

# THE USE OF TESTING, DEMONSTRATING, PRACTICING AND REVISING (TDPR) TECHNIQUE TO IMPROVE STUDENTS' ABILITY IN PRONOUNCING PLOSIVE CONSONANTS FOR THE ELEVENTH GRADER OF SMKN 1 PRAYA TENGAH IN ACADEMIC YEAR 2016/2017

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## Abstract

Testing, Demonstrating, Practicing and Revising (TDPR) technique is a technique which includes testing, demonstrating, practicing and revising activities to know and improve the students' pronunciation ability. Deriving from the importance of pronunciation, the main purpose of the current study is to investigate the use of Testing, Demonstrating, Practicing and Revising (TDPR) technique to improve the students' ability in pronouncing plosive consonants. Based on the purpose of the study, a series of classroom activities with TDPR technique was done. In gathering the data, the researcher applied a quasi experimental research method. Pre-test and post-test were distributed to 72 students of SMKN 1 Praya Tengah. The result of the study has revealed that there was a significant difference between the mean of pre-test and the post-test,  $t\text{-test } 5.10 > t\text{-table } 1.994$ , it means that the null hypothesis ( $H_0$ ) is rejected meanwhile alternative hypothesis ( $H_a$ ) is accepted. It proved that the TDPR technique can improve students' ability in pronouncing plosive consonants.

**Key Words:** *TDPR technique, Pronunciation, Plosive Consonants.*

## A. Introduction

According to Varasarin (2007), pronunciation is a key element of the learning of oral skills in a language. The teacher needs to realize how important pronunciation is. Students who cannot pronounce well cannot express what they intend to and may lose their confidence too. Realizing the importance of pronunciation, teachers should be able to convince students so that they have willingness to improve their English pronunciation. The pronunciation teaching is not expected to get students to have native-like pronunciation but the students can achieve at least the minimum requirement of good pronunciation. They are expected to speak accurately and fluently. So, students should have good pronunciation so that what they express can be heard clearly and understood by people they interact with. To get students have good pronunciation, teachers can provide activities that can improve students' pronunciation.

However, not all teachers are aware of pronunciation teaching. They sometimes take the pronunciation of the students for granted. Teaching grammar, memorizing words and understanding texts seem to be regarded more important activities than providing activities to help students improve their English pronunciation.

Those conditions also happened at SMKN 1 Praya Tengah. Based on the researcher observation, researcher found that the teacher did not give much time to enhance students' pronunciation. Student tended to learn English word for word and to memorize the pronunciation of individual English words. They were unable to use the phonetic symbols to remember unfamiliar words. There were students who did not possess good intonation when reading their task results. They make many mistakes in

pronouncing whether the vowel and consonants sound especially in pronouncing the plosive consonants sounds.

### **1. Research Question**

Based on the background of study above, the researcher then formulated a research question as follow:

Does the use of TDPR technique can improve students' ability in pronouncing plosive consonants at the eleventh grader of SMKN 1 PRAYA TENGAH in academic year 2016/2017?

### **2. Purpose of the Study**

The purpose of this study is to investigate that whether the Testing, Demonstrating, Practicing, and Revising (TDPR) technique can improve students' ability or not in pronouncing plosive consonants at the eleventh grader of SMKN 1 PRAYA TENGAH in academic year 2016/2017.

## **B. Review of related literature**

### **1. Definition of Pronunciation**

According to Yates and Zielinski (2009), pronunciation refers to how we produce the sounds that we use to make meaning when we speak. It includes the particular consonants and vowels of a language (segments), aspects of speech beyond the level of the individual segments, such as stress, rhythm and intonation (suprasegmental aspects) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.

### **2. Features of pronunciation**

#### **a. Segmental features**

#### **1) Consonants**

Consonants are speech sounds produced by creating an obstruction in the mouth for the air flow from the lungs. The English consonants have twenty four consonant sounds /p/, /b/, /t/, /k/, /g/, /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/, /r/, /tʃ/, /dʒ/, /m/, /n/, /ŋ/, /l/, /j/, and /w/.

The consonants used in the study are classified based on the manner of articulation. The various terms used are explained in the following.

#### **a) Plosive**

Formed by complete closure of the air-passage during an appreciable time, the air is compressed (generally by action of the lungs) and on release of the closure issues suddenly, making an explosive sound or 'plosion'. The English sound of plosive /p/, /b/, /t/, /d/, /k/, /g/.

#### **b) Affricate**

The soft palate being raised on the nasal the resonator shut off, the obstacle to the airstream is formed by a closure made between the tip, blade and rims of the tongue and the upper alveolar ridge and side teeth. At the same time, the front of the tongue is raised toward the hard palate in readiness for the fricative release. Affricative is formed as plosive consonants, but with slower separation of the

articulating organs, so that corresponding fricative is audible as the separation takes place. The English sound of affricative /tʃ/, /dʒ/.

c) Nasal

Formed by a complete closure in the mouth, the soft palate being, however, lowered so that the air is free to pass out through the nose. The English sounds of nasal /m/, /n/, /ŋ/.

d) Lateral

Formed by a complete closure an obstacle in the center of the air-channel but leaving a free passage of the air on one or both sides of the obstacle. The English sound of lateral /l/, /r/.

e) Fricative

Let us now distinguish between complete closure and another, less extreme, degree of constriction: close approximation. Sounds which are produced with this kind of constriction entail a bringing together of the two articulators to the point where the airflow is not quite fully blocked: enough of a gap remains of the air escapes. Sounds of this sort are referred to as fricatives. It is formed by narrowing the air-passage to such an extent that the air in escaping produces audible friction. The English sound of fricative /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/, /r/.

f) Semi-Vowel

A voice gliding sound in which the speech organ start by producing a weakly articulate vowel of comparatively small in inherent sonority and immediately change to another sound of equal or greater prominent, the sounds of English semi-vowel /j/, /w/.

## 2) Vowels

Vowel sounds are produced with a relatively free flow of air. They are all typically voiced. To describe vowel sounds, we consider the way in which the tongue influences the 'shape' through which the airflow must pass (Yule, 2006). English vowels have twenty two vowel sounds /i:/, /ɪ/, /e/, /æ/, /ɑ:/, /ɒ/, /ɔ:/, /ɔ/, /u:/, /ʊ/, /ʌ/, /ɜ:/, /ə/, /eɪ/, /aɪ/, /əʊ/, /aʊ/, /ɔɪ/, /ɪə/, /eə/, /ʊə/.

### b. Suprasegmental Features

According to Brinton et al. (1996), Suprasegmentals consist of:

- 1) Intonation. The term intonation refers to a means for conveying information in speech which is independent of the words and their sounds. Central to intonation is the modulation of pitch, and intonation is often thought of as the use of pitch over the domain of the utterance.
- 2) Word stress, is the relative degree of force or emphasis that words or parts of words have when they considered (or spoken) individually or in isolation (as in dictionary). There are two level of word stress: primary stress and secondary stress. The syllable that is pronounced loudest or with the greatest emphasis in a word receives the primary

stress. Likewise, the syllable that is pronounced with a little less emphasis than the one which has the primary stress receives the secondary stress.

- 3) Sentence stress refers to stress placed on particular words within a sentence or phrase. It is often used to emphasize (focus attention on) particular words or the ideas associated with them, and this can change or clarify the meaning of a sentence.
- 4) In English, stress is most dramatically realized on focused or accented words. For instance, consider the dialogue:  
“Is it brunch tomorrow?”  
“No, it’s dinner tomorrow.”  
In it, the stress-related acoustic differences between the syllables of “tomorrow” would be small compared to the differences between the syllables of “dinner”, the emphasized word. In this emphasized word, stressed syllables such as “din” in “dinner” are louder and longer.
- 5) Rhythm. The literal meaning of rhythm is a strong regular repeated pattern of sounds or movements (New Oxford Advance Learners’ Dictionary 7<sup>th</sup> edition, 2006).

### **3. Teaching pronunciation**

#### **a. Importance of Teaching Pronunciation**

Pronunciation is as important for a foreign language learner as grammar, vocabulary or any other aspect of the language (Paul, 1981). Yates and Zielinski (2009) clarify that pronunciation is important because it does not matter how good a learner’s vocabulary or grammar is if no one can understand them when they speak and to be understood, a learner needs a practical mastery of the sounds, stress, rhythm and cadences of English and how they fit together in connected speech. Learners with good pronunciation will be understood even if they make errors in other areas, while those with unintelligible pronunciation will remain unintelligible, even if they have expressed themselves using an extensive vocabulary and perfect grammar. What is more, people are likely to assume that they don’t know much English, and – worse – that they are incompetent or even stupid.

Pronunciation, an indispensable ingredient of success in learning a foreign language, helps to communicate with a foreign language user, for which clear and understandable pronunciation is needed. Clear pronunciation not only provides learners with opportunities to communicate with native speakers but also makes themselves to be understood (Chen, 2006).

#### **b. Goals in Pronunciation Teaching and Learning**

According to Morley (1999) as cited in Celce-Murcia (2006), there are four realistic goals in pronunciation teaching. They are:

- 1) Functional intelligibility

Intelligibility is defined as spoken English in which an accent, if present, is not distracting to the listener. Since learner achieves an accent-free pronunciation, we are setting our students up for failure if we strive for native like accuracy. So, it is fine for learners still own their accent when they speak English.

- 2) Functional communicability  
It is the learners' ability to function successfully within the specific communicative situations he/she faces. If we teach how to employ pauses, pitch movement and stress to achieve communicative goals, they will have attained a great deal of "functional communicability".
- 3) Increased self-confidence  
Self-confidence should be possessed by students so that they can speak and be understood.
- 4) Speech monitoring abilities  
By teaching learners to pay attention to their own speech as well as that of others, we help our learners make better use of the input they receive.

**c. Difficulties in Teaching Pronunciation**

Students of spoken English or any other spoken language is faced at the outset with difficulties of five kinds in the matter of pronunciation (Jones, 1960). They are follows:

1. Students must learn to *recognize* readily and with certainty the various speech-sounds accuring in the language, when he hears them pronounced; he must moreover learn to *remember* the accoustic qualities of those sounds.
2. Students must learn to make the foreign sounds with their own organs of speech.
3. Students must learn to use those sounds in their proper places in connected speech.
4. Students must learn the proper usage in the matter of the 'sounds-attributes' or 'prosodies' as they are often called (especially length, stress and voice-pitch).
5. Students must learn to catenate sounds, i.e. to joint each sound of sequence on to the next, and to pronounce the complete sequence rapidly and without stumbling.

**d. Teaching Pronunciation Technique**

Kelly (2006: 16 - 22) offers several techniques and activities to improve students' pronunciation:

1. Drilling.  
Drilling is a basic way of practicing pronunciation in the classroom. The teacher gives the model first and students imitate what the teacher says. There are variations of drilling which can be done in the classroom. First, choral drilling is a way to drill the whole students. By

doing this, students can build confidence. Secondly, chaining is one of the way to help students" difficult sentences.

Chaining is done through isolating certain parts of sentence, modeling them separately for students to repeat and gradually building the sentence up until it is complete. Thirdly, „open pair“ drilling, where, for example, question and answer drills might be set up across the class, with one student (S), another responding, and soon. Finally, substitution drilling is another variation. This involves drilling a structure, but substituting items of vocabulary into sentence. Kelly adds that drilling is something important for students both in lower or higher level. By drilling, they can make sure of how they pronounce the words while their vocabulary is increasing.

2. Minimal pairs and related activities.

In minimal pairs activity, teachers provide students pairs of similar words in which they have one or more different phoneme. In this activity, the students can realize that if they mispronounce one phoneme, the meaning of words can change.

3. Pronunciation and spelling activities.

These activities can help students to find relation between how words are spelled and how to pronounce them. These activities can use homographs and homophones as the references. Homographs are words that have same spelling but different pronunciations (Why don't you read this book? And I've already read it.) Meanwhile, homophones are words that have same pronunciation but different spelling (write and right; there, their and they're). Another related activity is in a discovery type exercise like the example below: hat hate kit kite cut cute in that activity, students can recognize how the vowel sound changes when the letter e is added.

4. Taping students" English.

Tapes can be made while students are engaged in language practice activities, and used for all manner of language difficulties, but especially those concerned with pronunciation.

5. Listening activities.

Listening activities can bring authentic materials into classroom. This activity can encourage students to notice features related to pronunciation.

6. Reading activities.

In reading activities, many teachers stage their activity by asking students first to do an exercise in order that students can get the gist of the text they are reading. In reading, the teacher can encourage students to read aloud the text and then he can monitor their pronunciation. Though there are pros and cons related to this kind of activity, Kelly assures us that reading aloud offers opportunities for the study of the links between spelling and pronunciation, of stress and intonation, and of the links between words in connected speech.

7. Testing, Demonstrating, Practicing and Revising (TDPR) Technique.  
Other technique proposed by some researchers to teach pronunciation is called Testing, Demonstrating, Practicing and Revising (TDPR) technique. It is a technique which includes testing, demonstrating, practicing and revising activities to know and improve the students' pronunciation ability.

#### 4. Testing, Demonstrating, Practicing and Revising (TDPR) Technique

Fitriani (2012) stated the steps of teaching pronunciation using Testing, Demonstrating, Practicing and Revising (TDPR) technique as follows:

1. **Testing** - Researcher gives some words pronounced (in this study are the words contained English plosive consonants sound) to be pronounced by the students as testing, the purpose of the testing is to know the students' ability in pronunciation.
2. **Demonstrating** - Researcher introduces English symbols (Plosive consonants symbols) and demonstrates how to pronounce the sounds in the right manner.
3. **Practicing** - Students are given opportunity to practice the sounds in the right manner as researcher explained.
4. **Revising** - Researcher revises students' mistake in pronouncing the words (words contained English plosive consonants sounds).

#### 5. Plosive consonants

Plosives occur when a complete closure is made somewhere in the vocal tract. Air pressure increases behind the closure, and is then released "explosively". Plosive sounds are also sometimes referred to as stops (Kelly, 2000). According to Claire-A.Forel & Genoveva Puskás, 2005, plosives are sounds in which there is a complete closure in the mouth, so that the air is blocked for a fraction of a second and then released with a small burst of sound, called a plosion (it sounds like a very small explosion).

There are three types of plosive in English, they are as follow:

- a) Bilabial plosives (/p/ and /b/)  
A bilabial (from bi- *two* and labia- *lip*) plosive is a sound in which the flow of air out of the body is interrupted by closing the lips together. English has two bilabial plosive --- /p/ in which the vocal cords are not used (voiceless) as in *pizza* and *pepper*, and /b/ in which they are used as in *boy* and *trouble*.
- b) Lingua-alveolar plosives (/t/ and /d/)  
A lingua-alveolar (from lingua- *tongue* and alveolar- the *ridge just behind the front upper teeth*) plosive is a sound in which the flow of air out of the body is interrupted by touching the tongue to the alveolar ridge ---- the part of the roof of the mouth, just behind the upper front teeth. English has two lingua-alveolar plosives ---- voiceless /t/ as in *top* and *must*, and /d/ which is voiced as in *dog* and *troubled*.
- c) Lingua-velar plosives (/k/ and /g/)

A lingua-velar (from *lingua- tongue* and *velar- the velum or soft palate*) plosive is a sound in which the flow of air out of the body is interrupted by touching the back of the tongue to the velum ---- the soft part of the roof of the mouth farthest from the front teeth; it's about as far back in the mouth as can be reached with the tip of the tongue. English has two lingua-velar plosives ---- voiceless /k/ as in *cook* and *ask*, and /g/ which is voiced as in *dog* and *good*.

## **6. Teaching pronunciation by using TDPR technique**

Adopted from Kenworthy (1987:1-2), there are several roles of the teacher in pronunciation teaching. The teacher is responsible for:

1. Helping learners hear sounds. The teacher needs to provide help for learners to perceive sounds. Learners are affected by their native language, thus teachers need to check whether they hear sounds that belong to appropriate categories and help them to develop new categories if necessary.
2. Helping learners make sounds. The sounds of English are different from Bahasa and ethnic languages existed in Indonesia. Some sounds do not occur in our languages. Thus, if students find difficulty in imitating new sounds, the teacher needs to give them some hints to help them imitate the sounds.
3. Providing Feedback. After both activities above are conducted, the teacher needs to tell the learners how they are doing. The learners often do not know whether they are right. Thus, the teacher needs to give information about their performance).
4. Pointing out what is going on. Teacher needs to tell the learners what to pay attention to and what to work on. Learners sometime may miss something important when they speak. For example, they may use inappropriate stress. It can lead to misunderstanding since it can have different meaning.
5. Establishing priorities. Learners may know what features are different from their native but do not know how important it is. Learners may notice that their pronunciation is not like the way English people do it, and they try to change this but their effort is misplaced since the feature they want to improve is not essential for intelligible speech. Teachers need to make learners focus on something important for them.
6. Devising activities. Teacher needs to design pronunciation activity which is helpful and can make improvement. Teacher also needs to suit which is the most appropriate activity for the learners.
7. Assessing progress. This is to give information to the learners how they are doing. It is important to tell learners about their progress.



## **Method**

### **1. Resign Design**

This research applied a quasi experimental research method where the research treated two classes of the students without randomization. The first class was experimental group, the second class was control group. The researcher treated the experimental group by using TDPR technique in teaching pronunciation especially plosive consonants and the control group by the other technique.

### **2. Population and Sample**

#### a) Population

The population of this research was all of the students at the eleventh graders of SMKN 1 PRAYA TENGAH in academic year 2016/2017 with the total number of population were 439 students.

#### b) Sample

The researcher took two classes as the sample, they were XIPM with 37 students as the experimental group and XIMM2 with 35 students as the control group. So, the total number of sample in this research were 72 students from two classes.

### **3. Instruments of Research**

The instrument of this research were test (pre-test and post-test (list of words to be pronounced)) and recording. Researcher asked the students to pronounce 20 words which contain English plosive consonants sound.

### **4. Data Collection Procedures**

In gathering the data, the researcher gave pre-test, treatment, and post-test to the students which consist of eight meetings.

#### 1. Pre-test

The researcher began with pre-test. The researcher gave the pre-test to all of the students whether in experimental and control class. The researcher asked the students to pronounce the words consist of plosive consonants given by the researcher. This is to know the ability of the students in pronouncing plosive consonants before treatment.

#### 2. Treatment

The researcher gave the treatment to the students after pre-test. In this treatment, the researcher gave treatment eight times or eight meetings to the students by using TDPR technique in teaching pronunciation especially plosive consonants. The experimental group got the treatment by using TDPR technique, and the control group got the treatment by using other technique. After eight meetings, the researcher gave the post-test.

#### 3. Post-activity

In this stage, researcher concluded and reinforced the material, did the reflection and then assigned students. While the control class was given the pre-test and post-test using other technique.

## 5. Data Analysis Procedures

The first step was calculating the scores of students. The data gained was used to test whether or not the using of Testing, Demonstrating, Practicing and Revising (TDPR) technique can improve students' ability in pronouncing plosive consonants. The standard deviation scores of both groups and testing the significance of the two deviations. To analyze the data obtained, the data used descriptive method of analyzing. To analyze the result of the document, the following steps were wisely applied.

After obtaining individual of both groups, the researcher processed the scores with the following steps. First, the researcher calculated the mean scores of both the experimental and control groups. The standard deviation scores of two groups and testing significance of the two groups.

## C. Research Findings and Discussion

### 1. Findings

#### a. *The Computation of Mean Score*

The researcher used the following formula to look for the mean score of pre-test and post-test:

$$a) M_x = \frac{\sum x}{N}$$

$$b) M_y = \frac{\sum y}{N}$$

Based on the data of pre-test and post-test, here was the computation of mean score:

#### 1) Experimental Group

$$\begin{aligned} M_x &= \frac{\sum x}{N} \\ &= \frac{280}{37} \\ &= 7.56 \end{aligned}$$

#### 2) Control Group

$$\begin{aligned} M_y &= \frac{\sum y}{N} \\ &= \frac{52}{35} \\ &= 1.48 \end{aligned}$$

#### b. *The Computation of Deviation Score*

Based on the table above, the researcher looked for standard deviation score of two groups calculated by using the formula:

#### 1. Experimental Group

$$\begin{aligned} \sum X^2 &= \sum x^2 - \frac{(\sum x)^2}{N_x} \\ &= 3848 - \frac{(280)^2}{37} \\ &= 3848 - 2118.91 \\ &= 1729.09 \end{aligned}$$

#### 2. Control Group

$$\begin{aligned} \sum Y^2 &= \sum y^2 - \frac{(\sum y)^2}{N_y} \\ &= 360 - \frac{(52)^2}{35} \\ &= 360 - 77.25 \\ &= 282.75 \end{aligned}$$

#### c. *The Computation of the t-test*

After getting the students' mean score and the standard deviation score, the researcher continued to analyze the data by using the formula as follow:

$$\begin{aligned}
 t &= \frac{M_x - M_y}{\sqrt{\left[ \frac{(\sum x^2 + \sum y^2)}{N_x + N_y - 2} \right] \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]}} \\
 &= \frac{7.56 - 1.48}{6.08} \\
 &= \frac{\left[ \frac{(1729.09 + 282.75)}{87 + 85 - 2} \right] \left[ \frac{1}{87} + \frac{1}{85} \right]}{6.08} \\
 &= \frac{\left[ \frac{2011.84}{70} \right] \left[ \frac{72}{1295} \right]}{6.08} \\
 &= \frac{\sqrt{1.437}}{6.08} \\
 &= \frac{1.19}{6.08} \\
 &= 5.10
 \end{aligned}$$

From the result of data analysis, it can be showed that the experimental group got better result than the control group. Standard deviation for the experimental group was 1729.09 and standard deviation for control group was 282.75. The computation between two mean score of the groups has consulted to the value of the t-table. However, the researcher needs to determine the level of significance and degree of freedom used in this research. The levels of significance of this research are 5% with the degree of freedom  $72 - 2 = 70$ , t-test  $5.10 > t\text{-table } 1.994$ .

## 2. Discussion

The researcher did the research in two classes. It applied in both of class XIPM (experimental class) and class XIMM2 (control class). Before the researcher gave the treatment, she gave pre-test to both classes. It was used to know the students' ability in pronunciation, especially in pronouncing plosive consonants sounds; sounds /p/, /b/, /k/, /g/, /t/ and /d/. The test consisted of 20 numbers. The test was about pronouncing the plosive consonants sounds. In doing the test, the students got many difficulties; they were not familiar with the sounds and their tongues were not accustomed to produce the sounds. The result, no one of the students from both groups could get the maximum score. The higher score was only 10 which gotten by the only one student in the experimental group.

After getting the students score in pre-test, the researcher gave treatment to the students. The objective of this research was to improve students' ability in pronouncing plosive consonants in the eleventh grader of SMKN 1 Praya Tengah using TDPR technique. The treatment that was given to the experimental class used TDPR technique. Meanwhile, the control class treated by using other technique. Both of the groups were given different treatment, but both of them were taught the way how to pronounce the plosive consonants sounds. It means both of the group focused on the production of sounds; /p/, /b/, /k/, /g/, /t/ and /d/. The result of the pre-test indicated that

from the six sounds of plosive consonants sounds, the sound /b/ was the most difficult for the students to pronounce.

In the last meeting, the students were given post-test. Kinds of the test were the same as the pre-test, but differ on the words that were used. Based on the students' score of post-test after getting treatment, there was no student who could not pronounce the plosive consonants sounds.

The result of this research was successful. This statement was formulated by looking for the result of the data analysis. The *t*-test of this research was higher than the *t*-table. It means that the technique that was used in this research (TDPR technique) could improve students' ability in pronouncing plosive consonants sounds.

#### **D. Conclusion**

Based on the result of data analysis in the previous chapter, the researcher makes a conclusion that the TDPR technique can improve students' ability in pronouncing plosive consonants at the eleventh grader of SMKN 1 Praya Tengah. It is inferred that the students who taught through TDPR technique in teaching pronunciation was having better score than the students who were not taught by TDPR technique.

The result of the data analysis show that the figure of the mean score 7.56 for experimental group and 1.48 for control group. The deviation of experimental group was 1729.09 and standard deviation for control group was 282.75. Another result obtained through the analysis of the data is the figure of *t*-test which has been checked in the table of distribution of the value and show the last result of *t*-test. So it is clear that the alternative hypothesis ( $H_a$ ) is accepted.

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