IMPROVING THE STUDENTS' PRONUNCIATION THROUGH

DRILLING TECHNIQUE AT SEVENTH GRADE AT MTS AL-HIKMAH

DARUSSALAM BAGAN BATU IN ACADEMIC YEAR 2018/2019

A SKRIPSI

Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatra Medan as a Partial Fulfillment of Requirements for the Degree of Sarjana Pendidikan

By:

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       Demikianlah kami sampaikan atas perhatian saudara kami ucapkan terimakasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karyasendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil ciplakan, maka gelar dan ijazah yang diberikan oleh Universitas batal saya terima.

Medan, August 6th 2019

Yang membuat pernyataan

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ABSTRACT

ADE TIKA. IMPROVING THE STUDENTS' PRONUNCIATION THROUGH DRILLING TECHNIQUE AT SEVENTH GRADE AT MTS AL-HIKMAH DARUSSALAM BAGAN BATU IN ACADEMIC YEAR 2018/2019

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Keywords: Pronunciation and Drilling Technique

The study was aimed to describe the improvement of the students' pronunciation through drilling technique. The subject of this study was the 7th grade students of Junior High School which were consisted of 24 students. The method of this research was classroom active research (CAR) that consisted of 2 cycles. The instruments used were oral test, observation and interview. In analyzing the data, this study used both quantitative and qualitative data. Quantitatively, the data was obtained from the students' score of test. The result of the test of pre-test showed that the mean of students' score was 44,54 which only 20,8% or 5 from 24 students who passed the minimum passing grade (MPG). In the cycle I there were 9 or 37,5% who improved and the mean score was 58,79. Meanwhile In the cycle II, the students' mean score was 78,125 which indicate that 18 students or 75% passed the MPG. Qualitatively, the data was taken from observation and interview. In observation, the researcher found that the students' interest and enthusiasm were improved it could be seen from their excitement in learning pronunciation. While in interview, the researcher got some answers from the students and the teacher about their feeling or responds before and after doing the treatment. Based on the result of data analysis there was improvement on student's pronunciation achievement in each cycle and strengthened by the observation and the interview that showed the condition or situation of the class were more conducive and they got more interested and enthusiastic during the teaching-learning process which means that drilling technique could improve the students' pronunciation.

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Medan, August 6th 2019

Ade Tika

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CHAPTER I
INTRODUCTION

A. Background of the Problem

The objective of teaching English for Junior High School according to curriculum 2013 is to develop students' potential to have communicative competence in personal, transactional, and functional texts using a variety of spoken and written English text. English taught as a subject in school and it has four basic language skills to be mastered they are: listening, writing, reading and speaking. Beside these skills, the components of language such as grammar, vocabulary, and pronunciation must be taught by the teacher to the students.

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

In learning spelling, the students are expected to be able to spell English words and notice the phonetic symbol (IPA) as a guidance to spell. In learning word stress, the students are expected to be able to identify the syllable/ words stressed when listening to English language. Then, in learning intonation the students are expected to be able to express meaning and emotion when they speak.

Meanwhile in reality, students got difficulties in saying the words in English and in pronouncing the sounds. Especially in English vocal, for example

the letter /u: in the word *cut* and *put,* are have different sound, so they got difficult when they try to recognize the sounds of English because of their mother tongue/ first language. Beside these problems the teacher method/ technique in teaching pronunciation make students bored in the class and the teacher usually teach English using Indonesian language. These causes made students were not interested when they learned pronunciation in the classroom.

Based on the problem faced by the students above, the teacher has a responsibility to improve the students' achievement in pronunciation. Pronunciation is an important part of communication especially in speaking English. Realizing the importance of English language, the students need to speak and understand English in real life to communicate with native speakers or speakers of other languages. Even if their grammar and vocabulary are strong, if their pronunciation is not good, their communication will fail. Therefore, learning pronunciation is important to avoid the misunderstanding in listening or receiving what the speakers say.

To make the learning process more enjoyable and interesting, the teacher should apply an appropriate technique which is suitable for the students. The researcher believes that using a suitable technique will help the students in overcoming the problems. Technique that suitable for teaching pronunciation to Junior High School students is drilling, as Senel[1] stated that drilling technique is very useful in teaching pronunciation because it can create correct and accurate pronunciation. Drilling is a part of audio-lingual method which emphasizes students to drill, memorize and practice, and it is believed as a technique that

[1] Senel, Mufit. (2006). Suggestion for Beautifying the Pronunciation of EFL Learners in Turkey. *Journal of Language and Linguistic Studies, 2 (1), 111*

suitable to the foreign students to improve their pronunciation. In this technique, the teacher will be the centered in teaching learning process by ask the students to imitate or follow what the teacher said before.

By applying drilling technique, the students are expecting to be able to spell and pronounce English words. So the students are easy to communicate and express their feelings, ideas and opinion into English language. Based on the background above the researcher interested in conducting a research entitled **"Improving the Students' Pronunciation through Drilling Technique at seventh grade at MTs Al- Hikmah Darussalam Bagan Batu".**

B. The Identification of the Problem

Based on the background of problems that have been mentioned above, the researcher identifies several problems in this study are caused by several factors they are: students' motivation and interest, mother tongue/ first language, learning style, material and technique used by the teacher.

From the explanation above, many problems can be identified that can influence the students' pronunciation. Therefore, it needs to do the limitation of problem in order to do the research well.

C. The Limitation of the Problem

Based on the identification problems above, the researcher limits this study was focused on using drilling technique to improve students' pronunciation.

D. The Research Problem

Based on the problem limitation above, the research problem in this research was: How can drilling technique improve the students' pronunciation of the seventh grade at MTs Al-Hikmah Darussalam Bagan Batu?

E. The Objective of the Study

The objective of this study was to describe the improvement of the students' pronunciation using drilling technique of seventh grade students at MTs Al-Hikmah Darussalam Bagan Batu.

F. The Significances of the Study

The significance of this study can be viewed from theoretical and practical aspects; 1. Theoretically, this result of this study will enrich the theory of pronunciation, 2. Practically, the result of this study will be expected to give benefits for the students, the teacher, the readers and other researchers; (a) For the students: the result of this study is useful to improve their pronunciation (b)For the teacher: to improve the quality of the teacher in teaching pronunciation using drilling technique (c) For the headmaster: to improve the English teacher in teaching English (d) For other researchers: it can be compared for other researchers who want to do further research on the same subject.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

In this chapter the writer tries to give the clear description of theoretical framework which covers the meaning and the general concept of pronunciation and drilling technique.

1. Pronunciation

Pronunciation according to Kristina is the act or manner of pronouncing words; utterance of speech, it can also be said that it is a way of speaking a word, especially a way that is accepted or generally understood. In the senses, pronunciation entails the production and reception of sounds of speech and the achievement of the meaning.[2] Form this definition, means that the words being pronounced should be understandable (intelligible).

According to Oxford Dictionary, pronunciation is the way in which a language is spoken; the way in which a word is pronounced; the way a person speaks the words of a language.[3] In this definition, pronunciation is explained clearer it is how the way to speak the language and how the way to pronounce the word of a language.

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[2] Kristina, Diah and Rarasteja, Zita. (2006). *Pronunciation 1*. Surakarta: Sebelas Maret University Press. p 1

[3] Hornby, A.S. (1995). *Oxford Advanced Learners Dictionary*. Oxford: Oxford University Press. p.928

According to Yates, pronunciation refers to the production of sounds that we use to make meaning.[4] English pronunciation has distinctive sound classes. It is divided into two basic groups: segmental and suprasegmental. In the segmental group there are vowels, and consonants. In suprasegmental group there are intonation, stress and rhythm.

The segmental aspects of the sound consist of vowel and consonant. Vowel is a sound that comes out of the mouth without any of the speech organs blocking the way. In other words you say them with an open mouth. Single vowel sounds aren't joined to any other vowel.[5] English vowels are divided into two kinds: long vowels and short vowels. Long vowels consist of /i:/, /∂:/, / a:/,/ u:/,/ o:/, while short vowels comprise of /i/, /e /, /æ/, /∂/, /Λ/, /u /, /o/.

The phoneme /ə/ is called the *schwa*. It represents the sound that causes the most confusion as it can be represented by so many vowels. However, it only occurs in a syllable that carries no *stress*, or strong emphasis. Some words may include the schwa when the word is not stressed but change the pronunciation when it is stressed. Consider 'can' in these two statements, for example: *"Can we talk", "Yes we can"*. These examples show that the word "can" have different stressed place. You probably stressed 'talk' in the first statement, if you said it at normal speed, and said 'can' very quickly using the schwa. In the second statement 'can' is stressed a lot more so the schwa changes to /æ/.

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[4] Yates, Linda. (2002). *Pronunciation 1*. La Trobe: Adult Migrant English Program Research Centre. p.1

[5] Michelle Maxom (2009) *Teaching English as a Foreign Language FOR DUMmIES.* England: John Wiley & Sons, Ltd. p.174-175

Beside the two kinds of vowels above, there are also diphthongs. Diphthong is a sound composed of two vowels pronounced in close succession within the limits of a syllable. Odisho said that diphthongs are represented phonetically by sequences of two letters, the first showing the starting point and the second indicating the direction of movement.[6] There are nine English diphthongs, /ei/, /ai /, /oi/,/au /, /o∂ /, /i∂/, /au/,/u∂/, /e∂/.

The second segmental aspect of sounds is consonant. Consonants are usually classified by using three criteria: phonatory status (or voicing), place of articulation, and manner of articulation.[7] The English consonants consist of twenty-four. Those are /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/, /tʃ/, /dʒ/, /m/, /n/, /ŋ/, /l/, /r/, /w/, /y/.

Many of the consonant phonemes look exactly like the alphabet but you need to check, as a significant number may be new to you or misleading. So look at the example words to make sure that the sound matches your expectations. Take /j/ for example. It's pronounced like *y* in yacht not *j* in jump. Different versions of the phonemic chart exist. They always show the same phonemes but in different orders. Say the phonemes out loud in the order I show them here and you notice that they're grouped according to the speech organs you use to make them. For example /p/ and /b/ both use the upper and lower lips. Phoneme Examples

/p/ **p**olitics, ha**pp**y, u**p**   /b/ **b**u**bb**le, **b**urn, ca**b**

/t/ dou**bt**, thea**t**re, **t**igh**t**   /d/ **d**i**d**, woo**d**en, mu**d**

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[6] Daniel Jones, (1909). *The Pronunciation of English,* Cambridge University Press. p.22

[7] Odisho, E.Y. (2003). *Techniques of Teaching Pronunciation in ESL, Bilingual & Foreign Language Classes.* Munich: Lincom Europa. p. 35

/tʃ/ **ch**eese, ri**ch**, **ch**eap   /dʒ/ **j**u**dg**e, pa**g**e, **g**eneral

/k/ **c**oo**k**, **ch**emistry, bi**k**e   /g/ **g**ood, wi**gg**le, bi**g**

/v/ **v**isit, sto**v**e, **v**oice   /f/ **ph**oto, o**ff**, wi**f**e

/θ/ **th**umb, **th**irst, ba**th**   /d/ **th**is, ei**th**er, fa**th**er

/s/ **ps**ychology, ni**c**e, **sc**ent   /z/ wi**s**e, ja**zz**, pha**s**e

/ʃ/ **s**ugar, **sh**oot, ma**ch**ine   /ʒ/ mea**s**ure, vi**s**ual, deci**s**ion

     Many of the consonant phonemes are paired – voiced and unvoiced. If you were lip reading you'd probably have trouble distinguishing /p/ and /b/, for example, because they both involve the same speech organs (upper and lower lips). However when you put your hand on your larynx (where the adam's apple is on a man's neck) and say them aloud, you can feel that voiced /b/ makes it vibrate a lot, whereas unvoiced /p/ does not. So a voiced consonant is a sound that makes the vocal chords vibrate when you say it, whereas there's no vibration of the vocal chords when you say an unvoiced consonant. Phoneme Examples:

/m/ nu**mb**, **m**ystery, mi**m**e, autu**mn**

/n/ **n**ow, vai**n**, **gn**ome, **kn**ees

/ŋ/ thi**n**k, la**n**guage, si**n**ger, wri**n**kle

/h/ **h**ospital, **h**airstyle, **h**ello, **h**amster

/l/ **l**essons, whee**l**, **l**eaf, subt**l**e

/r/ **r**omance, bea**r**er, **r**obin, **wr**ong

/w/ **w**atch, fe**w**er, **w**eed, **w**asp

/j/ **y**ellow, **l**ayer, **y**esterday, **y**am

While the suprasegmental aspects of the sounds are intonation, stress and rhythm. Intonation is the tune of what someone say. For example if someone is getting angry, he will speak in a high tone. But when he is sad, he will speak in a low tone. According to Yoshida[8], intonation is the "melody" of language—the pattern of higher and lower pitch as we speak. Using intonation appropriately is important in helping us to be understood. Intonation can change a statement into a question or a polite request into a rude command. It can make a speaker sound happy, sad, sincere, angry, confused, or defensive.

In general, linguists distinguish several types of English intonation. Failing intonation and rising intonation are the two basic types used in different types of sentences:[9] failing intonation and rising intonation. Failing intonation is used in statements (declarative sentence), special question, commands (imperative sentence), exclamatory sentence, in the first part of disjunctive questions and in the last part of alternative questions. The final fall in English is used on the last stressed syllable of a sentence and falls stronger and deeper. Examples:

Statement : He doesn't have a \CAR

Question : Where do you \LIVE?

Commands : Open the \DOOR, please

Exclamatory : Hel\LO, Good \MORNing!

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[8] Marla Tritch Yoshida, (2013). *Understanding and Teaching the Pronunciation of English..* P 24

[9] *Ibid*. p 24-33

The examples above show the place of the intonation. It can be seen from the capital letters above. In statement and question form, the intonations are emphasized in the last syllables. In the command form the intonation is emphasized in the middle, while the exclamatory form the intonation is emphasized in the first and last syllable words.

In rising intonation, it is used in general question, in introductory phrases (at the beginning of the sentence), in the first part of alternative questions (before "or"), in the second part of tag questions, in direct address, and in enumerating items in a list. Examples:

General questions   : Do you go there /OFten?

Introductory phrases   : If he /CALLS, ask him to \COME

Alternative question   : Would you like an \APple or a \PEAR?

Direct address   : /TOM, could you /HELP me, please?

As explained above, the capital letter of these sentence show the place of the intonation in each example.

The second suprasegmental aspect is stress. Stress emphasizes on certain syllable in a word or a sentence, otherwise the other words would be misunderstood or sound strange.[10] To understand the word stress, it helps to understand syllables. Stress has an important role in English because different stress will differentiate meaning and intention. Every word is made from syllables. Each word has one, two, three or more syllables.

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[10] Paulette Dale and Lilan Poms, (2005), *English Pronunciation make Simple*, NewYork: Pearson Education Limited. P. 83

Word		Number of Syllables
Dog	Dog	Dog
Green	Green	Green
Quiet	Quiet	Quiet
Quite	Qui-et	Quite
Orange	Or-ange	Orange
Table	Ta-ble	Table
Expensive	Ex-pen-sive	Expensive
Interesting	In-ter-est-ing	Interesting

The word stress in English can be depicted by dividing syllables into three levels: *strong*, *medial* and *weak*, or *strongly stressed*, *lightly stressed* and *unstressed.* For example, in the word *organization* all three levels are present. Look at the example below:

OR gan i ZA tion

From this example, strong stress falls on the fourth syllable *za*, medial stress on the first syllable *or*, while the second, third and fifth syllables *gan*, *i* and *tion* are weak, in other words, they are not stressed.

English speakers use word stress to communicate rapidly and accurately, even in difficult conditions. For example, if you don't hear a word clearly, you can still understand the word because of the position of the stress. There are two very important rules about word stress: (1) One word, one stress, (one word can not have two stresses. So if you hear two stresses, you have hears two words, not one words). (2) The stress is always on a vowel.[11]

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[11] Szilagyi Laszlo. (2014). *Put English Phonetic to Practice*. Beregszasz: Ferenz Rakoczi II. Transkarpathian Hungarian Institute Department of Philology. p.19

The third segmental aspect of sounds is rhythm. The rhythm of English is a product of word stress and sentence stress[12]. English is often described as a stress-timed language, which means that the time between stressed syllables is always somewhat the same.

The rhythm of a language is characterized by the timing pattern of successive syllables. In some languages, every syllable is given about the same length while in others, syllables vary in length. In English, strong beats are called stress – the heart of the rhythmic pattern.

Misunderstanding may arise or communication may break down because of that. So, for more effective communication, we need to master the rhythm of English. In conclusion, English rhythm is based on the stress. A rhythm unit is formed by a stressed syllable, together with unstressed syllable which may come before that stress or after it.

Pronunciation is an important role in Communication. It means having a good pronunciation will lead someone to have a good communication. Humans are social beings who need interaction with others and surrounding (social interaction) to support life. In interacting, communication is needed both in verbal language (oral / written language) and sign language (body language or symbols). In Islam, communication is needed to get to know each other, convey messages, cooperates with each other, do good things and etc, as Allah said in Al-Qur'an Al-Hujarat: 13:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُم مِّن ذَكَرٍ وَأُنثَى وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِندَ اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

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[12] Joan Kenworthy (1987) *Longmand Handbooks for Teacher*: *Teaching English Pronunciation*: UK: Longman. p 30

O mankind! Surely We have created you from a male and a female, and made you nations and tribes, that you may get acquainted with one another (your lineage). Surely the most honorable of you in the Presence of Allah is he who is the most pious of you (not by your race or lineage). Surely Allah is All-Knowing, All-Aware.

In tafsir Al-Jalalyn explained that: O mankind! We have indeed created you from a male and a female, [from] Adam and Eve, and made you nations (shu'ūb is the plural of sha'b, which is the broadest category of lineage) and tribes (qabā'il, which are smaller than nations, and are followed by 'amā'ir, 'tribal districts', then butūn, 'tribal sub-districts', then afkhādh, 'sub-tribes', and finally fasā'il, 'clans'; for example Khuzayma is the sha'b, while Kināna is the qabīla, Quraysh is the 'imāra, Qusayy is the batn, Hāshim is the fakhdh, and 'Abbās is the fasīla) that you may come to know one another (ta'ārafū: one of the two tā' letters [of tata'ārafū] has been omitted), that you may acquire knowledge of [the customs of] one another and not to boast to one another of [whose is the more] noble lineage, for pride lies only in [the extent to which you have] fear of God. Truly the noblest of you in the sight of God is the most God-fearing among you. Truly God is Knower, of you, Aware, of your inner thoughts.[13]

Based on the verse above, the purpose of actual communication is to achieve mutual understanding, after reaching agreement on a subject or problem that is of mutual interest. With such conditions a harmonious relationship will be established and mutual understanding with each other in order to achieve the goals set together. In Islam, communication can also be used as a medium for worship, namely by applying good behavior or doing good to others, nature and God.

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[13] Feras Hamza. (2007). *Tafsir al-Jalalayn.* Jordan: Royal Aal al-Bayt Institute fnor Islamic Thought, p 606

Also communication is needed for human being. Everyone could not life without it because in doing social interaction will happened communication process. Therefore, the accuracy of the use of linguistic symbols becomes one of the important aspects in measuring the effectiveness of communication. For Muslims especially can follow the Prophet's way of communicating with his friends. As explained in Al-Qur'an An-nisa:63.

أُولَٰئِكَ الَّذِينَ يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ وَعِظْهُمْ

وَقُلْ لَهُمْ فِي أَنْفُسِهِمْ قَوْلًا بَلِيغًا

"They are people who God knows what is in their hearts. Therefore you turn away from them, and teach them a lesson, and tell them the words which are on their souls."

In tafsir Jalalayn explained that: (These are people whom Allah knows in their hearts) in the form of their hypocrisy and lies in making excuses (then turn your back on them) by giving them forgiveness (and giving them advice) to fear Allah (and tell them about) the state (themselves deep words) means that it has a trace and affects the soul, including rebuttal and rebuking so that they return from disbelief.

The above verse explains that in communicating, you should give advice and words that leave an imprint on their soul as like Prophet Muhammad did when communicate with his friends or family.

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

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

2. Drilling Technique

This discussion explained about some terms of drilling technique, such as: the defenition, the principle, the design, the procedure, and the advantage and the advantages of drilling technique.

a. The Definition of Drilling

Drill is a repeated operation or exercise intended to develop a skill or an acquaintance with a procedure. It is used best to teach a skill and memorization. Good teacher supervision is imperative. The main purpose of drill is the actual doing and experiencing, which is one way learning takes place.[14] From this definition means that drill repetition or excercise that intended to teach a skill and memorization.

According to Allen and Campbell, drilling is a technique that is still used by many teachers when introducing new language items to their students. A drill have two parts, there are what the students hear (stimulus) and what they has to say (response). A convenient pair of substitutes are input, refers to the information supplied to the learner, weather orally or visually and output to what the learner has to produce himself.[15] This definition emphasized that drilling is a technique used in teaching new language and it has two parts; stimulus and response of students.

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[14] Sharon, Zenger K and Weldon. (1997). *57 Ways to Teach*. Los Angeles: Crescent Publication. P 29

[15] Allen, Harold B and Campbell, Rusell N. (1972). *Teaching English as a Second Language*. United Stated of America: Mc Graw-Hill Book Company. p.121

Drill means listening to a model (a teacher), or tape or another students then repeating or responding what is heard. Drill technique is forcing the students to use the target language.[16] Here, clearly said that drill is an activity in listening to the teacher and the students repeating or responding what they have heard.

From the theories above, the writer makes a conclusion that drilling is one of technique that suitable used in teaching pronunciation for foreign students by emphasize on repeating the word or sentence through oral practice to gain students' ability in learning pronunciation.

There are some types of drilling, according to Haycraft[17], they are: (1) Repetition drill, students repeat an utterance aloud as soon as they have heard it, (2) Substitution drill, Teachers state a line from the dialogue, and then use a word or phrase as a 'cue'. When repeating the line, must substitute into the sentence in the correct place, (3) Question and answer drill, students should answer or ask questions quickly, (4) Transformation drill, a sentence is transformed by being made negative or interrogative or through changes in tense, (5) Chain drill, students ask and answer each other in a circular chain around the classroom, (6) Expansion drill, when a word is added, it takes a certain place in the sequence.

In this study, the researcher only use one type of drilling technique, it is repetition drill. According to Doff[18] Repetition drills are use for familiarizing students quickly with a specific structure formulaic expression.

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[16] Isnaini Maulyana (2016). The Implementation of Drill Technique in Teaching Speaking at SMA YP Unila Bandar Lampung. p.21

[17] Haycraft, John. (1978). *An Introduction to English Language Teaching*. England:Longman Group Ltd.

[18] Doff, A. (1990), *Teach English: A Training Course for Teachers*, Cambridge: Cambridge University Press in Assosiation with the British Council.

Repetition drills are just what they sound like, plain repetition of the cue. By varying the nature of the cue, one can achieve different subtypes of repetition drills. Repetition drills are very useful in building up "kinetic memory," i.e., for the training of the perceptual motor skills. [19]

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

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

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

b. The Principle of Drilling Technique

Drilling technique follows the basic principle of behaviorism; they are:[20] (1) Repetition is important (e.g. Pavlov had to ring bell with food more than once to condition dogs response), (2) Small, concrete, progressively sequenced tasks, (3) Positive and negative reinforcement, (4) Consistency in the use of reinforces during the teaching-learning process, (5) Habits and other undesirable responses can be broken by removing the positive reinforces connected with them, (6) Immediate, consistent, and positive reinforcement increases the speed of learning, (7) Once an item is learned, intermittent reinforcement will promote retention. (If Pavlov carried on ringing the bell without food, eventually the dogs would stop salivating)

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[19] Christina Bratt Paulston/Mary Newton Bruder (1976) *Teaching English as a Second Language: Techniques and Procedures*. Cambridge, Massachusetts: Winthrop Publishers, Inc. p 12

[20] Quanintrell Y 2008 Approaches to Learning https://slideplayer.com/slide/12776277/ (accessed September 29 2019, 20;30)

Based on the principles about; the researcher can concluded that in using drilling technique, conditioning are emphasized. It means that learning is seen as a process of developing connections between a stimulus and a response. Then it will become their habit. All learning was the establishment of habits as the results of reinforcement and reward. There are two reinforcement; positive and negative reinforcement. Positive reinforcement called rewards, while negative reinforcement was punishment. After practicing pronunciation using drilling technique, the students will be given a feedback as reinforcement for them. On the other words, the principles of drilling technique could be concluded as; modeling, repeating, reviewing, practicing, giving feedback.

c. The Design of Drilling Technique

Larsen-Freeman said that the goal of teachers who use Drill technique (ALM) is that they want their students to be able to use the target language communicatively.[21] Drilling technique is an old technique that has been used in foreign language classrooms for many years. This technique is very suitable for foreign language especially for young learners because it emphasizes on repeating through oral practice that makes foreign language getting accustomed in teacher's control.

Drilling deals with *Psychomotoric* process in which the competencies that are developed by the technique are listening and speaking skills. Listening is one of the skills in which the learners try to get information (word, phrase or sentence) from the teacher's statements, vocabularies or sentences. Then, they repeat it. That

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[21] Larsen-Freeman, D. (1986). Techniques and Principles in Language Teaching. New York: Oxford University Press. p 31

repetition is the realization of learners' speaking skill and as the media for the teacher to check the learners' pronunciation.

Here, the teacher is centered that directing and controlling the language behavior of his/her students, means that most of the interaction in the teaching and learning process is initiated by the teacher. That's why teacher should give students lots of review and continue to practice English pronunciation, while the students are imitators of the teacher's model or the tapes she supplies of model speakers. They follow the teacher's directions and respond as accurately and as rapidly as possible.

d. The Procedure of Teaching Pronunciation Using Drilling Technique

According to Tice[22] the procedure in using drilling are; the teacher says (models) the word or phrase, and then students repeat what is heard.

Lubin[23] stated some procedures in teaching pronunciation using drilling technique, they are: (1) Present the text to the students (Whether you're using the course textbook or your own text, ensure that every student has a copy to read. You may need to check that all the students are on the same page and at the same place in the text before beginning the lesson, (2) Read to the students. Tell the students to follow along as you read the selected sentence or paragraph to them. Read the text slowly and clearly so the students can hear each syllable. Emphasize

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[22] Julie Tice, *British Council, Drilling 1* https://www.teachingenglish.org.uk/article/drilling-1 (Accessed May 7 2019)

[23] Matthew Lubin, *How to quickly Create Effective ESL Pronunciation Lessons with Short Readings* https://www.fluentu.com/blog/educator-english/esl-pronunciation-lessons-plans/ (Accessed May 7 2019)

the sounds you want to focus on for the lesson. (3)Read the text again. It sounds redundant, but it helps. Read the text a second time, but this time read it a little faster with a more natural tone. The speed with which you read to the class is determined by the level; advanced ESL students should hear it the way <u>a native speaker would typically speak</u>, while beginners should still hear it read slowly. (4) Review difficult words. Ask the students if they believe they can pronounce every word in the text. If they have a difficult time with any words, they should ask you to repeat specific words. If you already know that some words will cause problems, repeat them individually and have the class repeat the words in unison. (5) Give every student a chance to read. This is the most time-consuming part of the lesson. Go around the class and have each student read the text. Sometimes it's best to choose a volunteer to begin this exercise and move about the room at random. If you choose to have students read in order, there is a greater chance that students at the end of the line will doze off rather than <u>pay attention </u>and review the text as their classmates read aloud. (6) Correct the reading. Stop the students as they read. If a student mispronounces a word, have the student stop and try again. Do not move on until the student has read the text clearly. Some students may get upset or frustrated, but the attempts at perfecting the reading will reinforce the correct pronunciation. (7) Finish the reading. After all the students have read the short selected text, finish reading the full story you selected for class. Go around the room and have students each read a portion until it's finished. Be sure to correct the target pronunciation as the students read the rest of the story. As with all reading exercises, it should be combined with <u>vocabulary lessons</u> and questions for discussion to ensure students understand the text.

Richards and Rodgers[24] also add the procedures in using drill technique are: (1) Students first hear a model dialogue (either read by the teacher or on the tape) containing the key structures that are the focus of the lesson. (2) They repeat each line of the dialogue, individually and in chorus. The teacher pays attention to pronunciation, intonation, and fluency. Correction of mistake of pronunciation of grammar is direct and immediate. (3) The dialogue is memorized gradually, line by line. (4) The dialogue is read aloud in chorus, one half saying one speaker's part and the other half responding. (5) The dialogue is adapted to the students' interest or situation, through changing key words or phrases. (6) Certain key structure from the dialogue are selected and used as the basis for pattern drills of different kinds. (7) These are first practiced in chorus and then individually. Some grammatical explanation may be offered at this point, but this is kept to an absolute minimum. (8) Follow-up activities may take place in the language laboratory, where further dialogue and drill work is carried out.

According to the theories above, the researcher will adapt the procedure of drill technique from the experts above as a guide of this research since their procedures are clearer. Those procedures would be applied in teaching pronunciation. Here are the procedures: (1) Modeling; the teacher says word or phrase, (2) Repeating; the students repeat what they heard from the teacher, (3) Reviewing; the difficult words should be repeated to make the students understand the sound of the words, (4) Practicing; students practice the sound individually or in unison, (5) Giving feedback; having practice, the students are asked to give their opinion about the technique in learning pronunciation, whether

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[24] Richards, J, C and Theodore S.Rodgers. (1986). *Approaches and Methods in Language Teaching: A Description and Analysis*. United. States of Underhill, N.1987. Testing Spoken Language. Cambridge: Cambridge University Press. p 58

is it difficult to understand or not. Be sure to correct the target pronunciation as the students read the rest of the story. As with all reading exercises, it should be combined with <u>vocabulary lessons</u> and questions for discussion to ensure students understand the text.

e. The Advantage and Disadvantage of Drilling Technique

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

While the disadvantages of drilling technique are: (1) Drilling often make the students not vary creative. In all drills learners have no or very little choice over what is said so drills are form of very controlled practice, (2) The teacher needs to handle the drills, so that the students are not over used and they don't go on far too long. One of the problems about drills is that they are fairly monotonous, (3) Teachers need to make sure that when having students practice, there is a clear link between concept and action, (4) Drills are not effective when students are not prepared enough; they will not be able to maintain a pace if they are still unclear about a concept, (5) Drills are typically for more basic knowledge.

If teaching about more abstract concepts, a drill methodology would not be appropriate.[25]

B. Related Study

There are several studies that related to pronunciation, as follows:

1. Maharida[26] conducted a research entitled " Using Substitution Drill Technique to Improve Students' Pronunciation Ability" This research aimed to find out the improvement of the students' pronunciation ability by using Substitution Drill that focused on English Consonants which consisted of dental and palato alveolar consonants and English Vowel which consisted mid-front,mid-central and mid-back vowel. The reseracher applied pre-experimental method with one group pretest-posttest design, and collected the data by giving pre-test and post-test. The sample of the research was class X IPA of SMA Negeri 1 Galesong Selatan which consisted of 33 students. The sample was taken by using purposive technique. The result of the research showed that the tenth grade students of SMA Negeri 1 Galesong Selatan had fair score in pre-test. After treatment, their pronunciation ability significant improved. The result of the research was the mean score obtained by the students through pre-test was 5.77 which was classified as fair classification and the mean score of the students on the post-test was 7.32 which was classified as good classification and the value of t-test was greater than t-table (16.48 > 2.037). It indicated that

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[25] Beatriz Rodriguez Rivera (2015) *Drilling techniques*. https://www.slideshare.net/beatrizrodriguezrivera/drill-technique (3rd March 2019. 12:28 am)

[26] Maharida (2014), *Using Substitution Drill Technique to Improve Students' Pronunciation Ability*. English Education Department, Faculty of Teacher Training and Education Muhammadiyah University of Makassar.

the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It was concluded that the use of Substitution Drill was effective to improve the students' pronunciation ability.

2. Riswanto and Endang[27] conducted a research about "Improving Student's Pronunciation through Communicative Drilling Technique at Senior High School (SMA) 07 South Bengkulu, Indonesia". The objective of the research was to describe the teaching and learning pronunciation process in SMA 07 South Bengkulu. The method of this research was classroom active research (CAR). The subject of the research was the students of SMA 07 South Bengkulu which consisted of 30 students. Based on result of data analysis there was improvement on student's pronunciation achievement in each cycle. The data showed on pre-assessment and post-assessment. The result of this research showed that there were several difficulties faced by the students in learning pronunciation by communicative drilling technique. The difficulties in learning pronunciation faced by the students were most of them felt difficult when they pronounced English word that was caused by their age, phonetic ability, lack of practice, motivation, personality or attitude and mother tongue. The causes made students were not interested when they learned pronunciation in classroom.

3. Pratiwi[28] conducted a research about "Improving Pronunciation Ability Using Cartoon Films (A Collaborative Action Research of The Eight Grade Students

[27] Riswanto and Endang Haryanto, (2012) *Improving Students' Pronunciation through Communicative Drilling Technique*, Bengkulu: State Institute of Islamic Studies (IAIN).

[28] Mustika Ratna Pratiwi, *Improving Pronunciation Ability Using Cartoon Films (A Collaborative Action Research)*, Surakarta: Sebelas Maret University. 2010

of SMPN 1 Kaliwiro In 2009/2010). This study is written 1)" The method used in this research was a collaborative action research. The research was conducted in two cycles. The research data were collected by using techniques of observation, interview, diary, document, and test (pre-test and post-test). The data were analyzed through constant comparative method and descriptive statistics. The research findings prove that cartoon films could improve the students' pronunciation ability. The improvement of the students' pronunciation ability included: a) the students made fewer mistakes in producing particular sounds b) They also made fewer mistakes in reading the dialogue using English stress pattern c) They were able to produce falling intonation d) The mean score is improved from 44.3 for pre-test, 73.5 for first post test, to 80.6 for second posttest. The result of the research implies that English teachers need to choose the appropriate media in teaching pronunciation. The appropriate media to teach pronunciation is cartoon films.

4. Rizqi [29] conducted a research about "The Implementation of Teaching Pronunciation Using *Pronunciation Coach* Program To The VIII C Grade Students of SMP Muhammadiyah 1 Kartasura". The research aims to explain the implementation of teaching pronunciation, to the problems faced by the teacher in teaching pronunciation, and the strength and weakness of the *Pronunciation Coach* program. The type of this research is descriptive qualitative. The subjecst of this research are one English teacher and 32 students of the VIII C grade of SMP Muhammadiyah 1 Kartasura. The techniques of collecting data are observation, interview, and documentation.

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[29] Nadiah Nurmiftakhi Rizqi (2018), *The Implementation of Teaching Pronunciation Using Pronunciation Coach Program*, Muhammadiyah University of Surakarta.

The problems faced by the teacher in teaching pronunciation by using *Pronunciation Coach* program as follow; there are some students passive and embarrassed when the teacher asked them to pronounce and to practice in front of their friends, the school facilities are lacking of support to use of this program, sometimes there are noisy when the teaching process.

5. Yuwanda[30] conducted a research about **"**The Use of Choral Drill Technique to Improve the Students' Speaking Skills. This research was done to answer the problems of study, namely (1) to find out the difference of Lecturing and Choral Drill Techniques to the speaking skill of the Eighth Grade Students of MTs Assalafi Susukan in the Academic Year of 2016/2017, (2) to find out the significant difference of Lecturing and Choral Drill Techniques to the speaking skill of the Eighth Grade Students of MTs Assalafi Susukan in the Academic Year of 2016/2017. The framework which is used in this research is quantitative research. The objects were Eighth Grade Students of MTs Assalafi Susukan in the Academic Year of 2016/2017, and the analyzing data were students' speaking skill that was taught by Choral Drill Technique. The numbers of sample were 53 students that were divided into 2 groups. The first group was experimental group and the second group was control group. The data tested using t-test formula by comparing the mean score of pre-test and post-test from both classes. The level of significance was set equalor less than 5%. The result of this study showed that t-value 8, 796 was higher than t-table 2, 059 with the degree of freedom (df) of 25. Therefore, it could be concluded

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[30] Dimas Yudha Yuwanda *The Use of Choral Drill Technique to Improve the Students' Speaking Skills* (an Experimental Study of the Eighth Grade Student of Madrasah Tsanawiyah Assalafi Susukan in the Academic Year of 2016/2017) English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga.

that there was significant difference of T-test between students taught by lecturing and students taught by Choral Drill Technique. Since t-value was higher than t-table, it meant that null hypothesis was rejected and alternative hypothesis was accepted. Thus, it could be said that Choral Drill Technique improved students' speaking skill in Eighth Grade Students of MTs Assalafi Susukan in the Academic Year of 2016/2017.

C. Conceptual Framework

Based on the theoretical framework, drilling technique can improve the students' pronunciation because teaching pronunciation takes time, the teacher can't just teach something once and expect the students to master it right away. Therefore, drilling is suitable technique to make students easier to pronounce well through repetition and the teacher gives them lots of review and continued practice.

The purposes of drilling technique were providing learners with intensive practice in hearing and saying particular word or phrases, providing immediate feedback on their accuracy in terms of teacher or peer correction, and help students notice the correct form or pronunciation and this may help build their confidence in pronouncing the sound.

The previous studies showed positive results of the use of drilling technique and it was proven and can be seen from the students' significant score of the test. Therefore, the researcher proposed that drilling technique could improve students' pronunciation in teaching English especially in pronunciation.

D. Actional Hypothesis

   Based on the conceptual framework above, the hypothesis of this research is that the drilling technique can improve the students' pronunciation at seventh grade students of MTs Al-Hikmah Darussalam Bagan Batu.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Setting

The research took place at MTs Al-Hikmah Darussalam Bagan Batu in academic year 2018-2019 which is located at Jl. Darussalam Bagan Batu, Riau. The subject in this research was the students of 7-A of junior high school which is consists of 24 students.

B. Data and Data Source

The data of this research consisted of quantitative and qualitative data. The quantitative data was analyze from the score of the students that had been given and the qualitative data was analyzed from the interview and observation during the teaching-learning process. While, the data source were students and the collaborators during the teaching-learning process.

C. Research Method

The method used in this study was a classroom action research. According to Wallace[31], "classroom action research is a type of classroom research carried out by the teacher in order to solve problems or to find answers toward context-specific issues."

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[31] Michael J. Wallace. (2006). *Action Research for Language Teachers*. Cambridge: Cambridge University Press. p. 5

Mills[32] says that action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching and learning environment to gather information about how their particular schools operate, how they teach, and how well their students learn. It means that action research is the systematic way conducted by researcher or other stakeholders in the school in teaching and learning process to gather information about the problem faced by the teacher or the students while studying.

Action research focuses on issues that are specific and personal to teachers in their own classrooms and schools, with the primary goal of development of the teacher and effective teaching practices. Action research has become a valuable tool for job embedded professional development of teachers as Nuget stated that:

> Action Research emphasizes the involvement of teachers in problems in their own classrooms and has as its primary goal the in-service training and development of the teacher rather than the acquisition of general knowledge in the field of education. (Borg, 1965 in Glenda,Sakil and Sandra 2012)[33]

From those definitions, it can be concluded that classroom action research is kind of research method conducted in order to improve the quality of learning that carried out systematically which includes all stakeholders in the school.

In this research, the researcher used Kemmis and McTaggart CAR model. The model consists of four steps: planning, action, observation, and reflection.

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[32] Mills, G.E. (2003). *Action Research: A Guide for the Teacher Researcher.* (2nd Edition). Upper Saddle River, NJ: Pearson Education.

[33] Glenda Nugent, Sakil Malik, and Sandra Hollingsworth (2012) *A Practical Guide to Action Research for Literacy Educators*. USA: Global Operations Unit, International Reading Association, 444 N. p 4

Figure 1. Cyclical Model of Action Research by Kemmis and Mc Taggart
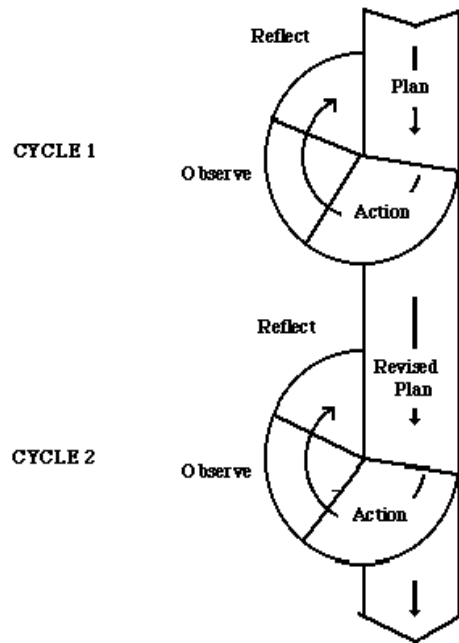
This research consisted of several cycles. Each cycle comprises of four steps: planning, action, observation and reflection. As follows:

Cycle I

1. Planning

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

2. Action

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

3. Observation

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

4. Reflection

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

   Cycle II

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

D. Technique of Collecting Data

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

1. Oral Test

   The test used to get data research result and students activities in teaching learning. There were two tests used in this research: (a) Pre-test, it was done before implementing the classroom action research (CAR), (b) Post-test, was implemented after implementing the classroom action research

(CAR). The rubric of indicators of pronunciation tests were intelligibility, fluency and accuracy that adopted from Djiwandono.[34]

2. Observation

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

3. Interview

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

E. Technique of Analyzing Data

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

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

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[34] Djiwandono, S. (2008). *Tes Bahasa:Pegangan Bagi Para Pengajar Bahasa.* Malang: PT Macanan Jaya Cemerlang. p 83

Where:

$\overline{D}$ = Mean of difference of pre-test and pos-tes

D= Difference

N= Subject of students

While the qualitative data were analyzed according to Miles and Huberman, that defined as consisting of three concurrent flows of activity data condensation, data display, and conclusion/ drawing verification. [35] Data Condensation is the process of selecting, focusing simplifying, abstracting and transforming the data that appear in written –up fields notes or transcriptions. It means that the researcher had been reducing the data before, during, after the data as well as analyzing the data. The data reduced in this study were data found in the interview transcript.

The next step was analyzing the data. It is data display. It is an organized, compressed assembly of information the permits conclusion drawing and action. By displaying the data, the researcher will easy to understand and to analyze what will happen with the data presented. In this study, the researcher would be use the multiple choices in displaying the data, because it is most common data display would be use in qualitative research.

The last step of analyze which would draw conclusion and verification. From the start of the data collection, the qualitative data analyze would begin to decide what things mean is nothing regulation, patterns, explanation, possible configuration, causal flows and preposition. The conclusion in qualitative research

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[35]Andrea Daniel, (2010), *Perception Gaps between Headquarters and Subsidiary Managers: Differing Perspectives on Subsidiary Roles and Their Implications,* Wiesbaden: Gabler, p.138

was a new discovery that can be an answer of the research problem. The conclusion was from description of the object of this study. Finally, in this step the researcher would get the result and conclusion of the research.

F. Trustworthiness

The most important thing in this research was the accuracy of the data. By using the accurate data, we will get the more an accurate data. According to Lincoln and Guba, the trustworthiness consists of some components: credibility, transferability, dependability and confirmability.[36]

To check the accurate/ trustworthiness of the research, the researcher used triangulation. Triangulation refers to the idea that multiple sources bring more credibility to an investigation[37]. There were four kinds of triangulation, they were: (a). Source triangulation, (b). Method triangulation, (c). Researcher triangulation, and (d). Theory triangulation. In this study the researcher used source triangulation and methodological triangulation.

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[36] Y.S, & Guba, E.G, (1985), *Naturalistic inquiry*. Newbury Park: CA Sage, p. 289.

[37] Marilyn Lichtman, (2010), *Qualitative Research in Education: A User's Guide*, USA: Sage Publications, p. 229

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. Research Finding

In this study, the researcher would like to describe the result of preliminary study, cycle I and cycle II, as follows:

1. Preliminary Study

In the preliminary study, the researcher administered the pronunciation test to the students in order to know their ability in pronouncing words by using drilling technique. The result of the test showed that the ability of students' pronunciation was still low. Which means that their average was under 75. (Look at appendix IX p. 76)

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

Qualitatively, the students' pronunciation is also not so good. This can be proven by the interview from one of the students, *"Susah Miss karna beda tulisan beda pengucapannya."*(Look at appendix V p.68) The researcher found that the student got difficult in pronouncing English words, because the written is different when it is spoken. This data strengthen by another data expressed by the student

two, as below *"Cara bilangnya itu susah miss jadi kadang gak semangat mau belajarnya apalagi ngomongnya"* (see appendix V p.69) here, the student said that it was difficult to pronounce the word and made him not motivated in learning English pronunciation. Two data above showed the difficulties got from the students, supported by another data from student, she stated that "*kurang suka cara belajarnya miss, karna kadang buat kita bingung jadi kadang semangat kadang enggak kalo belajar*" (See appendix V p.69) here, the student expressed that she didn't really like the way the teacher teach. Beside difficult in pronouncing words, the students are also lack motivation in learning pronunciation because it was not their habitual activity. Which's means that the teacher is rarely taught them about pronunciation.

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

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

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

Based on the result of analysis above, it can be concluded that the students' pronunciation ability was low. Therefore, the researcher would like to

improve the students' pronunciation ability through drilling technique in the next cycle.

2. Cycle I

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

a. Planning

In this step, the researcher had prepared all of the material needed; 1) preparing research instrument such as: observation guide, interview guide and documentation, 2) preparing the material that was used in drilling technique include the source/text book, and the tools that used in teaching, 3) conducting the test to measure the result of the study.

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

b. Action

Action was done by the researcher through the activities of teaching learning process by using drilling technique based on the lesson plan, including: introduction, main activity, and closing. In introduction there were some activities done by the researcher; 1) Greet the students, 2) Perform a prayer before starting the lesson, 3) Check the presence of students, 4) Provide motivation and

apperception, 5) Deliver the material to be discussed, 6) Deliver the objectives of today's meeting learning.

In main activity, there were some activities; 1) The teacher teaches how spelling and pronunciation are correct in English, 2) The teacher tells about word stress / intonation in the sentence, 3) Students are asked to pay attention to the example of the conversation contained in the book, 4) The teacher read the text and the students repeat (applied the drilling technique before conducting test in the first cycle), (5) Students are asked to read each sample to the front of the class by paying attention to word stress / intonation and pronunciation and identify adjectives contained in the text. The last activity was closing, there are some activities in this; 1) Reflections on what has been learned in this meeting, 2) Summarized lesson, and delivered plans for learning activities for the next meeting.

c. Observation

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

The result of the post test of the first cycle, it showed that the total score of the students was 1.436 and the number of students who success the test still 9 from 24 students, the mean of the students' score of the test was 58,79. The

percentage of the students' score was 37,5% . It could be seen that the students' score in the post test I was increased from the pre-test but it was still low. (look at appendix X p.77)

In this study, the researcher also used the hypothesis it was from compilation of pre-test and post-test I. It could be seen that the coefficient of $t_{observed}$ and t-table to df=N-1=24-1=23, with fact α=0.05 was 0,515 in the coefficient of $t_{observed}$ (6,67) > t-table (1,71). Thus, alternative hypothesis (H_a) cannot be received. Based on finding, alternative hypothesis (H_a) stated that drilling technique could not improve the students' pronunciation ability yet. (Look at appendix XII p.79)

The data was also obtained from interview with the students and the teacher. The result of interview with the students stated that, "*Bagus miss pke teknik ini karna kita ngulang-ngulang bacanya, tapi ya walau masih sering salah dan bingung juga cara ngucapkanyna*" (See appendix VI P. 70) the student stated that drilling technique can help her in getting well pronunciation tough she was still confuse about the sound.

The data above also supported by another data which is come from student 2, she said *"Asik, seru juga miss buat kita jadi fokus memperbaiki pengucapan yg salah"*. (See appendix VI P.70) Here, she stated that she got more focus in learning pronunciation because of the drill.

The two data above strengthen by another data which come from the English teacher, she stated *"Terdapat peningkatan ya dalam belajar pronunciation juga ketertarikan mereka untuk tau bagaimana pengucapan itu*

meningkat walau gak semua murid merasakan itu" (appendix VI P. 70) here, she find out that she the students' interest in learning pronunciation was improved.

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

d. Reflection

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

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

3. Cycle II

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

a. Planning

Here, the researcher prepared the lesson plan and more focus on the process of teaching pronunciation to the students in order to make them improved and knew well about the explanation of pronunciation. The researcher also used the technique to make the students more interested and built their attention to focus on the material. The researcher also used some brain gym to get the active situation in the class during teaching learning process.

b. Action

In action step, there were some activities which were done by the students, including: introduction, main activity, and closing. In introduction there were some activities done by the researcher; 1) Greet the students, 2) Perform a prayer before starting the lesson, 3) Check the presence of students, 4) Provide motivation and apperception, 5) Deliver the material to be discussed, 6) Deliver the objectives of today's meeting learning.

In the main activity, there were some activities had done by me, they were; 1)The researcher explained about how to pronounce well, and told about word stress / intonation in the sentence, 2) Gave some example to make the students' more understood, 3)Guided them to know the sound, word stress and the intonation, 4)The researcher applied the drilling technique in improving students' pronunciation ability, 5)The researcher asked the students to play the role in the conversation text then read it in pair in the front of the class. The last activity was closing, there are some activities in this; 1)Gave appreciation to the efforts and result of students, 2) closed the meeting by saying the greetings.

c. Observation

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

In this phase, the result of post test in the second cycle showed that the total score of the students was 1.875 and the students' mean was 78,125. The percentage of the students' score was 75% consist of 18 students' success and achieved score 75% or up. So, the post test in second cycle was categorized successful. (Look at appendix XI p.78)

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

Diagram 1.1
The Percentage of Students' Score
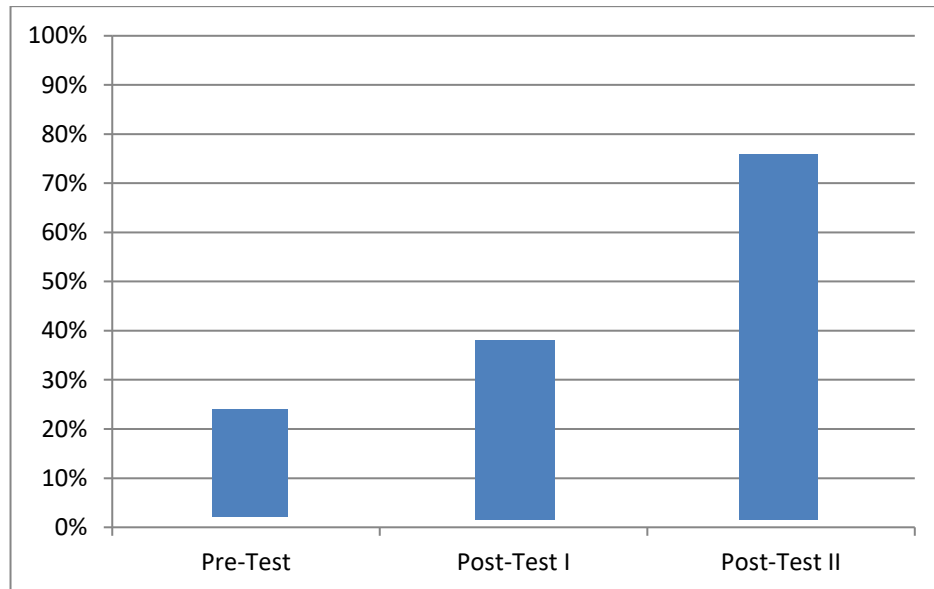
In this cycle, the researcher also used the hypothesis it was from compilation of post-test I and post-test II. It can be seen that the coefficient of $t_{observed}$ and t-table to df= N-1= 24-1=23, with fact α=0.05 was 1,71 in the coefficient of $t_{observed}$ (12.58) > t-table (1,71). Therefore, alternative hypothesis (H_a) can be received. Based on finding, alternative hypothesis (H_a) stated that drilling technique could improve the students' pronunciation. This data could be seen in the appendix XIII p.81

The data above was also supported by the data taken by the interview with the students and the teacher. Interview have done when the researcher applying the technique to the students during learning process. The result of interview with the students could be seen in appendix "*Enak miss, bacanyaannya diajari berulang-ulang habis itu kita baca sendiri buat latihan*" (see appendix VII p.71) This says that the students felt easy to understand English sound. Consequently,

they stated that the teacher explained it clearly by asking them to respond what the teacher said made them easy to understand. From the result of the interview the students above, they got easy to understand how to pronounce the English sound. Then they added by saying "*suka sama cara belajarnya miss dan mulai paham gimana mengucapkan kata dalam bahasa Inggris*". (see appendix VII p. 72) Here, the students stated that they understood how to pronounce by using drilling technique. On the other hand, they got easier to pronounce English sound because of the drill that came from the teacher's stimulus.

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

> *Teknik ini sangat baik digunakan untuk memperlancar dan memperbaiki speaking siswa khususnya untuk siswa yang baru belajar dan mengenal bahasa Inggris, akan lebih mudah bagi siswa untuk mengingat dan mengucapkan kata dalam bahasa Inggris. Selama proses pembelajaran dengan menggunakan teknik ini, respon siswa kelas 7A sangat baik, para siswa lebih semangat dan antusias untuk belajar bahasa Inggris. Proses belajar menjadi lebih baik, keadaan kelas menjadi lebih aktif dan tidak membosankan.* (Look at appendix VII p.71)

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

d. Reflection

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

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

B. Discussion

This study was conducted to find out whether the drilling technique can improve the students' pronunciation ability. This technique was one of the techniques that can be used by the other researcher in teaching English to foreign students especially to help them in improving their pronunciation ability.

Larsen-Freeman states that students will achieve communicative competence by forming new habits. This can be applied by using drilling technique which gives good pronunciation to the students as habit. Hence, Larsen-Freeman also states that the more something is repeated, the stronger the habit and the greater the learning. The result of using this technique also can be proven from Senel in his journal which stated that, drilling technique is very useful in teaching pronunciation because it can create correct and accurate pronunciation.

By using drilling technique, it may be an effective way for students in learning pronunciation. And it is believed as a technique that suitable to the foreign students to improve their pronunciation ability. In this technique, the teacher will be the centered in teaching learning process by ask the students to respond the stimulus given by the teacher.

The data were taken from the teaching and learning process during the research. The data of the research are quantitative and qualitative data. The quantitative data was obtained from students' score in pronunciation test conducted in each cycle, while the qualitative data was obtained from observation sheet and interview. Quantitative data showed that students score increased from the first test (pre-test) to the third test (post-test II). It made the students' score improved and achieved the target (Minimum Passing Grade).

Based on the qualitative data, it was taken from the result of observation and interview. It was found that the teaching and learning process ran effectively and the students more active while learning. The students' interests were increased and more focused to the researcher when she explained about the lesson.

From the explanation above, it can be concluded that the implementation of technique can improve the students' pronunciation ability. It could be seen from the quantitative data which the students' score got better in every test: pre-test, post test I, and post test II. And also it could be showed by the qualitative data which proved the researcher could control the class and the students were active and felt better and easier in learning pronunciation.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, it could be concluded that teaching pronunciation using drilling technique could improve the students' pronunciation. It could be seen from the quantitative and the qualitative data from the preliminary, until post-test cycle II. In the preliminary study, the results were obtained from both quantitative and qualitative data. Quantitatively, it showed that the students' score was low that only 5 students or 20,8% who passed the MPG and the rest of them were failed. Qualitatively, it could be seen from the observation and the interview sheet. In observation, the researcher found that the students were lack of motivation and interesting in learning pronunciation. While the result of the interview showed that they felt bored and not motivated in learning pronunciation

In post-test of cycle 1, the results were established from quantitative and qualitative data. Quantitatively, the students score were improved but still categorized unsuccessful because only 9 students or 37,5% who improved and passed the MPG. Qualitatively, the result of the observation showed that their motivation and interest in learning pronunciation was improved but still low, while in the interview sheet showed that the students was increased but they still difficult and confuse how to distinguish the sound of the word in English while learning pronunciation.

In post-test of cycle 2, the results of the research were gained from both quantitative and qualitative data. Quantitatively, it showed the students got higher score of pronunciation test after using this technique. There are 18 students or 75% were categorized successful and passed the MPG. It means that the students' pronunciation was improved. The data also strengthened by the qualitative data from the observation and the interview with the students and the teacher. it shows that they feel more excited and interested in learning pronunciation using this technique.

From the explanation above, it could be said that drilling technique was effective and suitable technique to the students in improving their pronunciation ability. One of the advantages of this technique was the students got benefit from practice and helped them memorize the sound of the words by teacher's guide or teacher's control. They will able to apply the knowledge through interaction between the teacher and the other students while practice pronouncing words because it could make the students easily to learn, and enjoy the teaching and learning process.

B. Suggestion

Based on the result of this research, the following suggestions are offered to be considered:

1. For the students

   Students are suggested to pay attention while learning English especially learning pronunciation because pronunciation is one of important element of language that should be mastered.

2. For the Eglish teacher

   The teacher is suggested to use this technique and do it maximally to improve students' pronunciation.

3. For the headmaster

   The headmaster can suggest to their English teacher to use this technique in teaching pronunciation because the result of this research show that students' pronunciation ability was improved.

4. For other researchers

   It is important for the further researcher to know the appropriate technique in teaching English and they can consider to use drilling technique in conducting the research.

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Appendix I

LESSON PLAN
Cycle I

School Name : Mts Al-Hikmah Darussalam
Subject : English Language
Class/Semester : VII/ 2
Main Material : It's Beautiful Day
Skill : Pronunciation
Time Allocation : 4 x 40 minutes

A. Core Competencies

K1 Respect and appreciate the teachings of religion.

K2 Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual assistance), courteous, confident, in interacting effectively with the social and natural environment within the reach of the association and its existence.

K3 Understanding knowledge (factual, conceptual, and procedural) is based on his/her curiosity about science, technology, art, culture related phenomena and evens that appear to the eye.

K4 Trying, processing, and presenting in a concrete realm (using, parsing, assembling, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other similar sources in point of view / theory.

B. Basic Competencies and Indicators of Competency Achievement

KI	Basic Competencies	Indicators of Competency Achievement
1.	1.1 Thankful for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning.	1.1.1 Have gratitude with the opportunity to learn English.
2.	2.1 Shows courteous and caring behavior in carrying out interpersonal communication with	2.1.1 Be caring about others by giving the right compliment.

	teachers and friends	
3.	3.1 Identify social functions, text structure, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information related to the nature of people, animals, objects in accordance with the context of their use (Note the linguistic, adjective)	3.1.1 Identify the act of giving and asking for information related to the nature of people, animals, and objects in an adjective context. 3.1.2 Identify oral and written transactional interactions
4.1	4.1 Arrange short and simple texts of oral transactional interactions that involve the act of giving and asking for information related to the nature of people, animals and objects, taking into account social functions, text structures and linguistic elements that are correct and in context	4.1.1 compile interaction texts for giving and asking for information related to the nature of people, animals, and objects in an adjective context

C. Learning Objectives

1. Students are be able to Understand the act of giving and asking for information related to the nature of people, animals, and objects in an adjective context.

2. Students are able to understand oral and written transactional interactions.

3. Students are able to pronounce the name of the person / animals and objects in an adjective context.

4. Students are able to determine the physical / personal characteristics, animals and objects.

D. Learning Materials

It's a beautiful day: Asking and giving information related to the nature of people, animals, and objects in an adjective context.

Social function: Describe, identify, criticize, give an assessment of people, animals, and objects in terms of their nature.

Language elements:

1) Statement and questions related to the nature of people, things, animals

2) Vocabulary, related to physical characteristics (red, big, dark, loud), tastes (nice, beautiful, cute), mental (clever, smart), psychological (happy, sad, disappointed, angry, wild) , moral characters (kind, good, polite)

3) Speech, word stress, intonation, spelling, punctuation, and handwriting

E. Learning Method

Scientific Approach Method (observing, asking, experimenting, associating and communicating)

Drilling Technique

F. Learning Media, Tools and Sources

1) Media

   - Pictures

2) Tools

   - Whiteboard, markers and erasers.

3) Lesson Sources

   - English relevant text book (When English Rings a Bell, publisher: Kementerian Pendidikan dan Kebudayaan).

   - Dictionary

   - Other relevant sources

G. Learning Activities

Activities	Activities Description	Time
Pre-teaching activities	Closing 1. Greet the students 2. Perform a prayer before starting the lesson. 3. Check the presence of students 4. Provide motivation and apperception. 5. Deliver the material to be discussed. 6. Deliver the objectives of today's meeting learning.	10 minutes
Whilst teaching	**Observing** 1. Students observe the learning material contained	

| activities | in the book about asking for and giving information about things, people or animals
2. Students are asked to discuss the material they have observed with the guidance of the teacher
Questioning
   1. Students ask questions about the material that has been observed with the guidance of the teacher
   2. Students answer the questions of other students with the guidance of the teacher about grammar, intonation, the meaning of the word and other things they want to know.

Gathering information
   1. Students read and understand the material in English book.
   2. Students identify the understanding, usefulness and examples of these materials.
   3. The students discuss with their peers about the material

Processing information
   1. Students are asked to pay attention to the example of the conversation contained in the book
   2. The teacher read the text and the students repeat.
   3. The teacher reviews the difficult words and asks the student to practice/ repeat it again.
   4. The teacher improves the pronunciation of students who are wrong about the conversation being read
   5. Students pay attention to the example of the pronunciation given by the teacher.
Communicating
   1. The teacher teaches how spelling and pronunciation are correct in English.
   2. The teacher tells about word stress / intonation in the sentence.
   3. Students are asked to read each sample to the front of the class by paying attention to word stress / intonation and pronunciation and identify | |

		adjectives contained in the text.	
Post-teaching activities	**Closing** 1. Reflections on what has been learned in this meeting. 2. Summarize learning outcomes today. Delivering plans for learning activities for the next meeting.		

H. Assessment

I. Oral Test

Instruction: Read some dialogues related to our material below with your friend (in pairs)

No	Indicator	Criteria	Score			
			4	**3**	**2**	**1**
	Intelligibility	*Pronounce of the whole text and its parts are heard clearly or not causing misunderstanding.*				
	Fluency	*As a whole of text can be pronounced fluently*				
	Accuracy	*Words and parts of text are pronounced accurately.*				

Notes: 4 = Pronunciation is very good and very clearly
3 = Pronunciation is good and clearly
2 = Pronunciation is unfavorable and less clear
1 = Pronunciation is not well and not clear

Bagan Batu, Mei 2019

Known by,   **Researcher**
English Teacher

Siti Rahmawati, S.Pd   **Ade Tika**

Appendix II

LESSON PLAN
Cycle II

School Name   : Mts Al-Hikmah Darussalam
Subject   : English Language
Class/Semester : VII/ 2
Main Material   : It's Beautiful Day
Skill   : Pronunciation
Time Allocation : 4 x 40 minutes

A. Core Competencies

K1 Respect and appreciate the teachings of religion.

K2 Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual assistance), courteous, confident, in interacting effectively with the social and natural environment within the reach of the association and its existence.

K3 Understanding knowledge (factual, conceptual, and procedural) is based on his/her curiosity about science, technology, art, culture related phenomena and evens that appear to the eye.

K4 Trying, processing, and presenting in a concrete realm (using, parsing, assembling, modifying, and making) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other similar sources in point of view / theory.

B. Basic Competencies and Indicators of Competency Achievement

KI	Basic Competencies	Indicators of Competency Achievement
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2.	2.1 Shows courteous and caring behavior in carrying out interpersonal communication with	2.1.1 Be caring about others by giving the right compliment.

	teachers and friends	
3.	3.1 Identify social functions, text structure, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information related to the nature of people, animals, objects in accordance with the context of their use (Note the linguistic, adjective)	3.1.1 Identify the act of giving and asking for information related to the nature of people, animals, and objects in an adjective context. 3.1.2 Identify oral and written transactional interactions
4.1	4.1 Arrange short and simple texts of oral transactional interactions that involve the act of giving and asking for information related to the nature of people, animals and objects, taking into account social functions, text structures and linguistic elements that are correct and in context	4.1.1 compile interaction texts for giving and asking for information related to the nature of people, animals, and objects in an adjective context

C. Learning Objectives

1. Students are be able to Understand the act of giving and asking for information related to the nature of people, animals, and objects in an adjective context.
2. Students are able to understand oral and written transactional interactions.
3. Students are able to pronounce the name of the person / animals and objects in an adjective context.
4. Students are able to determine the physical / personal characteristics, animals and objects.

D. Learning Materials

It's a beautiful day: Asking and giving information related to the nature of people, animals, and objects in an adjective context.

Social function: Describe, identify, criticize, give an assessment of people, animals, and objects in terms of their nature.

Language elements:

4) Statement and questions related to the nature of people, things, animals

5) Vocabulary, related to physical characteristics (red, big, dark, loud), tastes (nice, beautiful, cute), mental (clever, smart), psychological (happy, sad, disappointed, angry, wild) , moral characters (kind, good, polite)

6) Speech, word stress, intonation, spelling, punctuation, and handwriting

E. Learning Method

Scientific Approach Method (observing, asking, experimenting, associating and communicating)

Drilling Technique

F. Learning Media, Tools and Sources

4) Media

- Pictures

- Conversation video

5) Tools

- Whiteboard, markers and erasers.

6) Lesson Sources

- English relevant text book (When English Rings a Bell, publisher: Kementerian Pendidikan dan Kebudayaan).

- Dictionary

- Other relevant sources

G. Learning Activities

Activities	Activities Description	Time
Pre-teaching activities	**Opening** 1. Greet the students 2. Perform a prayer before starting the lesson. 3. Check the presence of students 4. Provide motivation and apperception. 5. Delivering the material to be discussed. 6. Deliver the objectives of today's meeting learning.	10 minutes
Whilst	**Observing**	60

| teaching activities | 1. Students observe the learning material contained in the book then read it
2. The teacher shows several pictures as additional material then the students pay attention to the picture
3. Students are asked to discuss the picture after explanation and guidance from the teacher

Questioning

1. Students ask questions about the material that has been observed with the guidance of the teacher
2. Students answer the questions of other students with the guidance of the teacher about grammar, intonation, the meaning of words and other things you want to know.

Gathering Information

1. Students read and re-understand the previous material in English student books "When English Rings The Bells"
2. Students identify examples of the material with the picture shown by the teacher
3. Students are asked to read the 10 adjectives in front of the class.

Processing Information

1. The teacher reads the conversation text contained in the book about asking for and giving information about things, people or animals and then being followed by students repeatedly.
2. Students in pairs are asked to perform role plays for the conversation.
3. Other students will listen carefully and will progress alternately.
4. The teacher improves the pronunciation of students who are wrong about the material being read then teaches about word / stress and intonation in the sentence.
5. Students pay attention to the example of the | minutes |

	pronunciation given by the teacher. **Communicating** 1. Learners are asked to identify the sound when reading the conversation 2. The teacher explains the placement of intonation and word the correct stress when talking or reading 3. Students are asked to analyze the word stress and intonation contained in the text of the next conversation. 4. The teacher asks the students to find out adjectives contained in the text and learn how to pronounce those words well. 5. After reading the text the students are asked to find out some adjectives contained in the text.	
Post-teaching activities	**Closing** 1. Reflections on what has been learned in this meeting. 2. Summarize learning outcomes today. Delivering plans for learning activities for the next meeting.	10 minutes

H. Assessment

I. Oral Test

Instruction: Read some dialogues related to our material below with your friend (in pairs)

No	Indicator	Criteria	Score			
			4	3	2	1
	Intelligibility	*Pronounce of the whole text and its parts are heard clearly or not causing misunderstanding.*				
	Fluency	*As a whole of text can be pronounced fluently*				
	Accuracy	*Words and parts of text are pronounced accurately.*				

Notes: 4 = Pronunciation is very good and very clearly
3 = Pronunciation is good and clearly
2 = Pronunciation is unfavorable and less clear
1 = Pronunciation is not well and not clear

Bagan Batu, Mei 2019

Known by,   Researcher
English Teacher

Siti Rahmawati, S.Pd   **Ade Tika**

Appendix III

OBSERVATION SHEET

Cycle I

1. English Teacher's side

Check (√) each item in the column that most clearly represent your observation.

No.	Observation Item	Category	
		Yes	No
1	The teacher greets, asks the students' conditions, check their attendance list, and give them brain gym before starting lesson.	✓	
2	The teacher introduces the new topic to the students.	✓	
3	The teacher explains about the topic; asking and giving information related to the nature of people, animals, and objects in an adjective context clearly.	✓	
4	The teacher taught them how to pronounce well in English	✓	
5	The teacher guides the students in pronouncing the conversation text.	✓	
6	The teacher checks the students' understanding.	✓	
7	The teacher ask the students to practice the pronunciation of the text	✓	
8	The teacher summarizes and reflects the lesson.	✓	
9	The teacher's instructions are clear.	✓	
10	The teacher manages the class well.	✓	
11	The teacher has good time management.	✓	

2. Students' side

Check (√) each item in the column that most clearly represent your observation.

No.	Observation Item	Category	
		Yes	No
1.	The students respond to the teacher's greeting and tell about their condition.	✓	
2.	The students are ready to learn the materials.	✓	
3.	The students deliver the question to the teacher.	✓	
4.	The students answer the question from teacher.	✓	
5.	The students give good response to the topic.	✓	
6.	The students are active during the teaching learning process.		✓
7.	The students pay attention to the material explained by the teacher about asking and giving information related to the nature of people, animals, and objects in an adjective context clearly.	✓	
8.	The students show enthusiasm during the teaching learning process.	✓	
9	The students pay attention to the teacher's explanation about how to pronounce well in English.	✓	
10.	The students show their interest in learning pronunciation using drilling technique	✓	
11	The students like the technique: Drilling Technique.	✓	
12.	The students follow the teacher's instruction well.	✓	

Bagan Batu, June 2019

Collaborator

Siti Rahmawati, S.Pd

APPENDIX IV

OBSERVATION SHEET

Cycle II

1. English teacher

No.	Observation Item	Category	
		Yes	**No**
1	The teacher greets and asks the students' conditions and then check their attendance list	✓	
2	The teacher introduces the new topic to the students.	✓	
3	The teacher explains about the topic; asking and giving information related to the nature of people, animals, and objects in an adjective context clearly.	✓	
4	The teacher asks the students to identify the language features.	✓	
5	The teacher taught them how to pronounce well in English	✓	
6	The teacher guides the students in pronouncing the conversation text	✓	
7	The teacher checks the students' understanding.	✓	
8	The teacher ask the students to practice the pronunciation of the text	✓	
9	The teacher's instructions are clear.	✓	
10	The teacher manages the class well.	✓	
11	The teacher has good time management.	✓	

2. Students' side

Check (√) each item in the column that most clearly represent your observation.

No.	Observation Item	Category	
		Yes	No
1.	The students respond to the teacher's greeting and tell about their condition.	✓	
2.	The students are ready to learn the materials.	✓	
3.	The students deliver the question to the teacher.	✓	
4.	The students answer the question from teacher.	✓	
5.	The students give good response to the topic.	✓	
6.	The students are active during the teaching learning process.	✓	
7.	The students show their interest in learning pronunciation using drilling technique	✓	
8.	The students show enthusiasm during the teaching learning process.	✓	
9.	The students pay attention to the teacher's explanation about how to pronounce well in English.	✓	
10	The teacher taught them about how to pronounce well by paying attention to the English alphabet	✓	
11	The students have willingness to use their dictionaries in order to help them learn how to pronounce.	✓	
12.	The students like the technique: Drilling Technique.	✓	
13.	The students follow the teacher's instruction well.	✓	

Bagan Batu, June 2019

Collaborator

Siti Rahmawati, S.Pd

Appendix V

Interview Sheet before the First Cycle

1. Transcript of interview with the English teacher before treatment

Researcher : Bagaimana kondisi kelas saat pembelajaran bahasanInggris berlangsung? Apakah mereka aktif memakai bahasa Inggris?

Teacher : Siswa kurang aktif dalam belajar, terus merasa malu kalo disuruh menggunakan bahasa Inggris. Mereka masih bingung gimana ngucapkan kata dalam bahasa Inggris, jadi mereka takut kalo mau ngomong nanti pengucapannya salah.

Researcher : Menurut ibu kesulitan apa saja yang dihadapi siswa dalam belajar pronunciation?

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

2. Transcript of interview with the students before treatment

With student 1

Researcher : Kamu suka pelajaran bahasa Inggris gak?

Student 1 : Sedikit-sedikit miss

Researcher : Pernah belajar pronunciation gak dikelas?

Student 1 :Pernah Miss.

Researcher : Menurutmu gimana belajar pronunciation? Gampang atau susah?

Student 1 : Susah miss karna beda tulisan beda pengucapannya

With Student 2

Researcher   : Pernah diajari pengucapan dalam bahasa Inggris gak? Gimana
                menurutmu?

Student 2   : Pernah tapi jarang. Susah miss belajar itu.

Researcher   : Kenapa? Apa yang membuat kamu sulit belajarnya?

Student 2   : Karna bahasa inggris itu susah miss, jadi kadang kurang semangat
                belajarnya apalagi belajar ngomongnya"

With Student 3

Researcher   : menurutmu bagaimana cara belajar yang digunakan ibu guru
                dalam belajar bahasa Inggris? suka gak?

Student 3   : Biasa aja sih miss

Researcher   : Kamu suka belajar bahasa inggris dengan cara ngajar ibu guru?

Student 3   : kurang sih miss, karna kadang buat kita bingung jadi kadang
                semangat kadang enggak belajarnya"

Appendix VI

1. Transcript of interview with the English teacher after Cycle 1

Researcher   : Menurut ibu apakah ada peningkatan dalam belajar siswa setelah menggunakan teknik yang saya gunakan ?

Teacher   : terdapat peningkatan ya dalam belajar pronunciation juga ketertarikan mereka untuk tau bagaimana pengucapan itu meningkat walau gak semua murid merasakan itu

Researcher   : Selain itu apa saja yang meningkat dalam diri siswa yang ibu rasakan selama pembelajaran?

Teacher   : Mereka jadi semangat ya, diajari pengucapannya berulang-ulang, terus antusiasme mereka dalam menanggapi pertanyaan-pertanyaan juga sangat bisa dirasakan peubahannya.

2. Transcript of interview with the students after Cycle 1

With student 1

Researcher   : Bagaimana pendapatmu tentang cara mengajar miss pake teknik drilling ini?

Students 1   : Bagus miss karna kita ngulang-ngulang bacanya, tapi ya walau masih sering salah dan bingung juga cara ngucapkannya

Researcher   : Apa yang kamu rasakan setelah belajar pronunciation menggunakann teknik yang miss gunakan?

Student 2   : Asik, seru juga miss buat kita jadi fokus memperbaiki pengucapan yg salah.

Appendix VII

1. Transcript of interview with the English teacher after treatment

Researcher : Bagaimana pendapat ibu tentang teknik mengajar yang saya terapkan, yaitu penggunaan *Drilling Technique* terhadap peningkatan kemampuan pengucapan siswa dalam bahasa inggris ?

Collaborator : Teknik ini sangat baik digunakan untuk memperlancar dan memperbaiki speaking siswa khususnya untuk siswa yang baru belajar dan mengenal bahasa Inggris, akan lebih mudah bagi siswa untuk mengingat dan mengucapkan kata dalam bahasa Inggris. Jika tehnik ini digunakan secara lebih maksimal, maka akan memberikan hasil yang signifikan.

Researcher : Berdasarkan pengamatan ibu, bagaimana proses belajar mengajar selama saya menerapkan teknik ini?

Collaborator : Selama proses pembelajaran dengan menggunakan teknik ini, respon siswa kelas 7A sangat baik, para siswa lebih semangat dan antusias untuk belajar bahasa Inggris. Proses belajar menjadi lebih baik, keadaan kelas menjadi lebih aktif dan tidak membosankan.

Researcher : Menurut ibu, apakah *Drilling Technique* ini dapat meningkatkan pencapaian pengucapan siswa dalam bahasa inggris?

Collaborator : Ya pastinya tehnik ini dapat meningkatkan pengucapan siswa dalam bahasa Inggris bisa dilihat dari peningkatan mereka dalam pronunciation.

2. Transcript of interview with the students after treatment

With Student 1

Researcher : Bagaimana belajar sama miss tadi?

Students 1 : Enak miss, bacanyaannya diajari berulang-ulang habis itu kita baca sendiri buat latihan.

Researcher : Suka sama teknik yang miss gunakan gak?

Students 1 : Suka…

With Student 2

Researcher   : Kamu sekarang sudah paham kan bagaimana cara pengucapan dalam bahasa inggris?

Student 2   : Paham miss sedikit-sedikit.

Researcher   *:* Cara belajar sama miss gimana menurut kamu?

Students 2   : Suka sama cara belajarnya miss dan mulai paham gimana mengucapkan kata dalam bahasa inggris

With Student 3

Researcher   :Dengan teknik drilling, kalian mengikuti apa yang diucapkan ataupun dibacakan oleh ibu agar kalian terbiasa mengucapkan kata-kata didalam bahasa inggris. pernah gak sebelumnya kalian belajar dengan menggunakan teknik seperti ini?

Students 3   : Pernah miss, tapi cuma untuk ngingat vocabulary aja

Researcher   : Selama menggunakan teknik ini, apa saja yang meningkat dalam belajar pronunciation kalian?

Student 3   : Saya jadi tau cara ngucapin kata dalam bahasa inggris miss, terus tentang intonasi membuat kita paham dengan apa yang diucapkan orang waktu ngomong.

Appendix VIII

TEST SHEETS

Task for pre-test

Instruction: Come to the front with your friend to play the roles of the speakers in the conversation and choose one of the situations you want!

Situation 1

Lisa : Dayu, do you have any pets?
Dayu : Yes, I do. I have two cats.
Lisa : I love cats! What do they look like?
Dayu : They're very **little**. They're babies, very **cute** ones. They have grey fur, **big** eyes, and each of them has a **pink** nose.
Lisa : Wow! I can imagine how cute they are.

Situation 2

Beni : Siti, your house is very **clean** and **tidy**.
Siti : It's nice to have a **clean** and **tidy** house. It can also keep cockroaches and mice away. They don't like **clean** and **tidy** places, you know.
Beni : You're right. I will keep my house **clean** and **tidy**, too. I don't want to have cockroaches and mice in my house.

Source: *When English Rings a Bell, publisher: Kementerian Pendidikan dan Kebudayaan*

Task for post-test 1

Come to the front with your friend to play the roles of the speakers in the conversation and choose one of the situations you want!

Situation 1

Lisa   : Dayu, do you have any pets?
Dayu : Yes, I do. I have two cats.
Lisa   : I love cats! What do they look like?
Dayu : They're very **little**. They're babies, very **cute** ones. They have grey fur, **big** eyes, and each of them has a **pink** nose.
Lisa   : Wow! I can imagine how cute they are.

Situation 2

Beni : Siti, your house is very **clean** and **tidy**.
Siti   : It's nice to have a **clean** and **tidy** house. It can also keep cockroaches and mice away. They don't like **clean** and **tidy** places, you know.
Beni : You're right. I will keep my house **clean** and **tidy**, too. I don't want to have cockroaches and mice in my house.

Task for post-test 2

Come to the front with your friend to play the roles of the speakers in the conversation and choose one of the situations you want!

Situation 3

Edo	: Have you seen real monkeys, Udin? I mean, not on TV or in a magazine.
Udin	: Yes, I have.
Edo	: What are they like?
Udin	: They're very **friendly** and **playful**.
Edo	: Wow! That's interesting because as far as I know, not all monkeys are **friendly**. I want to see one, too.

Situation 4

Siti	: Dayu, do you often go to the traditional market on weekends?
Dayu	: Yes, I do?
Siti	: What is it like? Is it very crowded?
Dayu	: Yes, it is. You'd better go on weekdays.
Siti	: Okay. Thank you.

Situation 5

Beni	: Edo, you look so **happy**.
Edo	: Yes, I am very **happy**. My father just bought me a new bike.
Beni	: That's **great!** What does it look like?
Edo	: It's red, my favourite colour, and it's **big**.

Situation 6

Lisa	: Mira, you cut your beautiful hair. Why did you do that? You had beautiful and shiny long hair.
Mira	: Because it's more practical. I don't have to spend much time for hair care.
Lisa	: That's good. Well, you still look amazing with that hair cut.
Mira	: Thank you, Lisa.

Source: *When English Rings a Bell, publisher: Kementerian Pendidikan dan Kebudayaan.*

Appendix IX

The students' score on Pre-Test

No.	Initial of Name	Indicator			Sum	Score	Criteria of Success ≥ 75
		Intelligibility	fluency	Accuracy			
1	AIN	2	3	3	9	75	**Success**
2	AA	1	1	1	3	25	Unsuccess
3	BS	1	2	2	5	41	Unsuccess
4	DFA	2	2	2	6	50	Unsuccess
5	FA	2	2	2	6	50	Unsuccess
6	FY	1	1	2	4	33	Unsuccess
7	FHI	3	3	3	9	75	**Success**
8	FS	1	2	2	5	41	Unsuccess
9	JA	3	3	3	9	75	**Success**
10	KNP	3	3	3	9	75	**Success**
11	KF	1	1	2	4	33	Unsuccess
12	LH	1	1	2	4	33	Unsuccess
13	MS	1	1	2	4	33	Unsuccess
14	MHA	1	2	2	5	41	Unsuccess
15	MRW	1	2	1	4	33	Unsuccess
16	NHML	3	3	3	9	75	**Success**
17	SK	1	2	1	4	33	Unsuccess
18	SR	1	1	2	4	33	Unsuccess
19	SNC	1	1	2	4	33	Unsuccess
20	TSN	1	2	1	4	33	Unsuccess
21	WPR	2	2	1	5	41	Unsuccess
22	MH	2	2	2	6	50	Unsuccess
23	SZ	1	2	1	4	33	Unsuccess
24	PI	1	1	1	3	25	Unsuccess
Total	1069						
Mean	44,54						
Percentage	20,8%						

Appendix X

The students' score on Post-Test I

No.	Initial of Name	Indicator			Sum	Score	Criteria of Success ≥ 75
		Intelligibility	fluency	Accuracy			
1	AIN	3	4	3	10	83	**Success**
2	AA	1	2	2	5	41	Unsuccess
3	BS	2	2	2	6	50	Unsuccess
4	DFA	2	3	2	7	58	Unsuccess
5	FA	3	3	3	9	75	**Success**
6	FY	2	3	3	8	66	Unsuccess
7	FHI	3	3	3	9	75	**Success**
8	FS	2	3	3	8	66	Unsuccess
9	JA	3	3	3	9	75	**Success**
10	KNP	2	4	3	9	75	**Success**
11	KF	2	2	2	6	50	Unsuccess
12	LH	2	2	2	6	50	Unsuccess
13	MS	1	2	2	5	41	Unsuccess
14	MHA	3	3	3	9	75	**Success**
15	MRW	1	2	2	5	41	Unsuccess
16	NHML	4	2	3	9	75	**Success**
17	SK	2	3	2	7	58	Unsuccess
18	SR	3	3	3	9	75	**Success**
19	SNC	2	2	2	6	50	Unsuccess
20	TSN	1	2	2	5	41	Unsuccess
21	WPR	2	2	2	6	50	Unsuccess
22	MH	3	3	3	9	75	**Success**
23	SZ	2	2	2	6	50	Unsuccess
24	PI	1	2	2	5	41	Unsuccess
Total		**1.436**					
Mean		**58,79**					
Percentage		**37,5%**					

Appendix XI

The students' score on Post-Test II

No.	Initial of Name	Indicator			Sum	Score	Criteria of Success ≥ 75
		Intelligibility	fluency	Accuracy			
1	AIN	4	4	4	12	100	**Success**
2	AA	2	3	3	8	66	Unsuccess
3	BS	3	3	3	9	75	**Success**
4	DFA	3	3	3	9	75	**Success**
5	FA	3	4	4	11	91	**Success**
6	FY	3	4	3	10	83	**Success**
7	FHI	4	4	3	11	83	**Success**
8	FS	3	4	3	10	83	**Success**
9	JA	4	4	3	11	91	**Success**
10	KNP	3	4	4	11	91	**Success**
11	KF	2	2	3	7	58	Unsuccess
12	LH	3	3	3	9	75	**Success**
13	MS	3	3	3	9	75	**Success**
14	MHA	4	3	3	10	83	**Success**
15	MRW	2	2	3	7	58	Unsuccess
16	NHML	4	4	3	11	91	**Success**
17	SK	2	3	3	8	66	Unsuccess
18	SR	3	3	4	10	83	**Success**
19	SNC	3	4	3	10	83	**Success**
20	TSN	2	3	2	7	58	Unsuccess
21	WPR	3	3	3	9	75	**Success**
22	MH	4	4	3	11	91	**Success**
23	SZ	2	3	4	9	75	**Success**
24	PI	2	3	2	7	58	Unsuccess
Total		**1.875**					
Mean		**78,125**					
Percentage		**75%**					

Appendix XII

The Statistic Analysis of the Students' Score in pre-test and Post-test Cycle 1

No	Students' Initial	Pre-test	Post-Test Cycle I	D	D ^{2}
1	AIN	75	83	8	64
2	AA	25	41	16	256
3	BS	41	50	9	81
4	DFA	50	58	8	64
5	FA	50	75	25	625
6	FY	41	66	25	625
7	FHI	75	75	0	0
8	FS	41	66	25	625
9	JA	75	75	0	0
10	KNP	75	75	0	0
11	KF	33	50	17	289
12	LH	33	50	17	289
13	MS	33	41	8	64
14	MHA	41	75	34	1156
15	MRW	33	41	8	64
16	NHML	75	75	0	0
17	SK	33	58	25	625
18	SR	33	75	42	1764
19	SNC	33	50	17	289
20	TSN	33	41	8	64
21	WPR	41	50	9	81
22	MH	50	75	25	625
23	SZ	33	50	17	289
24	PI	25	41	16	256
Total		$\sum$= **1069**	$\sum$= **1436**	$\sum$= **359**	$\sum^2$=**8195**

$$\bar{D} = \frac{334}{24} = 14{,}95$$

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

$$T = \frac{14{,}95}{\sqrt{\dfrac{\sum 8195 - \dfrac{(\sum 359)^2}{24}}{24\,(24-1)}}}$$

$$T = \frac{14{,}95}{\sqrt{\dfrac{\sum 8195 - \dfrac{(\sum 128.881)}{24}}{552}}}$$

$$T = \frac{14{,}95}{\sqrt{\dfrac{\sum 8195 - 5.370{,}04}{552}}}$$

$$T = \frac{14{,}95}{\sqrt{\dfrac{2.824{,}95}{552}}}$$

$$T = \frac{14{,}95}{\sqrt{5{,}11}}$$

$$T = \frac{14{,}95}{2{,}24} = 6{,}67$$

Appendix XIII

The Statistic Analysis of the Students' Score in Post-test Cycle I and Post-test Cycle II

No	Initial of Name	Post-Test Cycle I	Post-Test Cycle II	D	D²
1	AIN	83	100	17	289
2	AA	41	66	25	625
3	BS	50	75	25	625
4	DFA	58	75	17	289
5	FA	75	91	16	256
6	FY	66	83	17	289
7	FHI	75	91	16	256
8	FS	66	83	17	289
9	JA	75	91	16	256
10	KNP	75	91	16	256
11	KF	50	58	8	64
12	LH	50	75	25	625
13	MS	41	75	34	1156
14	MHA	75	83	8	64
15	MRW	41	58	17	289
16	NHML	75	91	16	256
17	SK	58	66	8	64
18	SR	75	83	7	49
19	SNC	50	83	33	1089
20	TSN	41	58	17	289
21	WPR	50	75	25	625
22	MH	75	91	16	256
23	SZ	50	75	25	625
24	PI	41	58	17	289
Total		$\sum$=1.436	$\sum$=1.875	$\sum$= 438	$\sum^2$= 9170

$$\bar{D} = \frac{438}{24} = 18,25$$

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

$$T= \frac{18,25}{\sqrt{\frac{\sum 9170-\frac{(\sum 438)^2}{24}}{24\,(24-1)}}}$$

$$T= \frac{18,25}{\sqrt{\frac{\sum 9170-\frac{(\sum 191.844)}{24}}{552}}}$$

$$T= \frac{18,25}{\sqrt{\frac{\sum 9170-7.993,5}{552}}}$$

$$T= \frac{18,25}{\sqrt{\frac{1.176,5}{552}}}$$

$$T= \frac{18,25}{\sqrt{2,13}}$$

$$T= \frac{18,25}{1,24} = 12,58$$

Appendix XIV

Documentation

Appendix XIV

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl.Williem Iskandar Pasar V Medan Estate 20371 Telp. (061) 6615683-6622925 Fax. 6615683
Website : www.fitk.uinsu.ac.id   e.mail : fitk@uinsu.ac.id

Nomor	: B-5642/ITK/ITK.V.3/PP.00.9/05/2019
Lampiran	: -
Hal	: **Izin Riset**

Medan, 15 Mei 2019

Yth.Ka. MTS AL-HIKMAH DARUSSALAM BAGAN BATU

Assalamu'alaikum Wr Wb

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah Dan Keguruan UIN Sumatera Utara Medan, adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

NAMA	: ADE TIKA
T.T/Lahir	: Bagan Batu, 18 Mei 1996
NIM	: 34153051
Sem/Jurusan	: VIII / Pendidikan Bahasa Inggris

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksana Riset di MTS AL-HIKMAH DARUSSALAM BAGAN BATU guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul :

"IMPROVING THE STUDENTS PRONUNCIATION THROUGH DRILLING TECHNIQUE AT SEVENTH GRADE AT MTS AL-HIKMAH DARUSSALAM BAGAN BATU IN ACADEMIC YEAR 2018/2019"

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Wassalam
An.Dekan
Ketua Jurusan PBI

Dr. Sholihatul Hamidah Dly, M.Hum
NIP. 19750622 200312 2 002

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

MADRASAH TSANAWIYAH
PONDOK PESANTREN AL-HIKMAH DARUSSALAM
BAGAN BATU KOTA KEC. BAGAN SINEMBAH KAB. ROKAN HILIR PROP. RIAU
E-mail : alhikmahsurga@yahoo.co.id
AKREDITASI C

Alamat : Jl. Darussalam No. 117 Bagan Batu Kota Kode Pos : 28992	NIS : 210190 NSS : 2120.0.91.00.5019	NSM : 121.2.14.07.0036 NPSN : 10405532

Bagan Batu Kota, 22 Juni 2019

Nomor : 422/MTs-AL/05/18/2019
Lamp : -
Hal : Izin Melaksanakan Riset

Yang bertanda tangan dibawah ini Kepala Madrasah Tsanawiyah Al-Hikmah Darussalam Bagan Batu Kota Kecamatan Bagan Sinembah Kabupaten Rokan Hilir Propinsi Riau, dengan ini memberikan izin kepada :

NAMA : ADE TIKA
Tempat/Tanggal Lahir : Bagan Batu, 18 Mei 1996
NIM : 34153051
Sem/Jurusan : VIII/Pendidikan Bahasa Inggris

Telah Melaksanakan Riset Pada Siswa Kelas VIII (Delapan) MTs Al-Hikmah Darussalam Bagan Batu Kota, sebagai persyaratan untuk melengkapi skripsi.

Demikian Surat izin ini diperbuat dengan sebenarnya, agar dapat dipergunakan seperlunya.

Kepala Madrasah

MUHAMMAD LUKMANUL HAKIM, S.Pd.I