

THE USE OF DRILLING TECHNIQUE IN LEARNING STRESS PATTERN OF ENGLISH WORDS

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Abstract

Drilling means listening to a model, provided by the teacher, or a tape or another student, and repeating what is heard. This is a repetition drill, a technique that is still used by many teachers when introducing new language items to their students. The teacher says (models) the word or phrase and the students repeat it. Drilling provides learners with intensive practice in hearing and saying particular words or phrases. They can help learners get their tongues around difficult sounds or help them imitate intonation that may be rather different from that of their first language. It is a right choice to learn stress pattern of English words because students can memorize those patterns easily and quickly. Intonation patterns that are crucial to meaning may also be usefully practised through drilling.

Keywords: *Drilling, Word, Stress Pattern*

Abstrak

Drilling berarti mendengarkan suatu model, yang diberikan oleh dosen, kaset atau mahasiswa lain, dan mengulangi apa yang didengar. Ini adalah latihan pengulangan, sebuah teknik yang masih digunakan oleh banyak dosen ketika memperkenalkan materi bahasa baru kepada mahasiswanya. Dosen mengucapkan (mencontohkan) kata atau ungkapan tersebut dan mahasiswa mengulangnya. Drilling memberi kesempatan mahasiswa untuk latihan intensif dalam mendengar dan mengucapkan kata atau frasa tertentu. Teknik tersebut dapat membantu mereka memahami bunyi-bunyi yang sulit atau membantu mereka meniru intonasi yang mungkin agak berbeda dari bahasa pertama mereka. Mempelajari pola tekanan kata-kata bahasa Inggris merupakan pilihan yang tepat karena mahasiswa dapat menghafal pola tersebut dengan mudah dan cepat. Pola intonasi yang penting bagi makna juga dapat dipraktikkan dengan berguna melalui drilling.

Kata Kunci: *Drilling, Kata, Pola Penekanan*

1. INTRODUCTION

Learning English is one of the important lessons that students must master because English is the second language used. Learning English cannot be separated from learning the four main of language skills, such as listening, speaking, reading, and writing. The goal of learning English is students are able to communicate well orally and in writing. Speaking is one of the important skills in communication. Stress pattern is one of the elements that influence the speaking skill. According to Harmer (2007, p. 42), stress is the term we use to describe the point in a word or phrase where pitch change, vowels lengthen and volume increase. Stress is vitally important in conveying meaning in phrases and sentences. Kelly (2000, p. 66) states that each stressed syllable, in a word in isolation, also has a change in the pitch or the level of the speaker's voice, and the vowel sound in that syllable is lengthened. Another idea of word stress is suggested by comparing it from sentence stress. It is called word stress when it happens in the work environment including the compound. On the contrary, it is called sentence stress when it occurs in a sentence (including phrase) that represents a form of connected speech. In this case, stress can happen both in sentence and word. According to Kirkpatrick (2007, p. 165), in languages such as English that are described as stress-timed, there is roughly an even duration between successive stressed syllable, while languages in which each syllable is pronounced with approximately the same length of time are classified as having a syllable-timed rhythm. From the definitions above, it can be concluded that the definition of word stress is the prominence in a word created by air pressure given to certain syllables which function to distinguish meaning. Word stress is the emphasis a speaker places on a specific syllable in a multi-syllable word. In principle, stress alone could serve to distinguish words, but in reality, it seldom does. Minimal pairs in English which are distinguished by word stress, such as 'insight/incite', are rare. However, that faulty suprasegmental aspects of speech can impact on intelligibility and that word stress constitutes a significant part of suprasegmental speech. There is evidence to indicate that intelligibility and comprehensibility are undermined specifically by faulty word stress. Faulty prosodic features including word stress may affect comprehension more adversely than segmental. This misunderstanding of word stress can have a significant impact beyond the language lab or classroom.

Drilling can be applied to introduce new language to the students by listening to what the teacher said or listening to a radio as a model. According to Lamsal (2011), drilling is a method applied in teaching language in order to teach the students to speak using the structure of new language. Drilling technique can be applied by listening to

what the teacher said. Moreover, the students can listen to a radio or tape, then the students repeat the vocabulary together or it can be one by one. The function of drilling method is to introduce the new language and new vocabulary to the students. The students can learn the pronunciation, stress, and intonation from drilling. This technique uses drill and repetition to make students understand better about the material. Drilling makes students pronounce accurately and correctly in speaking. According to Asih (2007), stated that drilling method can be effectively used for pronunciation of the students. Drilling method can be a method to train students to pronounce correctly and clearly. In addition, it is to train the fluency and accuracy of pronunciation. Moreover, Khakim (2015) argued that drilling method helps the students' memorization to speak English language with good pronunciation. The teachers can teach the students by using drilling method to make them remember and produce the words clearly. It can be concluded that drilling method can train the students to pronounce the words accurately and correctly in speaking. It can be concluded that drilling is the right choice to learn stress pattern of English words pronunciation.

2. METHODOLOGY

Design of the research in order to solve the problem, the researcher designed quasi-experimental research. This research intended to find out whether drill technique could improve students' speaking achievement. So, this research conducted this quantitative research which used pre-test, treatment. and posttest design. Pre-test is administered before the treatment of teaching phonology through drill technique is implemented, to see the students ability in practicing stress pattern. Then, there were the treatments of teaching stress pattern by using drill technique and without drill technique. The researcher will do treatments using drill technique in experimental class. The post-test was administered afterward to analyze how the improvement of their achievement in practicing stress pattern of English words by using drill technique.

3. FINDINGS AND DISCUSSIONS

This research was done at the third semester of English literature students. The researcher conducted this research for 2 weeks. The researcher takes two class a sample, the researcher used cluster sampling in this research. From using cluster sampling the researcher got two class as a sample. The researcher did this research start from on December till January. The researcher present the data from the test, the test are pre test,

treatment and post test. The result of control class and experimental class is different. The result of control class is 16,88, and Experimental class is 18,92. Experimental class is higher than control class. This result is significant. To know there is significant between control and experimental class, t-test was higher than t-table. To see the significant between pre test and post test in experimental class, the researcher used a formula to be compared between the score of pre test and post test. The formula of t-test is used to analyze the result of the test. It was to know whether there is statistical difference between pre test and post test experimental and control class. The statistical analysis of t t-table also used to know was hypothesis accepted in this research. Based on the calculation of the statistical analysis, the value of t t-test was 2,9288, this value is higher than the value of t-table 1.68 at the degree freedom (df) $37+37-2=72$ and the level of confidence 0.05 (5%). It means that the effect of drilling technique as a technique of teaching English more effective than common method.

Based on the analysis, the researcher was found that there is better improvement who were taught by using drilling technique and those who were not. It can be seen from the value of pre test and treatment in both groups. Drilling technique was given as the treatment in experimental group. Before the treatment was conducted in this group, the students just listened to teacher explained the procedure of using drilling technique about the material. The students are looked motivated, because they had a new innovation and they can express their idea when they learned English speaking by using drilling technique. They could increase their speaking with this technique. They are active when they applied this technique. They made a dialogue with their friends and then they tried to add a few words. After that the students practice the dialogue with their friends. They are not bored with English subject. In control class also happened a good activities. However, because they were learning the speaking especially about stress pattern with the similar way they knew before, they were likely bored when the learning process. They are only read the book and memorize it. There were no new innovations happened in this group during class activity. After the teacher got pre-test result, the researcher found the significant difference of their score in the experimental and control class. It can be seen from the result of their test.

4. CONCLUSIONS

Based on the research finding and discussions, it could be concluded that using drilling technique can improve their effect to speaking ability especially about stress pattern of English word. The result of the analysis based the value of mean score of

students' speaking achievement by using drilling technique was higher than the mean score of students' speaking achievement not using drilling technique. The researcher got mean score of Post test in Experiment class is 72,56 and the mean score of post test in Control class is 63,91. The researcher has computed these two means score by using t-test formula: the value of t-test was higher than the value of t-table. Based on the calculation of T-test, the researcher got score $2,988 > 1,68$. It means that there was a significant difference on the students' improve that was taught using drilling technique. In this research, that there is the effect of using drilling technique towards students' speaking achievement especially about stress pattern of English words.

5. REFERENCES

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