A DESCRIPTIVE STUDY ON THE TEACHING OF
PRONUNCIATION USING DRILLING TO THE FOURTH GRADERS
OF MIN MALANG 1

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ABSTRACT: Teaching pronunciation is important in teaching English. The way of
pronouncing words can influence communication. When students cannot
pronounce well, there is a big possibility for them to have communication breakdown.
The teacher strategy in teaching pronunciation, therefore, can help them
pronounce well. The findings showed that the strategy that teacher used in teaching
pronunciation was a variety of drilling. The teacher used Active English 4 for the
teaching materials. There were some media that teacher used such as pictures and
LCD. The drilling made the students have better pronunciation and more interested in
learning English.

Keywords: teaching, pronunciation, drilling.

Teaching English is not easy because a teacher has to pay attention to various
aspects among speaking, writing, listening, and reading skills. In oral communication we
should be the speaker and the hearer. The speaker should have good pronunciation to
make the hearer understand the message that the speaker says. A speaker with good
pronunciation will make good communication. But a speaker with bad pronunciation will
cause communication breakdown. In other words, if mispronunciation happens there will
be miscommunication between speaker and hearer.

Pronunciation is an English component that should be mastered. The role of
pronunciation in schools has varied widely from having virtually no role in the grammar-
translation method to being the main focus in the audio-lingual method where emphasis is
on the traditional notions of pronunciation, minimal pairs, drill and short conversation
(Castillo, 1990). Drilling is one of the ways that teachers always use in teaching
pronunciation.

In elementary school, teaching pronunciation is one aspect that has to be taught
intensively. Teaching pronunciation can train the students to pronounce words correctly.
One of the ways to practice pronunciation is drilling. Drilling simply involves the teacher
saying a word, and getting the class to repeat it. Being able to drill properly is a basic and
fundamental language teaching skill. Drilling has stayed with test classroom technique and
been used as the model. Drilling aims to help students achieve better pronunciation of language items, and to remember new items. During the teaching learning process using drilling, students are most dependent on the teacher. Based on the illustration above, the teaching of pronunciation is not easy because the teacher must be careful in some aspects, for example: teaching pronunciation by knowing the position of the lips, the jaw, and the tongue. They teach not only the articulation but also stress and intonation of words.

The researcher developed an interest in observing and studying the teaching pronunciation, with regard to the errors that learners possibly impact on successful communication. The researcher observed that pronunciation tended to be neglected in classes, and that when it was addressed, this was often only done in reaction to specific problems that occurred in class. Derwing and Murno (2005:375) state that “the study of pronunciation has been marginalized, teachers are often left to rely on their own intuition with little direction”. This relates to (2004) review of research and implications for teaching, in which he says that many teachers are unsure of the effectiveness of pronunciation for intelligibility and communication. Considering the issue of pronunciation, the researcher conducted this research to find out the strategy of teaching pronunciation using drilling in MIN Malang 1, which teaches pronunciation in every English lesson.

METHOD

This study is a descriptive qualitative that uses procedures of non-numerical data, for example interviews, case studies, or participant observation. This research aimed to describe the teaching of pronunciation to fourth graders at MIN Malang 1, what strategy was used by the teacher in teaching pronunciation to the fourth-grade students of MIN Malang 1, what materials were used by the teacher in teaching pronunciation in the fourth grade students of MIN Malang 1, and what kinds of media were used by the teacher in teaching pronunciation to the fourth grade students of MIN Malang 1.

FINDINGS AND DISCUSSION

Based on the observations which were conducted on 1 March 2013- 31 March 2013
in the fourth grade, it was found that the strategy that the teacher used in pronunciation was drilling. In teaching pronunciation the teacher used chaining drill, song, and flash cards. The teaching materials for the fourth grade students of MIN Malang 1 were chosen in accordance with the themes.

Teaching materials are one of the primary components of teaching learning process. The most important aspect of deciding the teaching materials is the content. The content must be suitable with the teaching objective and students’ age. Absolutely, materials for young learners are in contrast with materials for adult learners. The teaching materials for the fourth grade students of MIN Malang 1 were chosen in accordance with the themes. All of the materials were taken from the coursebook namely Active English 4. The book is written by Consultative Group of English Education.

At the supporting component for teaching English, the teacher provided some media for teaching pronunciation. There were some media used by the teacher in teaching pronunciation. The media were simple and effective.

The first media was picture and LCD. The school facilitated each classroom with LCD projector and audio system. The teacher gave students interesting pictures of pets using LCD. The teacher showed the pictures by means of LCD. With this media students understood the materials that we talked about. Some students had not known what ducks were. But when the teacher showed the picture of a duck, all of the students knew. The teacher used this material by giving students questions based on the pictures i.e. “what animal is this?”, and almost all of the students could answer this question.

The second media used were flashcards. The teacher began to show flashcards one by one. She said loudly: fly, frog, flower, forest, fork, lips, football, and flood. She taught vocabulary by using flashcards to students. The teacher gave students familiar words, so students would understand better. Every card had an interesting picture. The students gave their appreciation very well. Sometimes the teacher asked the students to pronounce the vocabulary in the form of simple sentence i.e. “it is a fly”.

The other media that was used by the teacher and the students during the learning process was language laboratory. The students were facilitated to watch any video or listen to the songs that were prepared by the teacher. There were magazines, story books, puppets and toys that they could use in the teaching learning process.
CONCLUSIONS AND SUGGESTIONS

Conclusions

Several points that can be concluded from this study about the teaching of pronunciation at MIN Malang 1 are in the following. In terms of the teaching techniques, the teacher of MIN Malang 1 was qualified. She applied various teaching techniques in the teaching learning process in order to motivate the students to be active in the class. The teaching techniques used were chinning drill, song, and flash cards. Those techniques seemed to be applicable in the classroom. The students also liked the technique used by the teacher in teaching pronunciation.

In relations to the second problems, the material that the teacher used in the teaching learning process was a coursebook. The coursebook that the teacher and the students used at MIN Malang 1 was English Active 4. All of the students had it. Almost all of the materials that the teacher gave them were related with the coursebook.

In terms of the media, the teacher employed teaching media such as pictures, flashcards, and LCD. The class was full of media such as toys, CD, puppets, etc. Unfortunately, during the observations, the teacher did not use the media that had already been in class.

Suggestions

Teachers are very important figures in teaching and learning activity in the classroom. Teachers should prepare the teaching preparation stage to guide their students in the teaching and learning activity. They should be able to prepare the media used for teaching although they are busy with their work, improve their knowledge to support the students in learning, and be a good model for the students in the classroom.

This research aimed at describing the teaching pronunciation at MIN Malang 1 from these following aspects: the teaching technique, the material used, and the media used. There are still many aspects that can be researched for future researches such as: the effectiveness of chinning drill in teaching pronunciation, the use of song in teaching pronunciation, and the effectiveness of flash cards in teaching pronunciation.
REFERENCES


