversation, it means that there is something important to say to the interlocutor. Besides, Hybel (2001:45) also mentioned that speaking is any process in which people share information, ideas, and feeling. It means that speaking is used to express our thoughts to others in oral communication. It is also a process in which a speaker conveys information or messages to the listener. Moreover, Jane (2009:2) declared that speaking, one of the language skills that should be developed besides the other three, is vital because it plays an essential role in facilitating the students to master English proficiency.

According to Harris (1974), there are five aspects of speaking; those are comprehension, grammar, vocabulary, pronunciation, and fluency. Comprehension means being aware of giving relevant responses, speech, and initiation according to the topic of the conversation. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form. Then, without mastering vocabulary sufficiently, English learners will not be able to speak English or write English correctly. The next is pronunciation which means the knowledge of studying how the words in a particular language are produced clearly when people speak. In

speaking, pronunciation plays a crucial role to make the process of communication easy to understand. The last one is fluency which becomes the aim of many English language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”.

In speaking, a person constructs words and phrases with individual sounds. He also uses pitch change, intonation, and stress to convey different meanings. These elements are included in pronunciation. Pronunciation is one of the important components in learning English which functions to make better communication by the speaker. The incorrect pronunciation will cause ambiguity, misunderstanding, and different meanings when communication happens. Pronunciation makes the listener easy to understand and catch what the speaker is saying and produce intelligible sounds. Intelligibility is when our speaking is being understood by a listener at a given time in a given situation. It also means that the speaker produces recognisable sound patterns as English (Kenworthy, 1987).

However, in several Asian countries in which English is taught as a foreign language, such as South Korea, Japan, Thailand and some other countries in the Middle East, learners’ behaviour in classroom situations does not work as hoped, as stated in *The East Asian Learner Journal* that learners in Asia are often afraid of making neither grammatical nor pronunciation mistakes and being ridiculed in front of their classmates. Besides that, they may also respond in short phrases because they may not feel confident, or too shy because they are clueless about whether they have the correct pronunciation or not. In addition, early learners of English may also giggle when they are embarrassed or when they are not able to understand the lesson (Byung, 2004).

The researcher found similar spoken English problems in the first grader of SMA Negeri 1 Tanjung Bintang, South Lampung, especially in pronunciation aspect. This problem is found after the researcher interviewed one of the English teachers there about the condition of students’ spoken English with the emphasis on pronunciation aspect and observed directly to the students. According to the interview, the teacher said that English pronunciation problems mainly lie in early

graders (grade X). They have major problems in having no idea about pronouncing words in English, especially words that are not quite familiar for them. Besides, they also fear of making mistakes, fear of being laughed by their friend for the wrong English sound they might produce. They are also not confident enough to express their idea and feeling hesitant due to the lack of vocabulary that they have. Thus, the researcher conducted an observation as a prove of what the teacher had said during the interview, by watching carefully their behavior when they were asked to stand up in front of the class doing a conversation, listening to their spoken performance after they were asked to work in pairs and make a simple sentences about expressing advice, opinion, and correction in transactional and interpersonal conversation, as stated in Basic Competence 3.2 and 4.2. One student made a statement, the other made the advice. Here are some of the examples from students' work;

Student 1 : I'm thirsty. (problem statement)

Student 2 : You should get some water to drink. (advice/suggestion)

Student 1 : It's cold in here. (problem statement)

Student 2 : We should turn off the air conditioner. (advice/suggestion)

The work wasn't written on paper nor task book since the researcher only wished to focus on observing how they pronounce the words. All students in the class made their own sentences and uttered the sentences one by one, therefore the researcher got the prove of their English pronunciation.

In accordance with the interview, the result of the observation showed that most of the early graders in SMA Negeri 1 Tanjung Bintang, South Lampung had problems with pronunciation when they performed the task. Moreover, even they finally uttered it one by one in front of the class, it needed a little bit longer time to persuade them to perform their sentences in front of the class because they were afraid of being laughed by their friends. During the making of the sentences, some of them kept asking the researcher on how to pronounce certain words in the sentences they actually made by themselves, like the word "tired", "hungry", "thirsty", and "purse".

Many students pronounce the word tired /'taɪərd/ as /taired/, they switch the /r/ and /ə/ sound, didn't distinguish the /e/ and /ə/ sound, and they pronounce the /r/ sound in Indonesian way, the drilling /r/, not the rolling /r/.

As in the word hungry /'hʌŋɡri/, many students pronounced it /hungry/. They lack of knowledge that the letter 'u' in that word is pronounced /ʌ/. Another mistake is again, the drilling /r/ sound.

For the word thirsty /'θɜːrsti/, it was more complicated. Students couldn't make the /θ/ sound. They pronounced the word /tristy/ which is far from correct. They also switched the pronunciation of /ɜː/ and /r/ sound.

The other example of mispronounce words by students during the observation was the word purse /pɜːrs/, which they pronounced it /purs/. They didn't acknowledge that the letter 'u' in purse should be pronounced /ɜː/.

In terms of supra-segmental features, since the observation were aiming to see how far students' pronunciation had been, the task given to the students didn't deal much with intonation and stress. The sentences were simple utterance which have flat intonation.

Therefore, the researcher made a temporary conclusion that students' pronunciation problems lie in segmental feature (phonetic feature). To be specific, the problems are in terms of in switching peculiar sounds which are not exist in their mother tongue, difficulty in recognizing how to pronounce vowel sounds, and struggle hard in pronouncing the rolling /r/ sound.

Language experts have introduced many methods in teaching English skills, one of them is the direct method. The direct method, which arrived at the end of the nineteenth century, was the product of a reform movement which was reacting to the restrictions of grammar-translation method. The direct method becomes popular since the grammar translation method was not very effective in preparing students to use the target language communicatively (Diane Larsen-Freeman and Marti Anderson, n.d.).

Thus, the direct method can be an option method in teaching spoken English. Besides, the direct method has one basic rule and that is no translation is allowed. The meaning of the name – direct method – comes from the fact that meaning is to be conveyed directly into the second language through demonstration and visual aids (Diane Larsen-Freeman and Marti Anderson, n.d.). Based on the principle, it involves various kinds of ways and media to help the learning process, such as pictures, *realia* or even showing the real object, using gestures and body movement, or by using the target language which is familiar to the students in explaining the new words. In other words, the direct method is considered effective in teaching spoken English because it forces students to think in English.

According to Ali (2020), the direct method of teaching languages plays an important role in developing oral communication skills. This role is clear among educational scientists as many studies proved that the direct method has a positive effect on English oral communication. Accordingly, Nila Andriyani (2015) shows findings that the use of the direct method was able to improve students' spoken English. Based on the qualitative data, the students could develop their ideas to produce a short sentence with better vocabulary, sentence structure and pronunciation.

On the one hand, there are lots of techniques involved in teaching spoken English with direct method. Nevertheless, the researcher will choose one technique to be the centre of this research, that is the reading aloud technique. A small study by Gibson (2008), proved the role of reading aloud technique in language learning should now be reappraised. Reading aloud technique can be used in various purposes; it can help reading by reinforcing graphemic-phonemic correspondences (the ability to match a phoneme -sound, to a grapheme -written representation, and vice versa). It can as well aid the acquisition of prosodic features (suprasegmental features) of English and help to develop writing skills by using it as oral proofreading. Reading aloud technique can also be used as a technique to help some anxious students to feel more able to speak (Gibson, 2008). It is suggested that the benefits of reading aloud technique could outweigh the disadvantages, and that the latter could be mitigated by



careful and appropriate use of the activity. To sum up, this research shows that reading-aloud technique improves major elements of pronunciation.

Based on Syiyami (2021), students' pre-test and post-test in the experimental group were improved in speaking ability, especially in pronunciation and fluency because it showed the increment number in the post-test score after they were taught by using reading aloud technique. It was shown by their post-test mean score (64.64) which was higher than pre-test mean score (54.03).

Besides the direct method, the audio-lingual method is one of the methods of teaching foreign languages based on behaviourist theory. It is very different, in that rather than emphasizing vocabulary acquisition through exposure to its use in situations, the Audio-Lingual Method drills students in the use of grammatical sentence patterns (Diane Larsen-Freeman and Marti Anderson, n.d.). Unlike the direct method, it has a strong theoretical base in linguistics and psychology.

Fries (1945), the director of the University of Michigan, led the way in applying principles from structural linguistics in developing the method, and for this reason, it has sometimes been referred to as the 'Michigan Method.' Later in its development, principles from behavioural psychology were incorporated. It was thought that the way to acquire the sentence patterns of the target language was through conditioning —helping learners to respond correctly to stimuli through shaping and reinforcement so that the learners could overcome the habits of their native language and form the new habits required to be target language speakers (Larsen-Freeman, 2011). The language taught by this method uses systematic attention to pronunciation and intensive oral drilling of its basic sentence pattern (Rodgers & Richards, 2001).

Similar with the direct method, the audio-lingual method also involves some techniques. Most of the techniques deal with drilling, such as drilling technique, chain drill, single-slot substitution drill, multiple-slot substitution drill, transformation drill, and question and answer drill. However, in this research, the researcher will put main attention in drilling technique to see its effectiveness in improving students' pronunciation aspect, especially in the pronunciation aspect.

Drilling technique enables the students to be aware of the relationship among form, meaning, the use of language, produce correct pronunciation as students are “parroting” what teacher pronounces, and also helps the students to memorize the words or phrases. In this study, the researcher uses drilling technique to train their English pronunciation.

According to a classroom-action-research by Yudi Basuki (2018), drilling is an effective method for teaching pronunciation, especially for EFL learners. The finding of this research obviously proves that the implementation of drilling method effectively enhanced the students’ progressive achievement from the preliminary study (10,52%) to the first (31,57%) and the second (36,84%) cycle and to finally meet the success criteria.

Similar to Basuki’s, Amaliyah Bajri (2013) has finding that the teaching and learning process of drilling technique ran well. The study shows that the drilling technique was effective to improve students’ pronunciation and this classroom action research was successful. The evaluation showed that students were able to differentiate the phonetic transcriptions both written and spoken.

The teaching of pronunciation in ESOL classes has not always been as successful as other aspects of English teaching, possibly because pronunciation has been considered a separate skill and has not been well integrated in language courses. If pronunciation can be presented in meaningful contrasts and in situations that are both relevant and interesting to the students – in other words, if instruction in pronunciation can be contextualized-perhaps achievement can be improved (Donald Bowen, 1972).

Thus, the reading aloud technique from the direct method and the drilling technique from the audio-lingual method have their own emphasis on improving students’ pronunciation aspect. Therefore, in this research, the researcher would like to test the use of the two techniques in teaching pronunciation to two different classes of EFL students and find out whether the two techniques are effective to improve students’ pronunciation, despite the difference and similarities, as well as to find out

in what elements of students' pronunciation improve after being taught by the reading aloud technique and the drilling technique.

## **1.2 Research Questions**

Based on what has been written in the background of the study, the researcher formulates the problems as follows:

- Is teaching pronunciation through reading aloud technique and drilling technique improve students' pronunciation significantly?
- Is there any significant difference between the result of both techniques?

## **1.3 Research Objectives**

In line with the problems, the researcher aims this research to have the following outcomes:

- To find out the significant improvement of using reading aloud and drilling technique in teaching pronunciation skills.
- To find out whether there is a significant differences in the result of both techniques.

## **1.4 Use of The Research**

The researcher expects that this study gives some contribution in the English language teaching environment, whether it is theoretically, practically, and academically. Theoretically, the researcher hopes that this study would support the existing theory about teaching pronunciation using reading aloud technique and drilling technique by what the result of this study will show. Practically, it is hoped that this study can be useful for English teachers, students and school.

1. The teachers

The English teacher will have more options in choosing effective technique to enhance students' spoken performance, especially in pronunciation aspect.

2. The students

Students are expected to get better learning experience through the reading aloud technique and the drilling technique in learning and get improvement in their pronunciation.

3. The school

The result of this study can be applied by other teachers so that they get more various methods and techniques to improve the quality of teaching spoken performance – especially pronunciation – at schools.

Finally, the researcher hopes that this study would be used in academic field, such as becoming one of studies that is taken into account, especially for similar topic research in near future.

## **1.5 Scope of The Research**

Based on the background of the study, the researcher limited this research to the effort of implementing reading aloud technique and drilling technique in speaking class, since the highlighted aspect is pronunciation. The sample of this research will be tenth grade students SMA Negeri 1 Tanjung Bintang, South Lampung. There will be two classes that will be the sample of this research; X IPS 2 and X IPS 3.

The materials will be adjusted for speaking class which more emphasize on pronunciation aspect, using reading aloud technique and drilling technique; interaction about expressing advice, opinion, and correction in transactional and interpersonal dialogue. The researcher wants to see the effectiveness of the implementation of the two techniques on students' spoken performance, especially their pronunciation.

## 1.6 Definition of Terms

The following terms have the associated meanings in the proposal:

1. Pronunciation is the act or manner of pronouncing words; utterance of speech, a way of speaking a word, especially a way that is accepted or generally understood, and a graphic representation of the way a word spoken, using phonetic symbols.
2. Reading Aloud Technique is an instructional practice where teachers read texts aloud to students. Then, students are usually asked to repeat reading-aloud the passage teacher has read. Reading-aloud incorporates variations in pitch, tone, pace, volume, pauses, eye contact, questions, and comments to produce a fluent and enjoyable delivery.
3. The Direct Method is a method of teaching English skills which mainly focus in teaching speaking, to convey meaning directly into the second language through demonstration and visual aids. One basic rule of this method is 'no translation allowed' or 'no L1 use is allowed'.
4. Drilling Technique is the simplest drill used in learning language patterns. Language learners merely repeat what the teacher says or the tape recorder produces. This may be used for the presentation of new vocabulary and will be useful for pronunciation class.
5. The Audio-Lingual Method is also an oral-based approach teaching English skills. However, it has slight difference with the Direct Method. The Audio-Lingual Method is rather emphasizing vocabulary acquisition through exposure to its use in situations, the Audio-Lingual Method also drills students in the use of grammatical sentence patterns without teaching grammar explicitly.

## II. LITERATURE REVIEW

This chapter describes the concepts which are related to the research, such as the the concept of pronunciation aspect in pronunciation aspect, the concept of Reading Aloud Technique from the Direct-Method, the concept of Drilling technique from the Audio-Lingual Method, and review of related research studies. This chapter also describes the advantages and disadvantages of using the reading aloud technique and drilling technique.

### 2.1 The Concept of Pronunciation Aspect in Speaking Skills

Teaching and learning to speak is an important part of any language education classroom; not only spoken language offers the 'ability' to learn as the primary communicative classroom media, but also an important component of syllabus content and learning results. However, teaching speaking remains a challenge for many English teachers (Burns, 2019).

In production skill, components are parts which can't be separated. In speaking, *who* plays role as *what* also needs recognition. According to Vanderkevent (1990), there are three components in speaking:

#### a. The Speakers

Speakers are a people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer. So, if there are no speakers, the opinion or the feelings or the feeling won't be stated.

#### b. The Listeners

Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

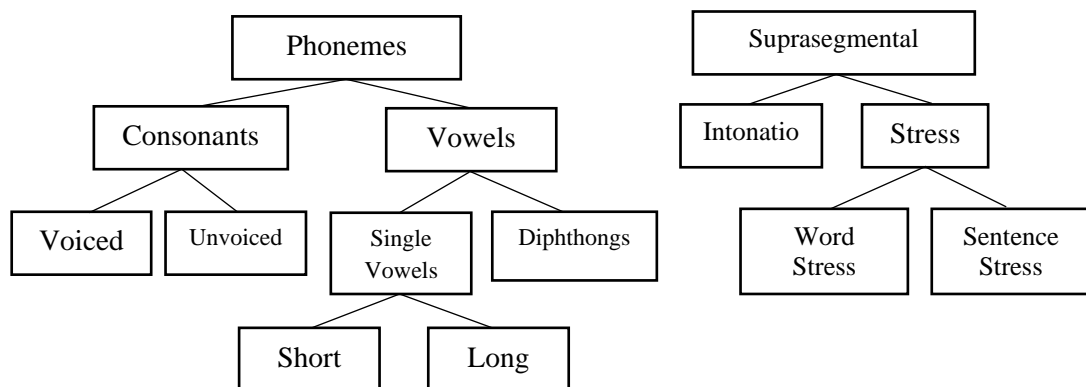
c. The Utterances

The utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will use sign.

According to Harris (1974), there are five aspects in speaking, those are pronunciation, grammar, comprehension, fluency, and accuracy. Pronunciation plays vital role in each aspect above. The speaker needs to utter understandable pronunciation so that the listener could catch the intention uttered by the speaker easily. Then, it is also important in order the listener could give correct response to the speaker.

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra-segmental features (Kelly, 2001) described in the following figure.

**Figure 2. 1 Pronunciation Features by Kelly, 2001**



a. Phonemes

Phonemes are the different sounds within a language. Although there are small differences in how individuals articulate sounds, we can still describe reasonably accurately how each sound is produced. When considering meaning, we see how using one sound rather than another can change the meaning of the word. It

is this principle which gives us the total number of phonemes in a particular language. For example, the word 'rat' has the phonemes /ræt/. If we change the middle phoneme, we get 'rot' /rot/, a different word. If /r/ pronounced in a slightly different way, the word doesn't change, and still could be understood that it refers to the same meaning.

Sounds may be voiced or unvoiced (sometimes referred to as 'voiceless'). Voiced sounds occur when the vocal cords in the larynx are vibrated. It is easy to tell whether a sound is voiced or not by placing one or two fingers on the Adam's apple. If there's a vibration feeling in the Adam's apple when it's touched then it is voiced sound, since unvoiced sound will not make vibration when a voice is produced. The difference between /f/ and /v/, which the vibration could be felt when we pronounce /v/, whereas the /f/ sound doesn't make any vibration once produced.

The set of phonemes consists of two categories: vowel sounds and consonant sounds. However, these do not necessarily correspond to the vowels and consonants in the alphabet. Vowel sounds are all voiced, and may be single (like /e/, as in belt), or a combination, involving a movement from one vowel sound to another (like /ei/, as in fate); such combinations are known as diphthongs. An additional term used is triphthongs which describes the combination of three vowel sounds (like /'aʊər/ in the word our or /'paʊər/ in power). Single vowel sounds may be short like /i/, or long like /i:/ (the symbol /:/ denotes a long sound).

Consonant sounds may be voiced or unvoiced. It is possible to identify many pairs of consonants which are essentially the same except for the element of voicing (for example /f/, as in fan, and /v/, as in van).

The following table lists English phonetic transcription form Jones (1956), giving an example of a word in which each appears.



**Table 2 .1 IPA Symbols and Examples**

Vowels		Diphthongs		Consonants			
i:	bead	eɪ	cake	p	pin	s	Sue
ɪ	hit	ɔɪ	toy	b	bin	z	zoo
ʊ	book	aɪ	high	t	to	ʃ	she
u:	food	ɪə	beer	d	do	ʒ	measure
e	left	ʊə	fewer	k	cot	h	hello
ə	about	eə	where	g	got	m	more
ɜ:	shirt	əʊ	go	tʃ	church	n	no
ɔ:	call	aʊ	house	dʒ	judge	ŋ	sing
æ	hat			f	fan	l	live
ʌ	run			v	van	r	red
ɑ:	far			θ	think	j	yes
ɒ	dog			ð	the	w	wood

b. Suprasegmental features


Phonemes, as we have seen, are units of sound which we can analyse. They are also known as segments. Suprasegmental features, as the name implies, are features of speech which generally apply to groups of segments, or phonemes. The features which are important in English are stress, intonation, and how sounds change in connected speech.

With regard to individual words, we can identify and teach word stress. Usually one syllable in a word will sound more prominent than the others, as in PAper, or BOttle. The stresses in words are usually indicated in dictionaries.

With regard to utterances, we can analyse and teach intonation as well as stress, although as features they can at times be quite hard to consciously recognise and to describe. Stress gives rhythm to speech. One or more words within each utterance are selected by the speaker as worthy of stressing, and thus made prominent

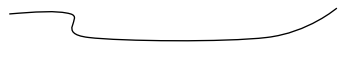
to the listener. Intonation, on the other hand, is the way in which the pitch of the voice goes up and down in the course of an utterance.

Utterance stress and intonation patterns are often linked to the communication of meaning. For example, in the following utterance the speaker is asking a question for the first time. In this particular instance as you can hear on the CD, the pitch of her voice starts relatively high and falls at the end, finishing relatively low. This intonation pattern is shown here using a curved line below.



Where do you live?

If the speaker should ask the question for a second time (having already been given the information, but having forgotten it), then the voice falls on the word where and rises again towards the end of the question. This indicates to the listener that the speaker is aware that they should know the answer.



Where do you live?

The next examples display how stress can have an equally significant role to play in the communication of meaning. The most stressed syllables within the utterances are in capitals. Changes to which syllable is stressed in the same sentence changes the meaning of the utterance in various subtle ways. The implied meaning is given in brackets after each utterance.

I'd like a cup of herbal COFFEE. (A simple request.)

I'd like a cup of ROASTed coffee. (Not any other sort of coffee.)

I'd like a CUP of roasted coffee. (Not a mug.)

The first example is like the default choice, a first-time request, while in the other two examples there is an apparent attempt to clear up some misunderstanding between the speaker and the listener. The goal of teaching pronunciation to such

learners is not to make them sound like native speakers of English. With the exception of a few highly gifted and motivated individuals, such a goal is unrealistic. A more modest and realistic goal is to enable learners to surpass the threshold level so that their pronunciation will not detract from their ability to communicate. Having established that intelligible pronunciation is one of the necessary components of oral communication, the next issue is methodological: How can teachers improve the pronunciation of unintelligible speakers of English so that they become intelligible? This is a problem for Communicative Language Teaching, since proponents of this approach have not dealt adequately with the role of pronunciation in language teaching, nor have they developed an agreed-upon set of strategies for teaching pronunciation communicatively (Murcia et al., n.d.).

To answer the question on the previous paragraph, it can be started by reviewing the kinds of techniques and practice materials that have traditionally been used - and are still being used - to teach pronunciation. The following is some of the choices:

1. Listen and imitate: A technique used in the Direct Method in which students listen to a teacher-provided model and repeat or imitate it. This technique has been enhanced by the use of tape recorders, language labs, and video recorders.

2. Phonetic training: Use of articulatory descriptions, articulatory diagrams, and a phonetic alphabet (a technique from the Reform Movement, which may involve doing phonetic transcription as well as reading phonetically transcribed text).

3. Minimal pair drills: A technique introduced during the Audiolingual era to help students distinguish between similar and problematic sounds in the target language through listening discrimination and spoken practice. Minimal pair drills typically begin with word-level drills and then move on to sentence-level drills.

4. Drilling: One of the main ways in which pronunciation is practised in the classroom is through drilling. In its most basic form, drilling simply involves the teacher saying a word or structure, and getting the class to repeat it. Being able to drill properly is a basic and fundamental language teaching skill. The technique has

its roots in behaviourist psychological theory and 'audiolingual' approaches to teaching; these are both now largely consigned to history, though drilling has stayed with us as a tried and tested classroom technique. Drilling aims to help students achieve better pronunciation of language items, and to help them remember new items. This is a crucial part of classroom pronunciation work, and is possibly the time in the lesson when students are most reliant on the teacher.

Thus, in this study, the researcher chose reading aloud and drilling techniques in order to match the techniques used and still being used in teaching pronunciation. The researcher also wants to compare the gain and the effectiveness of both techniques in improving students' pronunciation aspect.

Meanwhile in teaching pronunciation, Pennington and Richards' (1996) conclude the following general recommendations regarding pronunciation and its place in second language teaching:

1. The teaching of pronunciation must focus on longer term goals; term goals. Short-term objectives must be developed with reference to long-term goals.

2. The goal of any explicit training in pronunciation should be to bring learners gradually from controlled, cognitively based performance to automatic, skill-based performance.

3. Teaching should aim toward gradually reducing the amount of native language influence on segmental and supra segmental features but should not necessarily seek to eradicate totally the influence of the native language on the speaker's pronunciation in the second language.

4. Pronunciation ought to be taught as an integral part of oral language use, as part of the means for creating both referential and interactional meaning, not merely as an aspect of the oral production of words and sentences.

5. Pronunciation forms a natural link to other aspects of language use, such as listening, vocabulary, and grammar; ways of highlighting this interdependence in teaching need to be explored.

## **2.2 The Concept of Reading Aloud Technique from the Direct Method**

Direct Method was revived as a method when the goal of instruction became learning how to use another language to communicate (Larsen-Freeman, 2011). In order to do it successfully, students need to think in the target language. As the core principle for this method is no translation allowed, therefore teacher has to use the target in teaching learning activity. Students' role being taught by Direct Method is not passive, yet teacher and students play role as partners in the class. Teachers who use the direct method believe students need to accomplish meaning with the target language directly. In order to do this, when the teacher introduces a new target language word or phrase, he demonstrates its meaning through the use of realia, pictures, or pantomime; he never translates it into the students' native language. Students speak in the target language a great deal and communicate as if they were in real situations.

In fact, the syllabus used in the direct method is based upon situations (for example, one unit would consist of language that people would use at a restaurant, another of the language that they use when going on vacation) or topics (such as geography, money, or the weather). Grammar is taught inductively, that is, the students are presented with examples and they figure out the rule or generalization from the examples. An explicit grammar rule may never be given, therefore, the use of metalanguage is also removed in this situation. Students practice vocabulary by using new words in complete sentences. To achieve this, communicative class activity will be demanded in the classroom.

In teaching with direct method classroom, vocabulary is emphasized over grammar. Although it works to teach on all four skills (reading, writing, speaking, and listening), oral communication is seen as basic. Thus, the reading and writing exercises are based upon what the students practice orally first. Pronunciation also receives attention right from the beginning of a course. Considering the major focus of the direct method is in vocabulary and pronunciation, it goes in line with the aspects of teaching skill itself which comprises both vocabulary and pronunciation.

According to Dianne Larsen-Freeman, there are several techniques which suit with the direct method to teach English spoken skill, they are reading aloud, question and answer exercise, getting students to self-correct, conversation practice, and dictation. But in this research, the researcher will only focus in explaining the concept of one of techniques, which is reading aloud technique.

In reading aloud technique, just like its name, students take turns reading sections of a passage, play, or dialogue out loud. At the end of each student's turn, the teacher uses gestures, pictures, realia, examples, or other means to make the meaning of the section clear. Although this could be used as teaching reading skill technique, but by reading the passage aloud, teacher could correct any possible mispronounce as stated by Heaton (1988) that involving reading aloud are generally used when it is desired to assess pronunciation as distinct from the total speaking skills. Therefore, the researcher takes this technique as a variable in the research to find out whether students' pronunciation aspect will improve after taught by this technique, especially in aspects of pronunciation and fluency.

There are some important components of applying reading-aloud technique to students. These components are offered by Fisher (2004) which is explained below:

1. Text selection: Teachers should clearly select the text for the read-aloud activity, based on the interests and needs of the students in the class. It should also be matched with the materials and the curriculum.

2. Previewed and practiced: The teachers previewed and practiced the text. Their practice of the text allowed them to pause effectively during the read-aloud to model fluency, and their pauses offered opportunities for questioning. When it is performed by students, make sure teacher gives time for students to practice the text, before they finally perform the read-aloud.

3. Clear purpose established: A third area of consideration for quality interactive read-aloud exhibited by the experts was the teacher establishing a clear purpose for the book and lesson. For example, the teacher wants to highlight the

moral of the text which is based on what problem is mainly going on around students. The purpose of teaching several language aspects also becomes the centre here. In this case, teaching pronunciation, so the teachers should make clear speech production and don't hesitate to ask students repeat how to pronounce several words if needed.

4. Fluent reading modelled: A fourth component, similar to the second component of text previewing, focused on the teacher providing a model of fluent oral reading. It was observed that teachers had practiced the book and were familiar with the sequence of the text. Pronunciation errors were rare.

5. Animation and expression: An interesting component witnessed in all of the classrooms was the level of animation and expression the teacher used during the read-alouds. Using animation and expression could make the classroom engrossed in the books that the teachers were reading. The teachers exhibited this animation and expression by changing their voices to denote different characters emotions and various moods the author was suggesting. They also used movement, hand gestures, facial expressions, and props to provide the animation and expression that seemed necessary to fully engage students.

6. Discussing the text: Another component that the expert teachers consistently demonstrated was the strategic use of book discussions that occurred before, during, and after the read-aloud. While many of the expert teachers had sticky notes on the pages of the book with questions on them, others paused periodically to ask interesting questions about the text. This strategy helps the read-aloud activities more engaging and interactive.

7. Independent reading and writing: The final component observed was the expert teachers' ability to connect their read-aloud to independent reading or writing that was occurring during the day. Some of the expert teachers provided students with journal writing time immediately following the read-aloud. Others provided a specific prompt and asked students to comment on it in their writing. Still others encouraged students to select books for their independent reading that were related in some way to the read-aloud — by either genre, author, or theme. The expert

teachers consistently ensured that the text that they read aloud was not an isolated event, but rather a part of their whole literacy instructional program.

Moody (2015) asserts that teachers should be trained to read aloud well—in order to be able to read aloud well. The principal justifications for developing this skill seem to be related to exposure, reinforcement, development of high-level skills.

First of all, exposure. At the most basic level, a student who listens to his teacher reading aloud is, exposed to a good model of the language in use on an occasion when attention and responsiveness is at its highest. He will be building up experience of recognising, 'decoding', and connecting the various types of auditory signals carried in the stream of language and converting them into a meaningful message.

Secondly, reinforcement. The experience of listening to a teacher's reading can be a significant step towards appreciating the full range of effects—experiences, delights, surprises, even the recognition of the familiar—which a language can provide. Assuming that the teacher chooses his materials with awareness of the extra-linguistic interests and problems of his students, he will be providing a powerful reinforcement of the language-learning process. When a language 'opens windows' it will obviously be worth- while learning more of it, more carefully.

Third, high-level skills. Reading aloud (along with the reading of books) is important for training the habit of sustained attention to the language in use. Phatic communion and commonplace conversation have their place in language learning, but, especially if we believe that language must involve more than behaviouristic responses to conventional stimuli, we have to look ahead to the stage when educated users of a language can give sustained attention to extended expression, and be able not only to comprehend, but to respond, to appreciate, and ultimately to evaluate.



### **2.3 The Concept of Drilling Technique from The Audio-Lingual Method**

The audio-lingual method, like the direct method, is also an oral-based approach. However, it is very different, in that rather than emphasizing vocabulary acquisition through exposure to its use in situations, the audio-lingual method drills students in the use of grammatical sentence patterns. Also, unlike the direct method, it has a strong theoretical base in linguistics and psychology. Fries (1945) of the University of Michigan led the way in applying principles from structural linguistics in developing the method, and for this reason, it has sometimes been referred to as the 'Michigan Method.' Following in its development, principles from behavioural psychology (Skinner 1957) were incorporated. It was thought that the way to acquire the sentence patterns of the target language was through conditioning— helping learners to respond correctly to stimuli through shaping and reinforcement, so that the learners could conquer the habits of their native language and shape the new habits required to be target language speakers.

The goal of using this Audio-Lingual Method itself is teachers want their students to be able to use the target language communicatively. In order to do this, they believe students need to overlearn the target language, to learn to use it automatically without stopping to think. Their students achieve this by forming new habits in the target language and conquering the old habits of their native language. The teacher will play role as the leader of an orchestra, where teacher should lead and give correct example to be imitated/repeated by students. Students will be imitators where they have to imitate/repeat as accurate and as rapidly as possible.

The characteristic of the teaching/learning process using this technique is new vocabulary and structural patterns are presented through dialogues. The dialogues are learned through imitation and repetition. Drills are conducted based upon the patterns present in the dialogue. Students' successful responses are positively reinforced. Grammar is induced from the examples given; explicit grammar rules are not provided. Cultural information is contextualized in the dialogues or presented by the

teacher. Students' reading and written work is based upon the oral work they did earlier.

Vocabulary is kept to a minimum while the students are mastering the sound system and grammatical patterns. A grammatical pattern is not the same as a sentence. For instance, underlying the following three sentences is the same grammatical pattern: 'Jay walked,' 'The Blues performed,' 'The group exercised.' The natural order of skills presentation is adhered to: listening, speaking, reading, and writing. The oral/aural skills receive most of the attention. What students write they have first been introduced to orally. Pronunciation is taught from the beginning, often by students working in language laboratories on discriminating between members of minimal pairs.

Therefore, to adapt audio lingual method in teaching pronunciation aspect, Dianne Larsen-Freeman offers some helpful drilling techniques to help students develop their English spoken skill even better – especially in pronunciation aspect, there are backward build-up (expansion) drill, drilling technique, chain drill, single-slot substitution drill, multiple-slot substitution drill, transformation drill, and question and answer drill that will be combined as a set of strategy in teaching, especially aiming for students' pronunciation.

Here are explanations to each drilling technique used to teach student's pronunciation aspect (Diane Larsen-Freeman and Marti Anderson, n.d.);

a. Backward Build-up (Expansion) Drill

This drill is used when a long line of a dialogue 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 students expand what they are repeating part by part until they are able to repeat the entire line. The teacher begins with the part at the end of the sentence (and works backward from there) to keep the intonation of the line as natural as possible. This also directs more student attention to the end of the sentence, where new information typically occurs.

#### b. Chain Drill

A chain drill gets its name from the chain of conversation that forms around the room as students, one by one, ask and answer questions of each other. The teacher begins the chain by greeting a particular student, or asking him a question. That student responds, then turns to the student sitting next to him. The first student greets or asks a question of the second student and the chain continues. A chain drill allows some controlled communication, even though it is limited. A chain drill also gives the teacher an opportunity to check each student's speech.

#### c. Single-slot Substitution Drill

The teacher says a line, usually from the dialogue. Next, the teacher says a word or a phrase (called the cue). The students repeat the line the teacher has given them, substituting the cue into the line in its proper place. The major purpose of this drill is to give the students practice in finding and filling in the slots of a sentence.

#### d. Multiple-slot Substitution Drill

This drill is similar to the single-slot substitution drill. The difference is that the teacher gives cue phrases, one at a time, that fit into different slots in the dialogue line. The students must recognize what part of speech each cue is, or at least, where it fits into the sentence, and make any other changes, such as subject-verb agreement. They then say the line, fitting the cue phrase into the line where it belongs.

#### e. Transformation Drill

The teacher gives students a certain kind of sentence pattern, an affirmative sentence for example. Students are asked to transform this sentence into a negative sentence. Other examples of transformations to ask of students are: changing a statement into a question, an active sentence into a passive one, or direct speech into reported speech.

#### f. Question-and-answer Drill

This drill gives students practice with answering questions. The students should answer the teacher's questions very quickly. It is also possible for the teacher to cue the students to ask questions as well. This gives students practice with the question pattern.

Jones (1997) states that with the development of recording technology and the rise of *audiolingualism*, such methods became the stock and trade of language teaching, and, while now widely discredited in the areas of grammar and vocabulary teaching, the "listen and repeat" approach has persisted in the teaching of pronunciation. Even materials which claim to be communicative often offer only a variation on this approach in which simple dialogue reading or practice with minimal pairs is passed off as "communicative" (see, for example, Gilbert, 1984; 1993). Part of the reason for the focus on habit formation in acquiring L2 phonology is the special characteristics of pronunciation which, unlike other language skills, involves both cognitive and motor functions: few would deny that repeated practice of motor functions results in increased dexterity. Recent research, however, has revealed the limitations of this approach, finding that, as with grammar, students who exhibit accuracy in controlled practice may fail to transfer such gains to actual communicative language use (Cohen et al., 1991), and that accuracy of pronunciation varies according to the type of task learners are engaged in (Dickerson, 1975). Others have pointed out that the benefits of imitation drills may depend on learners' aptitude for oral mimicry. For learners without "good ears", drills may cause production to stabilize before reaching the target (Kenworthy, 1987).

It appears that while both imitation and discrimination drills have an important place in the teaching of pronunciation as a means to help articulation become more automatic and routinized, they are best seen as a step towards more meaningful, communicative practice (Pennington, 1996). To be truly effective, drills have to move beyond the simple identification and mimicking of decontextualized sound contrasts to the perception of more meaningful, communicative characteristics of input (Wong, 1987) and the ability to move beyond accurate production of discrete

sounds to integrating those sounds into effective communication. Drills can also be made more lively and memorable by concentrating not just on oral and aural modalities but also including visual representations and training in the awareness of kinaesthetic sensation (Acton, 1984; Pennington, 1996).

## **2.4 Related Research Study**

Overall, the majority studies about teaching English pronunciation aspects using the direct method and the audio-lingual method have reported positive results. In teaching English spoken skill through direct method shows findings that students are more attracted and interested in learning. There's also an improvement in students' vocabulary in order to help them to speak more after being taught by the direct method. Students are able to state direct sentence in English whenever they are asked to give statement regarding to certain topic. They are also found more active in participating to discussion and could speak more naturally by the help of the involvement of demonstrations, gestures, media such as pictures, as well as supported with real contextual situation (Andriyani, 2015).

From a Classroom Action Research (CAR) by Ariyani, Marbun, Riyanti (2013), showed a positive result in using the reading aloud technique to improve students' pronunciation. The result indicate the students' pronunciation in short text was improving in each cycle by using reading aloud, which can be seen from the mean score on the third cycle was 76.6, it was categorized as good.

Another CAR study by Adita, Bindarti, and Wahyuningsih (2014), the result showed some improvements in each cycle. In Cycle 1, there were about 65.22 % students who were active in teaching learning activity. In Cycle 2, there was 78.26% students who were active in teaching learning activity. In addition, there was 60.87% or 14 students who could achieve the target score in Cycle 1. In Cycle 2, there was about 78.26% or 18 students who could achieve the target score. It indicated that the use of reading aloud technique could improve the students' pronunciation achievement in reading narrative texts.

In a study by Anjani (2018), indicated that the use of reading aloud technique could improve students' pronunciation achievement in descriptive text. Since it used the classroom action research methodology, and involved two cycles, the result of showed some improvements in each cycle. In Cycle I, there were about 45.83% students who were active in teaching learning activity. In Cycle II, 100% students who were active in teaching learning activity. In addition, there were 41.66% or 10 students who could achieve the target score in Cycle I. In Cycle II, there were 91.66% or 22 students who could achieve the target score.

According to Witria (2020), the reading aloud strategy has a significant impact on students' pronunciation of English words with medium scale of significance. Since the study was an experimental class, in which there were experiment class and control class, it was found that before implementing reading aloud strategy, the average score of the experimental class in the prediction was 68,04. Then, after implementing the strategy on pronunciation teaching in the experimental class, the average score after the test reached 80,88.

According to a quasy-experimental study by Syiyami, Haryanti, Nurwanti, and Kurniawati (2020) confirmed that teaching spoken English by using reading aloud technique can improve students' English spoken ability in terms of pronunciation and fluency. Based on the pre-test score result and post-test score result, the students' gain in the experimental group were improved in English spoken ability, especially in pronunciation and fluency because it showed the increment number in the posttest score after they were taught by using Reading Aloud technique. It was shown by their posttest mean score (64.64) which was higher than pretest mean score (54.03).

Meanwhile, Bajri (2013) stated that students indicated improvement in their pronunciation skills, particularly in terms of fluency, pronunciation and intonation, and interactive skills after being taught by repetition drill technique. Besides, the students' involvement, participation, confidence and scores in pronunciation were increasing. Most importantly, their pronunciation skills improved. Throughout the teaching and learning process, the students' behavior showed better output. Students

were more active in asking and answering questions, students' impulsiveness was more controllable and student interaction was much better seen from their involvement in class activities. The attentiveness of the students toward the teaching including their attempts to do work was increasing.

Sa'diah (2015) stated in her study that the result of the test shows that the use Audio Lingual Method with repetition drill technique is able to improve students' pronunciation, especially in terms of closing diphthong /aɪ/ and closing diphthong /eɪ/. The result of the first cycle was 70 for closing diphthong /aɪ/ and 57 closing diphthong /eɪ/, the second cycle was 77 for closing diphthong /aɪ/ and 67 closing diphthong /eɪ/, the third cycle was 80 for 67 closing diphthong /eɪ/.

Additionally, in teaching pronunciation aspects through audio-lingual method, the result shows that the audio-lingual method is quite effective in increasing students' English spoken skill. Though it was also stated that the audio-lingual method has some strengths and weaknesses when it was applied. The strengths included students have higher motivation to learn, have accurate grammatical structure in speaking, and could balance each student so that there is no students are left behind. On the other hand, the audio-lingual method has some weaknesses regarding to the dependence of the students because it is quite teacher-centred. Students are found to be less creative because they are only saying what teacher tells them to say (the source of the drilling materials for speaking is only from the teacher). Despite that, it is proved in the research that students could pronounce the words and express sentences in good intonation and pronunciation after being taught by the audio-lingual method. (Maalialah, Widodo, & Aziz, 2016).

From a classroom-action-research by Basuki (2018), the drilling method was used in this research played an essential part of classroom pronunciation work. Besides, drilling is also fundamental to help students remember new items. The research findings proved that the implementation of drilling method effectively enhanced the students' progressive achievement on phonetic transcription and word stress mastery from the first to the second cycle.

The audio-lingual method is also proven effective in increasing students' English word pronunciation, considering pronunciation is one of the five aspects in pronunciation aspect. First, regarding to repetition, students get used to pronouncing the English word well because it is repeated many times. Structured patterns have been taught using repetitive exercises as one of the characteristics of the audio-lingual method according to Prator and Celce-Murcia in Brown. Second, regarding to habit formation: the drilling will solve the habit of creating the native language and the drilling of the student will create the target language they have spoken many times. Audio-lingual method can have a positive effect on the proper habit development. Third, regarding to sound familiarization: there is a teacher as a model or figure to pronounce correct English pronunciation so that students learn from the right source. It emphasizes and acquires the correct pronunciation and structure in Audio Lingual Method (Ismawati, 2020).

The newest research by Hidayat, Herniawati, Ihsanda (2022), shows the results of the drilling technique which is selected as the appropriate technique under the audio-lingual method applied by the teacher in English spoken skill to the early childhoods. In the research, the researcher use song as the media and applied to early childhood learners. It reveals that through employing drilling technique and song, the process of teaching Spoken English to early childhoods becomes more fun, so that their English pronunciation aspect is improved as well.

Indonesian people have difficulties in pronouncing some vowels, consonants, and diphthongs. Andi-Pallawa and Alam (2013) tried to see how vowels and consonants pronounced by Indonesian EFL learners by figuring out their ability to pronounce English words and describing the difficulties in form of phonetic features. They found out that there are indeed vowels that are hardly pronounced because they do not exist in Indonesian sound system, such as /æ/ and /ʌ/.

A study conducted by Laila (2012) also reveals that there are shifts happening between English vowels when pronounced by Indonesian EFL learners. The results show that the shift of vowel sounds can be described in the course of tongue height movement, the expressiveness, and in interference. She finds out that there is indeed



lowering of phoneme /e/ into /ɜ:/ as in the words ‘behavior’ and ‘make’; and phoneme /e/ into /a/ as in the words ‘away’ and ‘betray’. There is also heightening of phoneme /a/ into /ɜ:/ as in the words ‘nine’ and ‘five’; and phoneme /I/ into /i/ as in the words ‘forty’ and ‘beauty’.

Falahuddin, Saleh, and Fitriati (2019) observed the influence of L1 dialect, in this case Mid-East Sundanese dialect in the pronunciation of English among English Department students of Universitas Majalengka in West Java. By recording the pronunciation and analysing them, they found that most English vowels can be easily pronounced by the participants, but some students were evaluated to improperly pronounce /ɔ:/, /u:/, /i:/ and /a:/. They tended to remove the length feature of the vowels and shortly pronounce them as /ʌ/, /e/, /ʊ/, and /ɪ/ respectively. Yet, there is one vowel that the students could not pronounce correctly at all, which is /æ/, and almost all of them replaced it with /e/.

Moving on to diphthongs, Laila (2012) also investigated students’ pronunciation quality of diphthongs where she argued that there is a reduction of nucleus strength in gliding in diphthong, leading to no gliding movement at all when students pronounced any of the English diphthongs. For instance, phoneme /au/ shifts to /ɔ/ as in the words ‘applause’ and ‘because’; phoneme /əu/ shifts to /o/ as in the words ‘no’, ‘go’, and ‘so’; and lastly phoneme /ou/ shifts into /ɔ/ as in the word ‘mountain’.

A specific study investigating diphthongs quality can also be observed through a study conducted by Donal (2016) where he invited 35 students of Universitas Pasir Pengairan in Riau Province. These students are of diverse ethnic and possess different mother tongues, such as Malay, Batak, Java, Sunda, and Minang, but the result of the study shows that students tend to have difficulties pronouncing diphthongs /aʊ/ and rather easy pronouncing diphthong /ɔɪ/. Nonetheless, the students pronounced almost all the diphthongs by shifting them into monophthongs. For instance, diphthong /ɪə/ would be pronounced as /e/ or /i:/, and diphthong /eɪ/ would be pronounced as /i/ rather than the original pronunciation.

In addition, Komariah (2018) also added more challenging consonants that EFL learners found hard to pronounce to the list, such as /t/, /ð/, /θ/, /ʃ/, /-t/, /f/, /ʒ/, /-d/. Phoneme /f/ can be difficult for Banjarese EFL learners to pronounce because they tend to refer to the written form of the words rather than referring to the RP, thus they shifted it to /g/ because they have such perception towards the English words. It is also difficult for the EFL learners to pronounce /t/ and /d/ when they are in final position and belong to cluster consonants at the same time. As a result, they mispronounced the phonemes and omitted them most of the time. Falahuddin, Saleh and Fitriati (2019) updated the status of English consonants among Indonesian EFL learners by stating that there are phonemes such as /θ/, /ð/ and /tʃ/ were pronounced improperly, and it seems that indeed fricatives and affricates are quite challenging to Indonesian EFL learners. When pronouncing the three phonemes, the participants tended to replace them with /c/, /d/, /t/, or /s/, which are still in correspondence with /θ/, /ð/ and /tʃ/ because they are still within the same place of articulation.

## **2.5 Theoretical Assumption**

In line with the theories above, the researcher assumes that pronunciation is crucial in language learning for it decides the accepted meaning and intention from the speaker to the listener. Many students feel unconfident in speaking English as they are doubt or moreover clueless about how to produce the correct pronunciation. Therefore, suitable technique to teach pronunciation is needed for students to produce intelligible sound. The advantage given by sequencies of reading aloud and drilling as techniques in teaching pronunciation is that it involves the senses of learners, especially oral sense, so that it can help students to have meaningful and thoughtful learning experiences.

From the explanation above, it is believed that reading aloud and drilling techniques are effective in improving students' pronunciation aspect.

## 2.6 Hypothesis

Based on the study above, the researcher will propose the first hypothesis for this research as follows:

Null Hypothesis ( $H_0$ ) : there is no improvement in students' pronunciation after being treated with reading aloud technique and the drilling technique.

Alternative Hypothesis ( $H_a$ ) : there is a significant improvement in students' pronunciation after being treated with reading aloud technique and the drilling technique.

The researcher will propose the second hypothesis as well;

Null Hypothesis ( $H_0$ ) : there is no difference between the reading aloud technique and the drilling technique to improve students' pronunciation aspects.

Alternative Hypothesis ( $H_a$ ) : there is a significant difference between the reading aloud technique and the drilling technique to improve students' pronunciation aspects.

### III. METHODOLOGY

This chapter contains the methodology of the research such as research design, procedure of data collections, and participant involved in the research.

#### 3.1 Research Design

Since this research involved two experiment classes with two different techniques implemented in each class, the researcher used the pre-experimental design with group comparison type, in which a subject or a group is observed after a treatment has been applied, in order to test whether the treatment has the potential to cause change (Setiyadi, 2018). Therefore, the researcher gave a pre-test before conducting the experiment, then closed the research with post-test. After the result of the pre-test and post-test were generated, the researcher compared them to see whether there was an improvement after doing the treatment. The research design for this study is concluded with the symbols below:

G1	T1	X1	T2
G2	T1	X2	T2

G1 (group one) refers to a class that was given the Reading Aloud Technique experiment in teaching speaking focusing on pronunciation aspect. As for G2 (group two) is another class that was given the Drilling Technique in teaching the same aspect. Both class experiments were given pre-test in their English spoken competence focusing on the pronunciation aspect. Then, the two classes were given treatment or experiment regarding the two techniques. At the end, both of the classes were given post-test to see how far was their pronunciation aspect improving.

This research was a quantitative research. To see whether each techniques help students in improving their pronunciation aspect, the researcher proved it by using Paired Samples T-Test. Then, to see the comparison of results in both techniques, the researcher used Independent T-test. Independent Group T-test was used to compare the result of two different groups in which both groups were taken in a different situation (Setiyadi, 2018:146).

### **3.2 Variables**

The research was classified into two variables, independent variable (Reading Aloud Technique and Drilling Technique) and dependent variable (pronunciation).

### **3.3 Research Setting**

The setting is included the time and place of the research. This research was conducted at SMA Negeri 1 Tanjung Bintang, South Lampung where grade X IPS 2 and X IPS 3 students was chosen as the sample. The research was conducted around October – November 2022 with 3 times meetings in each class to apply the experiment.

### **3.4 Sample and Population**

The population of this research was the tenth grade of SMA Negeri 1 Tanjung Bintang, South Lampung. There were twelve classes of tenth grade in SMA Negeri 1 Tanjung Bintang, and the researcher chose two classes among the twelve classes there as the sample of the research. These classes were chosen randomly (probability sampling). The class chosen were X IPS 2 (given the reading aloud technique treatment) and X IPS 3 (given the drilling technique treatment). Both of the classes have got the same number of students, there were 32 students.

### **3.5 Data Collecting Technique**

The data was collected through conducting pre-test in two classes, followed by giving three times treatment for each class, and finally closed by administering the post-test in the two classes. For better understanding, the data collection technique is described as follows:

## 1. Administering The Pre-Test

The pre-test was administered for about 30 minutes to determine the students' pronunciation before getting any treatment. The pre-test was conducted on the first meeting. The students were given a dialog text and asked to read. The researcher focused on the intelligibility (regarding to phonemes), fluency, accuracy, and the supra-segmental features; intonation and stress.

## 2. Conducting The Treatments

The treatments were conducted in three meetings and each meeting lasted for 90 minutes. The materials for the treatments were similar; about giving and responding to suggestion using 'should' and 'shouldn't' and was highlighting focus in pronunciation aspect. The materials for both classes are similar, but was delivered and trained using different techniques (reading aloud technique and drilling technique).

The researcher implemented the reading aloud technique with all the sequence of strategies in X IPS 2 and implemented the drilling technique along with the sequence of strategies as well in X IPS 3. The students were guided to understand each feature of pronunciation appeared in the materials and provided some exercise either from the book or from the internet.

The first treatment focused on vowel sound in pronunciation aspect. All the materials were adjusted to fulfil the sound in vowels, they are /i:/, /ɪ/, /ʊ/, /u:/, /e/, /ə/, /ɜ:/, /ɔ:/, /æ/, /ʌ/, /ɑ:/, and /ɒ/. Students were made sure to understand the difference of the long vowel and short vowel sounds, such as /i:/ and /ɪ/, and the rest of it. This material was given in both classes. The text and dialogs they uttered in the exercise during the treatment had some other sounds, of course. But the main focus of pronunciation training in the first treatment was the vowel sounds.

The second treatment focused on diphthongs /eɪ/, /ɔɪ/, /aɪ/, /ɪə/, /ʊə/, /eə/, /əʊ/, /aʊ/. Some students struggled in uttering diphthongs, in which they pronounced it just like usual vowel. Texts and materials were adjusted to involve diphthongs, and students had shown improvement in pronouncing diphthongs after the second treatment.

In the third treatment, students were given training about the consonant sounds; p/, /b/, /t/, /d/, /k/, /g/, /tʃ/, /dʒ/, /f/, /v/, /θ/, and /ð/. They were struggling with the fricative (characterised by a “hissing” sound which is produced by the air escaping through a small passage in the mouth) and affricate sounds (begin as plosives and end as fricatives). The texts and materials were also adjusted with the consonant sounds, in order students reach the expected target.

### 3. Administering The Post-Test

The post-test was conducted after the treatments (in the fifth meeting) to find out the progress of students’ pronunciation after being given the treatments. The test was basically the same as the pre-test.

### 4. Analysing The Data

In quantitative data, after the score of the pre-test and the post-test were obtained, the data were analysed by using paired-samples t-test and independent group t-test. The researcher would find out the means of pre-test and post-test and how significant were the two techniques improve students’ pronunciation by administering the paired-samples t-test. Then, using independent group t-test, the researcher compared the post-test results from each technique to see whether there was significant difference between the two techniques in helping students improve their pronunciation aspect.

Before conducting the paired samples t-test, the data distribution must be normal (Setiyadi, 2018). Therefore, data normality test was also conducted and showed in the next sub-chapter. Meanwhile, one of the requirements of conducting the independent-group t-test was the data distribution must be homogenous, therefore the homogeneity of the data was also conducted and presented in the next sub-chapter.

## 3.6 Normality and Homogeneity Test

Normality and homogeneity tests were conducted as a requirement in conducting paired sample t-test and independent sample t-test. The following table shows that the data distribution is normal and homogenous.

### 3.6.1 Test of Normality

To prove the data above statically, the researcher did the paired sample t-test to see whether there is an improvement of students' pronunciation aspect after being treated by reading aloud technique and drilling technique. But before conducting the paired sample t-test, the researcher firstly made sure that the distribution of the data distribution was normal, by conducting the normality test, which is shown on the table below.

**Table 3. 1 Result of Pre-Test Data Normality**

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	tatistic	f	ig.	tatistic	f	ig.
Reading Aloud Pre-Test	148	2	072	952	2	164
Drilling Technique Pre-Test	160	2	037	941	2	080

Based on the table above, it can be concluded that all of the data from the pre-test conducted has normal distribution, because the Sig. shows points higher than 0.05 ( $0.164 > 0.05$  and  $0.080 > 0.05$ ).

**Table 3. 2 Result of Post-Test Data Normality**

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	tatistic	f	ig.	tatistic	f	ig.
Reading Aloud Post-Test	141	2	106	939	2	072
Drilling Technique Post-Test	181	2	009	913	2	013



As for the post-test data normality, is shown on the table above. Apparently, it shows that the data obtained from the post-test conducted previously has normal distribution. It is shown from the Sig. table where  $0.072 > 0.05$  and  $0.013 > 0.05$ .

### 3.6.2 Test of Homogeneity

Before going to the next part which is the hypothesis testing using independent group t-test, the homogeneity test was done as data requirement for conducting independent t-test. Homogeneity of variance essentially makes sure that the distribution of the outcomes in each independent group is comparable or equal.

**Table 3. 3 Homogeneity of Variance**

Test of Homogeneity of Variances						
			Levene Statistic	df1	f2	ig.
Pronunciation Result	Post-Test	Based on Mean	.631	1	2	430
		Based on Median	.747	1	2	391
		Based on Median and with adjusted df	.747	1	9.649	391
		Based on trimmed mean	.688	1	2	410

Based on the computation above, it could be seen that the mean significance is 0.430 which is higher than 0.005 ( $0.430 > 0.05$ ). it indicates that the variance of the post-test data taken from students who were taught with reading aloud technique and repetition drill technique is homogenous.

### 3.7 Validity and Reliability

To achieve valid and reliable data, the instrument used should meet the criteria of validity and reliability. Concerning with the validity, the instrument should at least have content and construct validity.

### **3.7.1 Content Validity**

To achieve this validity, the material for the tasks were taken from Kurikulum 2013. To be exact, the materials were in the form of short simple conversation which were adjusted from the syllabus of K13 of English subject of Senior High School level, basic competence 3.2 and 4.2. Based on the mentioned basic competence, students were requested to express advice, opinion, and correction in transactional and interpersonal conversation using language variations accurately, fluently, and acceptably to interact in the daily context report text.

### **3.7.2 Construct Validity**

In order to get the construct validity, the tasks given to the students were designed based on theories and expert's judgement<sup>1</sup>. After the instrument was constructed based on theories, then it was checked by the expert. After the instrument was validated by expert, then the instrument was tested to the sample.

### **3.7.3 Reliability**

The main focus of this research is to see the effectiveness of the two techniques in improving students' pronunciation aspect. Since it requires pre-test and post-test (retest approach), so the test instruments were similar. To estimate the reliability of the instruments using retest approach, the researcher used inter-rater reliability because scores of the tests were independently estimated by two or more evaluators or raters. In this case, there were two evaluators, the researcher and the English teacher in the sample classes.

Then, to see the correlation between two evaluators, the researcher used Spearman's Rank Order Correlation in SPSS (Statistical Product and Service Solutions) Ver. 25. To find the coefficient of the scores between the two evaluators, if the correlation coefficient is higher than or equal to 0.80, then the instrument has a high reliability (Setiyadi, 2018).

The table below shows the reliability for each pre-test and post-test for both techniques.

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<sup>1</sup> The expert's judgement sheet can be seen in Appendix

**Table 3. 4 Pre-Test Correlation of Reading Aloud Technique**

Correlations				
Spearman's rho	Rater 1	Correlation Coefficient	.000	.802**
		Sig. (2-tailed)		.000
		N	2	2
	Rater 2	Correlation Coefficient	.802**	.000
		Sig. (2-tailed)	.000	
		N	2	2
**. Correlation is significant at the 0.01 level (2-tailed).				

**Table 3. 5 Post-Test Correlation of Reading Aloud Technique**

Correlations				
Spearman's rho	Rater 1	Correlation Coefficient	.000	.925**
		Sig. (2-tailed)		.000
		N	2	2
	Rater 2	Correlation Coefficient	.925**	.000
		Sig. (2-tailed)	.000	
		N	2	2
**. Correlation is significant at the 0.01 level (2-tailed).				

**Table 3. 6 Pre-Test Correlation of Drilling Technique**

Correlations				
			Rater 1	Rater 2
Spearman's rho	Rater 1	Correlation Coefficient	.000	.775**
		Sig. (2-tailed)		.000
		N	2	2
	Rater 2	Correlation Coefficient	.775**	.000
		Sig. (2-tailed)	.000	
		N	2	2
**. Correlation is significant at the 0.01 level (2-tailed).				

**Table 3. 7 Post-Test Correlation of Drilling Technique**

Correlations			Rater 1	Rater 2
Spearman's rho	Rater 1	Correlation Coefficient	.000	.932**
		Sig. (2-tailed)		.000
		N	2	2
	Rater 2	Correlation Coefficient	.932**	.000
		Sig. (2-tailed)	.000	
		N	2	2
**. Correlation is significant at the 0.01 level (2-tailed).				

Table 3.4 shows the pre-test correlation of reading aloud technique which gained 0.802, higher than 0.80. Therefore, the data correlation between the two evaluators had a very high reliability, for  $0.802 > 0.80$ .

Same results went to the post-test correlation of reading aloud technique, which was 0.925, the pre-test correlation of drilling technique, which was 0.775, and the post-test correlation of drilling technique, which was 0.932. All of the results from the tables above had a very high reliability, for each result reached higher point than 0.80.

Thus, it means that the instrument used in this research fulfilled the validity and reliability, and was ready to be tested to the sample.

### **3.8 Research Instrument**

Instruments refer to the measuring tools that were used by the researcher to measure the variable items in the data collection process. The researcher used two instruments in collecting the data as below:

#### **1. Pronunciation Test**

Since the focused aspect was pronunciation, so the test given was a pronunciation test. The following is the dialog script that was given to the students to read as the pre-test and post-test. Students were asked to read the dialog in pairs and focus on some intended content in phonemes and supra-segmental features.

Ani : We should be on the road at 6:00. It's a four-hour trip to the beach.

Ani : We /ʃʊd/ be on the/rəʊd/ at 6:00. It's a /'aʊər/ trip to /bi:tʃ/

Febri : It's true. This way we can enjoy our holiday to the maximum.

Febri : It's true. /ðɪs/ way /ɪn'dʒɔɪ/ /'aʊər/ holiday /'mæksɪmə/

Ani : My bags are packed. What about yours?

Ani : My bags are /pækt/ What /ə'baʊt/ yours?

Febri : Packed and checked. I think you should check yours. You always

forget something.

Febri : Packed and /tʃekt/ I /θɪŋk/you should check yours. You always forget /'sʌmθɪŋ/

Ani : You shouldn't be too confident either, I guess.

Ani : You /'ʃʊdnt/ be t'kɑ:nfɪdənt/ /'i:ðər//ges/

The dialogue above is the instrument used in the pre-test and post-test. The red lines above each dialogue lines are the supra-segmental features, focusing on intonation. When the red line goes up, means that the intonation is going up. So does when the dialogue line goes down, then the intonation is going down. When the dialogue line is straight, means that the intonation is flat.

Right below the dialogue lines, there are similar lines but some words are written in phonetic symbols as the sign of the focused pronunciation commonly mispronounced by students.

For example:

“We should be on the road at 6:00. It’s a four-hour trip to the beach.”

In the word ‘should’ there are some focus of sounds to be emphasized, the ‘schwa’ /ʃ/, the /ʊ/, and the invisible sound /l/.

Common mistakes made by students are; they hesitate to state the /ʃ/ sound, they don’t distinguish the /ʊ/ sound and the /u/ sound, and they usually pronounce the /l/ sound clearly.

In the word ‘road’ the focus of the sound will be the diphthong /əʊ/, which students commonly pronounce like /o/.

In the word ‘hour’, it is common for students to pronounce it like /hour/ or /hor/, which actually the correct one is /'aʊər/, the /h/ sound is invisible and replaced by the /a/ sound, the sound /ʊə/ in the middle is also challenging, where students might have said /o/ or /u/ at the first place.

And in the word ‘beach’, the main focus will be the ‘ch’ ending which students usually hesitate to produce. The /tʃ/ sound should be clearly produced in order to sound better and correct. Additionally, the /i:/ sound has to be taught to students too, because sometimes they pronounce it like /ɪ/ sound, which it could change the meaning (to see the complete explanation details of phoneme and supra-segmental features in the instrument, please check the appendix).

## 2. Scoring Rubric

When students were doing the pre-test and the post-test, the researcher and another evaluator (the English teacher in the class) assessed students’ pronunciation adapted from Celce Murcia et. al. (1996) described as follows:

**Table 3. 8 Scoring Rubric for Pronunciation Test**

Scoring Rate	Description
0 – 40	Frequent phonemic errors and foreign stress and intonation patterns that the speaker to be unintelligible
50 – 140	Frequent phonemic errors and foreign stress and information patterns that cause the speaker to be occasionally unintelligible
150 – 240	Some consistent phonemic errors and foreign stress and intonation patterns, but speaker is intelligible
250 – 300	Occasional no-native pronunciation errors, but speaker is always intelligible

Then, the result of scoring above will be adjusted to the KKM (*Kriteria Ketuntasan Minimal*) standard as the scoring standard at school. The KKM standard is a learning tool with details on Basic Competencies (*Kompetensi Dasar - KD*), Core Competencies (*Kompetensi Inti - KI*) and Indicators.

The table below is the KKM standard setting format has been in used since the early 2013 curriculum, up to the current revision.

**Table 3. 9 Level of Score Based on KKM**

<b>Final Score</b>	<b>Category</b>
90-100	Very Good
80-89	Good
70-79	Average
60-69	Poor
≥60	Very Poor

To adjust the KKM standard, result from the scoring rubric will be divided by three, as stated in the formula below.

$$\text{KKM Standard Score} = \frac{\text{Points from Scoring Rubric}}{3}$$

Thus, for example, if a student get a score 240 according to points from the scoring rubric, it will be divided into 3 and the result will be 80. It means, the final score of the student according to KKM standard is 80.



## V. CONCLUSION AND SUGGESTIONS

In this chapter, the researcher formulates conclusion based on the result presented in the previous chapter as well as the suggestions from the researcher regarding to the use of reading aloud technique and drilling technique in teaching pronunciation.

### 5.1 Conclusions

Reading aloud technique and drilling technique are effective in improving students' pronunciation. It is proven from the gain of the pre-test and the post-test. Even though the gain points of students who have got the drilling technique treatment is lower than the point obtained by students treated with reading aloud technique, that doesn't impact students' pronunciation improvement quality. Both points show increasing gain and that is all that matters. This gain is also proved by the paired samples t-test which the Sig. (2-tailed) point for each technique is 0.00. It means there is absolutely a significant improvement of students' pronunciation aspect before and after given the treatments.

Reading aloud technique successfully helps students improve their pronunciation better than drilling technique. This is inferred from the obtained students' post-test score after being treated with reading aloud technique shows higher point than students' post-test score after being treated with drilling technique. Moreover, it is also proved by the researcher's observation result in the form of notes.

To sum up why reading aloud technique is proven more successful in improving students' pronunciation, generally reading helps enhancing individually whereas drilling technique performs classically. There are five more reasons why reading aloud is better in increasing students' pronunciation aspect; 1) reading aloud makes students feel the rhythm of the target language better, 2) reading aloud helps students improve fluency in reading, 3) reading aloud technique could increase students' confidence, 4) reading aloud technique helps students comprehend context

better, and 5) reading aloud increases students' awareness in self-correcting themselves.

## **5.2 Suggestions**

Regarding to this research, there were several limitations; first, the researcher only applied the reading aloud technique and the drilling technique in terms of pronunciation aspect in the first grade of senior high school. Second, the researcher only used two evaluators to give scores to the students. These two evaluators were both local people, whom has no native-English-speaker background. The two evaluators are the researcher herself and the English teacher in both classes. Third, which will be the last limitation, the two techniques were implemented in one topic/material only which is about giving and responding suggestion using modal verb *should/shouldn't*. Students are given the same topic for each treatment, which the topic is also based on K13.

Thus, based on those limitations and results discussed in the previous chapter, the researcher would like to give suggestions as follows:

### **5.2.1 Suggestion for English Teachers**

Based on what the researcher experienced during the treatment, there are some flaws that the researcher would suggest for English teachers when using reading aloud technique or drilling technique in teaching English spoken skill, especially pronunciation. The following numbers are the suggestions for English teachers:

1. The researcher suggests that English teachers use reading aloud technique to teach students context about the language and suggests to use drilling technique to teach word-per-word pronunciation. Pronunciation teaching methods should more fully address the issues of motivation and exposure by creating an awareness of the importance of pronunciation and providing more exposure to input from native speakers. Teachers could modify the implementation of the two techniques by inviting native speaker to the class or if it's not possible, show students pronunciation training videos. Therefore, students will get the 'original' input about the language including the pronunciation.

2. Since both of the two techniques come from old methods in English Language Teaching; the direct method and the audio-lingual method, so it is important for teachers to involve various media in teaching English using these methods. This aims to make the class situation feels more alive, in other words, not boring. Teachers are suggested to pay attention in choosing a text to read-aloud activity. It should be a text that enables students' interest, a text which helps students learn knowledge by knowing context, and it will be so much better if the text chosen relates to students. Texts could be taken from a trending topic among students or a famous piece of writing students often see on social media. As long as it relates to the lesson topic and helps the learning activity, that doesn't matter. In line with suggestion number one, to provide more exposure to input from native speakers, teachers can use audio cassettes with native speaker voice. Even if it's possible, teachers can invite students to go out to some tourism spots and assign students to talk to English-speaking tourists there. But if that is likely to be impossible, recommending students to have a foreigner pen pal is also a good idea to try out.

3. In order to improve students' pronunciation maximally, it is suggested that teachers combine both techniques in teaching-learning activity. Reading aloud technique and drilling technique apparently show different focus when they are implemented separately in the class. If it deals with context and comprehension, then reading aloud is recommended. But if it deals with memorization and grammatical form, then drilling technique is likely to be a better choice. Since both performs well in important areas of language learning, teachers can combine both techniques, in hope that they'll give better outcome (improvement) for students. Teachers can also involve other techniques besides these both techniques. Drills can be made more lively and memorably by concentrating not just on oral and aural modalities but also including visual representations and training in the awareness of kinaesthetic sensation.

4. Last but not the least, the researcher suggests teachers to implement this technique repeatedly in a longer term. Especially for reading aloud technique, implementing it in a longer term could make students reach the autonomous learning as stated by Gibson (2008). It is true that students can self-correct themselves, but

that doesn't mean the three times meeting conducted in this study succeeded in making students capable to be responsible, discipline, and make the best effort in learning pronunciation. Teachers have to be patient in teaching pronunciation to students. Because, based on the critical period hypothesis (a certain time where human's brain is at its best to acquire language before finally it is harder to learn a language) by Penfield and Robert (1959) in Buzila (2019), claims that it is virtually impossible for adults to acquire native-like pronunciation in a foreign language. Since both techniques give positive results to students' language performance improvement, so it is better for teachers to use these techniques over and over.

### **5.2.2 Suggestion for Future Researcher**

Aside from the result obtained in this study, the researcher would suggest the following numbers for future researcher to conduct further study regarding the similar topic, they are:

1. This study was conducted in the first grade of senior high school. Therefore, further researcher should try to find the use of reading aloud technique and drilling technique in different levels of school and use both techniques to improve other language skills or other skill aspects.

2. This research only investigated students' pronunciation improvement. Thus, future researcher is encouraged to examine other language skill aspect such as fluency, accuracy, and comprehension by using these techniques. Furthermore, to create more interactive class during the experiment and to obtain wider result using reading aloud technique and drilling technique, further researcher are encouraged to look for more than one combination of language aspect in speaking, such as pronunciation and comprehension, pronunciation and grammar, or pronunciation and fluency.

3. This study only involves two evaluators to evaluate students' pre-test and post-test result. The evaluators are also local people, whom don't have English-native speaker background. Future researcher is suggested to involve more compatible evaluators such as English native speaker, or using Praat software in transcribing students' pronunciation accurately although it needs extended training to operate it.

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