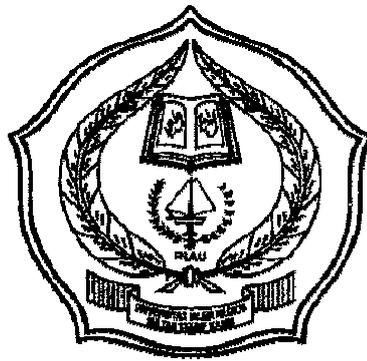


**THE EFFECTIVENESS OF USING DRILL STRATEGY IN  
IMPROVING STUDENT'S MOTIVATION IN PRONOUNCING  
ENGLISH WORDS AT THE SECOND YEAR OF MTS – TI  
BATU BELAH KAMPAR REGENCY**



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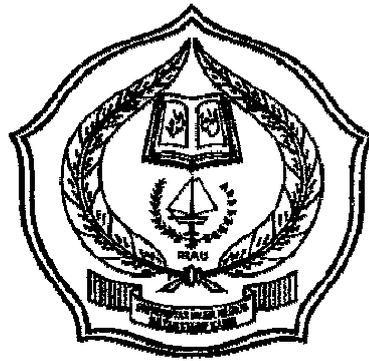
**PEKANBARU**

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Thesis

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(S.Pd)



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## ABSTRAK

*JUDUL : Keefektifan Penggunaan Strategi Drill Dalam Meningkatkan Motivasi Siswa Dalam Pengucapan Kata Bahasa Inggris Pada Kelas Dua MTS-TI Batu Belah.*

Salah satu faktor internal adalah motivasi. Motivasi adalah sebuah dorongan atau menggerakkan kekuatan yang membangkitkan hasrat siswa untuk melakukan sesuatu dengan serius. Dalam kaitannya terhadap motivasi siswa dalam belajar bahasa Inggris, penulis mengamati bahwa sejumlah siswa MTS- TI Batu Belah tidak termotivasi untuk menjadi siswa yang kreatif untuk meningkatkan keahlian berbicara, khususnya untuk meningkatkan pengucapan. Mereka tidak sering menghasilkan kalimat bahasa Inggris yang mencerminkan bahwa hasil praktek bahasa Inggris mereka rendah, khususnya dalam bentuk keahlian berbicara. Dengan demikian, mereka agak malas untuk mengucapkan kata bahasa Inggris dengan teman sekelas baik didalam maupun diluar kelas.

Oleh sebab itu, penulis bermaksud untuk menggunakan sebuah strategi yang disebut (Strategi Drill/ latihan). Dengan meningkatkan kedua motivasi siswa dalam pengucapan kata bahasa Inggris dengan tepat. Penulis merumuskan masalah penelitian seperti dibawah ini :

1. Apakah penggunaan strategi drill sangat efektif dalam meningkatkan motivasi siswa dalam pengucapan kata bahasa inggris di MTS-TI Batu Belah.
2. Apakah ada signifikan keefektifan motivasi siswa dalam belajar pengucapan sebelum dan sesudah penggunaan straregi drill kepada siswa MTS Batu Belah.

Penelitian ini adalah “ Penelitian Ekspriment”. Ada dua kelompok namanya yaitu kelas experiment atau uji coba dan kelas control. Jumlah populasinya adalah 54 siswa dan sampelnya adalah 54 siswa. Jadi datanya adalah “ Total Sampling Method. Penulis menggunakan satu alat penelitia yaitu adalah observasi.

Penulis menemukan bahwa 1). Penggunaan strategi latihan sangat meningkatkan motivasi siswa dalam pengucapan. 2). Adanya signifikan peningkatan motivasi siiswa dalam belajar pengucapan sebelu dan sesudah penggunaan strategi latihan di MTS-TI Batu Belah. Dibuktikan bahwa alternative hipotesisnya diterima dan null hipotesisnya ditolak. Sebab nilai T-tesnya (T-Observed) lebih besar dari tingkat signifikan df pada 5% (T-critical). 3). Penggunaan strategi latihan oleh guru sangat dianjurkan untuk meningkatkan motivasi siswa dalam pengucapan kata bahasa Inggris.

## **ABSTRACT**

**Title : The Effectiveness of Using Drill in Improving Students' Motivation in Pronouncing English Words at the Second Year of MTS -TI Batu Belah Kampar Regency**

This subject of this research is the second year of Junior High School (MTS-TI) Batu Belah. And the object of this research is the effectiveness of using drill strategy in improving students motivation in pronouncing English word. There is one main instruments used to gather the data along this research. It is observation. It is used to know the applying drill strategy in improving students motivation in pronouncing English word in the classroom .

In collecting the data, the researcher used T- test. And the formula is follows:

$$T - \text{Test} : t_0 = \frac{M_1 - M_2}{SE_{M1 - M2}}$$

Based on the data analyzed, the writer finally found that the application of Drill strategy highly improved the students' motivation in pronouncing English words. It was proved that Alternative Hypothesis was accepted and Null Hypothesis was rejected, because the score of t –test ( $t_{\text{observed}}$ ) was greater than the score of level of significance for 5 % ( $t_{\text{statistical}}$ ), or  $91.111 > 2.571$ . It meant that drill strategy was more effective to improve the students motivation in pronouncing English word.

## ملخص

موضوع: فعالية استخدام استراتيجيات التمرينات (Drill) لترقية دوافع الطلاب في التكلم اللغة الإنجليزية صف الثاني بالمدرسة الثانوية التربوية الإسلامية باتو بيلح

موضوع هذا البحث جميع الطلاب صف الثاني بالمدرسة الثانوية التربوية الإسلامية باتو بيلح، وأفراد هذا البحث فعالية استخدام استراتيجيات التمرينات (Drill) لترقية دوافع الطلاب في التكلم اللغة الإنجليزية. احدى الوسيلة المهمة لنيل البيانات في هذا البحث هي الملاحظة. تستعمل الملاحظة لمعرفة فعالية استخدام استراتيجيات التمرينات (Drill) لترقية دوافع الطلاب في الفصل. في جمع البيانات، الباحثة تستعمل T-test برمز:

$$T\text{-test: } t_o = \frac{M^1 - M^2}{SEm^1 - m^2}$$

اسس على تحليل البيانات، الباحثة تجد أن استراتيجيات التمرينات (Drill) تستطيع ان ترقى دوافع الطلاب في التكلم اللغة الإنجليزية. هذا بظهور (Ha) مقبول و (Ho) مردود، لأن نتيجة (to) اكبر من جدول (T) 0 % أو 0910111 > 20571 إذا، هناك فعالية استخدام استراتيجيات التمرينات (Drill) لترقية دوافع الطلاب في التكلم اللغة الإنجليزية.

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Problem**

There are many factors that influence students' learning achievement. In general, there are two major factors which obviously influence their achievement, namely; external and internal factors. External factor consists of; family, social and school factors. Internal factor relates to motivation, interest, and attitude.

One of the internal factors is motivation. Motivation is a motive or driving force that generates the students' desire to do something seriously. The higher the motivation the students have, the more serious they accomplish something and the better the results they may achieve. The learners, therefore, need to have high learning motivation in relation to achieving better learning outcome in every English sub skills.

Therefore, the English teachers should impart high motivation to the students during learning process in the classrooms in order to make them participate in learning process seriously which in turn they are able to improve their learning achievement in English.

The students with high motivation can be creative, active and productive during learning process in the classrooms. They creatively initiate to do tasks and finish home work without waiting an order from the English teachers, because creativity is a reflection of their individual consciousness and maturity of thought concerning the importance of the involvement in learning and teaching process.

Dalyono (2005, p. 57) says that motivation can be divided into to kinds

as follows: a) *Intrinsic Motivation*; Intrinsic motivation comes from the learner himself. It is a condition of students self that can motivate them to study. This is including that the student's interest and needs, and b) *Extrinsic Motivation*; Extrinsic motivation comes from the outside or environment. For example: parent, teacher, friends, and society. Interest is great willingness on something. It can appear because of out the power attraction and also from deep of heart.

In the meantime, they will actively ask some questions to the English teachers as they come across some difficulties in learning English. Sometimes, they try to find the answers by themselves. In addition, they produce English in both spoken and written forms as it is a reflection of their productivity in English.

In relation to the students' motivation in leaning English, especially in pronouncing English words, the writer observes that a number of the students of MTs-TI Batu Belah are not being motivated to speak in English during learning English, especially during learning speaking skill in the classroom. They are seems to be reluctant to speak English, and even to pronounce English word. Consequently they are not creative to improve their speaking skill, but they tend to follow what it should be without making initiative to learn speaking, especially to improve their pronunciation.

Moreover, they do not often produce English sentences which reflect their low productivity in English practices, especially in spoken form. It is a result of their low motivation to improve their productive skill in speaking activity during the learning process in which they should practice their pronunciation with their classmates and the English teachers. In addition, they are rather reluctant and seem to be unconfident (ashamed) to pronounce English words.

Being aware of the importance and essence of improving the students'

motivation in learning process in term of producing English in oral form, the student should improve their motivation in order to have high ability in pronouncing English words correctly, especially in speaking skill. Speaking performance is essential in relation to producing English language for social interaction.

It is commonly known that one of the productive skills is speaking in which the speakers deliver ideas, information, warnings, suggestions and so forth in oral form. To achieve that purpose, the students should understand speaking components well in order to produce English which is understandable by the partners clearly. Speaking components are; pronunciation, vocabulary, grammar/structure, accuracy, and performance. Pronunciation deals with producing words in correct rhythm, stress and intonation. In shorts, pronunciation is the way in which we use language.

Based on the preliminary observation of the writer's at MTs-TI Batu Belah Kampar concerning the students pronunciation in English words, the writer found that some students still have problem in learning English, especially in pronouncing English words. It might be caused they do not know how to pronounce word correctly. They seldom train them self and practice pronouncing English words regularly inside or out side the classrooms. They do not have good desire to pronounce English word and express their idea in English. Consequently, they could not pronounce English words fluently. As a result the students of MTs-TI Batu Belah are unable to use good intonation when pronouncing English words. Good intonation deal with good use of rhythm and

stress of pronunciation which is reflected through rising and falling intonation. Furthermore, intonation is manifested through the sound production of certain English words. In shorts, they still have problems in pronouncing English words.

The writer found some phenomena after the conducting observation, they are:

1. Some of the students are lack confidence to pronounce the English word
2. The teacher did not use teaching strategy effectively.
3. The teaching strategy that used do not accommodate students to learn pronunciation.
4. Some of students are rather reluctant to pronounce the English word.
5. Some of the students are not be able to pronounce the English word correctly.

Based on the phenomena that the writer found of the preliminary observation at MTs- TI Batu Belah Kampar in term of their low motivation in pronouncing English words, the writer intends to apply a teaching strategy that is so called “Drill Strategy” by which it improves the students’ motivation in pronouncing English words accurately through repeated utterance of certain words until eventually those words are phonologically correct.

The major clue of a Drill Strategy is “repetitive practices” through which the learners are reinforced to pronounce a certain English word several times until they eventually can pronounce it accurately. Therefore, the students’ are argued to pronounce an English word repeatedly in order to make them to be familiar with its pronunciation. The application of Drill Strategy is to promote the acquisition of pronunciation through repetitive practices.

Based on the elaboration of the students' low motivation in producing good pronunciation of English words, the writer intends to overcome their problems in this research which entitles "**The Effectiveness of Using Drill in Improving Students' Motivation in Pronouncing English Words at the Second Year of MTs-TI Batu Belah Kampar Regency**".

## **B. Reasons for Choosing the Title**

The major reasons for choosing this title are as follows:

1. This title is interesting and it has never been researched by any previous researchers in the same location.
2. The writer wants to know how the effectiveness of drill strategy in improving the students motivation in pronouncing English word at the second year of MTs-TI Batu Belah.
3. The writer intends to explore it deeply in order to enlarge the writer's knowledge and insight about it.

## **C. Problem of the Research**

### **a. Identification of the Problem**

In relation to simplify the identification of the problems of the research as well to analyze the data of the respondents concerning their motivation in improving their pronunciation in English words, the writer determines the indicators of the research as follows:

1. Is Drill strategy effective in improving students motivation in pronouncing English word?
2. Is conventional strategy less effective in improving students motivation in

pronouncing English word at the second year of MTS Batu Belah?

3. Is there any significant difference between using Drill strategy and without using drill strategy in improving students motivation in pronouncing English word at the second year of MTS Batu Belah?
4. How is the effectiveness of Drill strategy in improving students motivation in pronouncing English at the second year of MTS Batu Belah?

The application of Drill strategy is expected to be able to enhance highly their motivation in learning English, which in turn it can improve their students' learning outcome.

Therefore, the writer proposes the application of Drill strategy to improve the students' motivation in learning English, especially in pronouncing English word. In the other words, the application of Drill strategy is a way out of the students' problems in motivation to pronounce English words at MTs – TI Batu Belah.

#### **b. Limitation of the Problem**

There are many aspects deal with learning activities, such as many teaching strategies can be applied for teaching process, such as jigsaw, cooperative learning strategy, drill strategy, students team achievement division model and so on. Therefore in order to focus the points of discussion of the research, the writer makes the limitation of the problems of the research as follows:

1. The writer focuses the research on the students' motivation in learning English pronunciation.

2. The writer only focuses on the application of Drill strategy to improve the students' motivation in pronouncing English words.

**c. Formulation of the Problems**

In this research, the writer formulate the problem as follows:

1. Is there any significant difference between using Drill strategy and without using Drill strategy in improving the students' motivation in pronouncing English words at MTs –TI Batu Belah?
2. How is the effectiveness of Drill strategy in improving the students' motivation in pronunciation English word at MTs –TI Batu Belah?

**D. Objectives and Significance of the Research**

**a. Objectives of the Research**

This research activity is necessarily carried out in order to achieve the objectives, they are:

- a. To find out whether there is a significant difference between using Drill strategy and without using Drill strategy in improving the students' motivation in pronouncing English words at MTs –TI Batu Belah
- b. To find out the effectiveness of Drill strategy in improving the students' motivation in pronouncing English words at MTs –TI Batu Belah

**b. Significance of the Research**

This research activity is significantly carried out for the following needs, they are:

- a. As additional information for MTs- TI Batu Belah about the students'

motivation in pronouncing English word by using Drill strategy.

- b. As a learning process for researcher in improving teaching English skill.
- c. To provide meaningful information to the English teachers, especially those who teach English at Junior High Schools, especially at MTs –TI Batu Belah Kampar about the importance of the effective teaching strategy applied by the English teacher to improve the students' motivation in learning English pronunciation, and to introduce them learning strategy that they can use during learning English, especially during learning English pronunciation.

#### **E. Definition of Terms**

To avoid misunderstanding and misinterpretation about some terms used in this research, the writer redefines them as in the following:

##### **a. Effectiveness**

Effectiveness is having an effect; able to bring about the results intended; making a striking impression (As Hornby, 2001:277). In this research, it means that the application of Drill strategy gives strong positive impact on making the students' motivation. It is intended to change into better results in pronouncing English words after series of teaching process.

##### **b. Motivation**

Motivation is the factors that determine a person's desire to do something (Longman, 2006, p.9). In this research, it means that the students' motivation to be active and involving in pronunciation practices for English words after the application of Drill strategy during learning and teaching process in the

classrooms.

**c. Pronunciation**

Pronunciation is the way a certain sounds are produced (Richard, Jack C et al, 1992, p. 296). In this research, it means that the students of MTs –MI Batu Belah Kampar are expected to be motivated to pronounce English words accurately and clearly in order to make the listeners understand the messages delivered by the speakers to the partners during communication.

**d. Drill Strategy**

Drill strategy is commonly in language teaching for practicing sounds or sentence pattern in language based on the guided repetition or practice (Richard Jack C et al, 1992, p. 117). In this research, it means that the writer applies Drill strategy in order to improve the students' motivation in pronouncing English words which are taught to them in the classroom.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **A. Nature of Motivation**

One of the essential aspects in learning process is motivation, since it can generate and energize the students during learning activities in side and outside the classrooms. Having high motivation in learning activity will give positive effect upon the students' learning outcome. Therefore, the students should have motivation in learning activity.

There are many related literature about motivation. According to Brown, 2000, p. 152), motivation is commonly thought of as an inner drive, impulse, and emotion or desires that move one to particular action, meaning that, motivation consists of various aspect, as follows: 1) inner drive is a pressure to do something from inside, 2) inside is sudden desire to act, 3) emotion is excitement of the felling, and 4) desire is strong wish.

In more technical terms, we can conclude that motivation refers to the choices people make as to what experience or goals they will approach or avoid, and the degree of effort they will exert in that respect. It may also refers to an activity that directs a person or thing to be active when there would be a need to reach based on what someone wishes to do. As Sardiman (2007, p. 85) divides the functions of motivation into three parts, as follows:

- a. To encourage a person to do something, that is courage and may release someone's, such as encouragement becomes a motor from which any activities are done.

- b. To determine direction for which something is done, that the directed goal to be reached in the form of activities for the formulated objectives.
- c. To be selective action, that is a cohesive activity being done for any varied objective in an attempt to distinguish between the good and bad thing.

In addition, Ausebel (1986, p.65) in Brown (200, p. 152-153) states that some needs of human organism are commonly identified which underage the construct of motivation. They are as the following points:

1. The need for exploration is for probing the unknown.
2. The need for manipulation is for operating on the environment and coursing change
3. The need for activity is for movement and exercise, both are physical and mental.
4. The need for simulation is the need to be simulated by the environment, by other people, or by ideas, thoughts and feeling.
5. The need for knowledge is the need to process to internalize the result of exploration, manipulation, activity and simulation, to resolve contradictions, to guesst for solutions to problems and for self-consistent system of knowledge.
6. The need for ego enhancement is for the self to be known and to be accepted and approve of by others.

From those points, it is obvious that motivation is factor and condition which causes a person to begin an activity and peruse it with vigor and persistence. Consequently, the characteristic of motivation is abstract, so it only can be predicted thorough behavior or action by someone. Motivation is very

important because it can activate someone behavior in order to attain his or her goals.

In the meantime, Sondang P Siagian (2004, p.46) suggested that motivation also deal with how to satisfy the human's necessities – including the most primary necessities, such as foods, homes, and other materials necessary for life – is simply to figure out that motivational theory is engaged with economic studies.

Dalyono (2005, p. 57) said that motivation can be divided into two kinds as follows: a) *Intrinsic Motivation*; Intrinsic motivation comes from the learner himself. It is a condition of students self that can motivate them to study. This is including that the student's interest and needs, and b) *Extrinsic Motivation*; Extrinsic motivation comes from the outside or environment. For example: parent, teacher, friends, and society. Interest is great willingness on something. It can appear because of out the power attraction and also from deep of heart.

## **B. Motivation in Language Learning**

Motivation plays an important role in language learning or in gaining the educational objectives. According to Brown (2000, p. 152) motivation is a key learning. By the some taken, Nunan 91991: 174) also points out that motivation is vital to process of learning English.

In relation to learning, Sardiman (2001, p. 4) states that someone will be successful in learning when she or he has desire or support to learn. The desire support is called motivation. He also says that motivation contents two forms; the first, someone knows what he or she will learn and understand, and the second is something is important to be learned. So someone will not have learning

motivation without desire and support.

According to Moekijat (2002, p. 5), motivation is a process or factor which drives a person to act or behave in particular ways; motivational process encompasses; a) recognizing and assessing the satisfied necessities, b) determining the purpose which it can satisfy the necessities, and c) determining necessary actions in relation to fulfilling the needs.

In general, motivation can be classified as intrinsic and extrinsic motivation, intrinsic and extrinsic motivations are very important in reaching the goal of the second language. Edward (1975) in Brown (1994, p. 38) say that "Intrinsically motivated activities are ones which there is no apparent reward expects the activity it self. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feeling of competence and self determination".

Furthermore, Brown (1994, p. 38) said that extrinsic motivation is carried out in anticipation of a reward from outside and beyond the self. The examples of this reward are money, prizes, grades, and punishments. Extrinsic motivation is caused by external factors such as; the prospect of gaining entry into a college or university. They hope of financial reward, a desire for praise and recognition from fellow students and teachers. It means that the extrinsic motivation comes from outside such as, the teacher, parents, friends and the surrounding society. Consequently, motivation is very important because it can activate someone's behavior in order to reach the goal.

**a. Interest.**

One of the essential components of motivation is interest. It is internal factor that can be shown by having full attention and strong desire to something. Caring or loving a thing is a matter of interest. When one is interested in a thing, he/she may give great attention to it. In this case, as the students are interested in learning a particular subject matter, they need to give full attention to learn it regularly.

According to Brian Smith (2007, p.3), loving people is interested in a certain activity or seek to understand the tendency of certain things. Interest can be divided into direct and indirect interest. Direct interest in the things themselves feels the need arising from the interest, such as: child started to learn English, usually on a foreign language have a psychological tempted. If teachers can use some new and interesting teaching methods, the thirst for knowledge from child care to enable them to learn English in high spirits when they learned an everyday language and learn to say a few English words, there will be a rewarding, Will have a pleasant taste experience, resulting in further interest in learning English.

According to Supyan Hussin, Nooreiny Maarof, and J. V. D'Cruz (2001, p.5), a persistent problem faced by many English teachers, especially the non-specialists, is the attempt to sustain genuine interest in continuing to learn English and to use the English language once the examinations are over.

Teachers have to create a healthy balance between preparing students for the standardized examinations and for life-long language skills.

Furthermore, Brian Smith (2007, p.8) stated that "interest is the best teacher," has great interest in learning the role. If a person on the content of interest, it will be hard, enjoy it, the more the love of learning. Interest is not natural, it needs the guidance of teachers, training and protection to the formation and development.

As Supyan Hussin, Nooreiny Maarof, and J. V. D'Cruz (2001, p.4) suggested that teachers have to find practical ways to motivate the students to learn and appreciate the language, and at the same time, sustain students' interest in the language learning process. The framework of the enrichment program that we suggest here recognizes motivation as a crucial factor which interacts with other factors involved in language learning process.

#### **b. Attitude**

One of the important things related to the learning process is attitude. The students' attitude should be monitored through action and state of readiness in certain way. Attitude can be positive or even negative depending upon occurrences around him.

Therefore, the existence of positive attitude should be maintain in consistent level in relation to attaining the goal of teaching and learning process which in turn the teacher can simply elaborate the teaching materials and the students can be easily achieve better learning outcome. Positive attitude should be continually shaped by the teacher during

teaching and learning process in the efforts of transforming knowledge and values to the students in the classroom.

As Frederick J Mc Donald (1959, p. 214) stated that attitude is a predisposition to action, a state of readiness to act in particular way. Attitudes are generalized states of the individual, which lead to or result in a wide variety of particular way of behaving. In a classroom many students have positive attitude towards the teacher. Those students like their teacher, their school work and think that most teachers are friendly and helpful people; however, they do not act exactly in the same way.

Furthermore, Frederick J Mc Donald (1959, p. 214) suggested that the student who is hostile towards the teacher will manifest his attitude in quite different behavior. For example, a student who will argue with the teacher in the classroom may or may not have positive attitude, arguing does not represent an attack upon the teacher, whereas it may for a student with a hostile attitude towards the teacher.

In the meantime, Sri Esti Wuryani Djiwandono (2002, p. 363) suggested that we have discussed positive and negative attitude towards the school when learning *classical conditioning*. The application of *classical conditioning principles* is that the situation occurs around the students is made as positive as possible. In addition to providing the students with excited experiences for the students to learn, while the teachers may be confronted with the students' negative attitude in direct manners.

Finally, Frederick J Mc Donald (1959, p. 214) suggested that attitudes

are sets of processes assumed to be operative within the individual; those processes influence his behavior in specifiable way. Attitudes, like concept, are orientation processes, that is, they are processes which enable a person to interact selectively with his environment. An attitude involves direction and selectivity.

Based on the explanation above, it can be concluded that attitude is the one's readiness to act which is shaped in reference to his perception about occurrences around him. Attitude is reflected through one's specifiable behavior of action which manifested by series of psychological processes including orientation process.

### **C. An Overview of Pronunciation**

Generally we all know that pronunciation is the way of how to pronounce the word correctly and clearly. In pronouncing the word, we produce the sound of the words correctly that is by putting the organ of speech in the right position of the word. Automatically, the sound will be pronounce correctly, clear and can be understand by the audience.

As Hornby (1989, p. 673) states that pronunciation is the way in which a language is spoken. While Longman (1992, p. 296) says that pronunciation is the way of certain sounds produced. In communication process, one need to pronounce and produce the words uttered clearly and correctly in order to avoids miscommunication.

English is taught as foreign language and as a language it used for communication. To communicate in English, we must have good and clear

pronunciation (in order to deliver message successfully to the audience and to avoid misunderstanding between speaker and listener.

Furthermore, according to Marris (1979, p. 1047), pronunciation is the act or manner of articulating speech. While Merriam (1986, p.116) states that pronunciation is the act or manner of pronouncing something.

Richard, Jack et. al (1992, p. 296) defined pronunciation as the way certain sound or sound are produced. Unlike articulation, which refers to the actual production or speech sound in the mouth, the hearer perceives pronunciation stresses more the way sound e.g.: You haven't pronounced a word correctly and often relates the spoken word to its written form e. g: In the word "*knowledge*" the "*k*" is not pronounced.

Martin H. Manser (1991, p.331) defines pronunciation as the way in which a language is spoken or way in which a word is spoken. Based on the definition above, pronunciation is the way to produce the sound.

Pronunciation is very important aspect in speaking. Correct pronunciation can help us understand more in communication. On the other words, pronunciation can make understanding between speaker and audiences.

Concerning the importance of pronunciation there are three basic reasons to practice and develop good English pronunciation. They are as follows:

1. Other people will understand us more easily when we speak
2. It will help us to hear English sound better
3. Being able to say a word with its correct pronunciation make it easier to learn the words and meaning.

#### **D. Aspects Influencing English Pronunciation**

There are many aspects deals closely to pronunciation improvement. So, the students who are interested in improving their pronunciation should pay attention and practice those aspects in order to achieve better pronunciation when speaking English with partners, since better pronunciation make the partners understand the messages delivered to them in social interaction.

Ken worthy (1987, p. 4.8) in H Douglas Brown (1994, p. 266-261) identifies that there are six factors effecting pronunciation, namely:

##### ***a. Native Language***

Language will be must influential factor affecting a learner's pronunciation. Native language often interferon the second language acquisition to pronunciation skill and it might be influenced by the difference of both language. Behaviorists believe that similarity between two language make learner the language easier. Mother tongue transfer is generally more systematic, pervasive, and persistent in the area of pronunciation. This information, in turn, can be made available to the learner, if appropriate.

##### ***b. Age***

Critical period hypothesis stated there is time in human development when the brain predisposed for success in language. The young learners can pronounce English words better because the have complete speech organs contrasted to those who are mature and have problems with organs of speech when they begin to acquire English.

##### ***c. Exposure***

Exposure to the target language can refer to both of the length of time and the intensity of the exposure over time. So, the quality and intensity of exposure is more important than the more length of time. If class time spent much time on pronunciation practices, it demands the full attention and interest of students. They have a good chance to reach the goals of teaching pronunciation.

***d. Innate Phonetic Ability***

Some people have good ability in phonetic but not in others. Their organ form supports them to pronounce each word correctly. Some people simply have more skill or aptitude for imitating and producing sound patterns that are new to them.

***e. Identity and Language Ego (Attitude)***

Attitude and identity have positive relationship to pronunciation ability. Someone who has positive attitude toward English might be able to pronounce English word well. The attitude of learner toward the target language and its speakers may affect his or her pronunciation, (the more favorable the attitude, the better the pronunciation).

***f. Motivation and Concern for Good Pronunciation***

The motivation is related to success in learning second language and foreign language. So, this factor is greatest important in pronunciation the word instruction; if the learners motivation to improve is strong and if the investment of time and effort/genuine no reigned) is great, there will be improvement.

Furthermore, Purwanto (1987, p. 106) states that there are two factors that influence the learners' ability in pronouncing words as described in the following:

## ***1. Internal Factor***

### *a. Health*

The spiritual and physical health has great influence toward learning competency. If one is sick, such as headache, fever, flue, cough etc. he or she can lose his or her zest for study.

### *b. Intelligence and Talent*

According to William Stern in Purwanto (2007, p. 52), intelligence is ability to learn, understand and think. Talent has also great influence in conducting learning achievement. For example, someone is playing piano. If someone has musical talent, he or she will be successful in playing piano contrasted with someone who does not have musical talent.

### *c. Motivation and Interest*

According to Purwanto (2007, p. 60), motivation derives from the word “motif” which means thing that drive someone to do something. In Dalyono (2005, p. 57) also said that motivation can be divided into to kinds as follows:

#### **a) Intrinsic Motivation**

Intrinsic motivation comes from the learner himself. It is one’s internal state that drives him/her to do something without any external force, but it comes from his/her interest and needs.

#### **b) Extrinsic Motivation**

Extrinsic motivation come from the outside or environment. For example: parent, teacher, friends, and society.

Motivation is great willingness on something. It can appear because of out side power attraction and also from inner side of heart.

## **2. External Factors**

Muhibbin Syah (2003, p.139) divide external factor in two types:

- 1) Social environment factors (family, teacher, and staff, humanity, and friend)
- 2) Non-social environment factors (home, school, tool and nature).

## **E. An Overview of Difficult Word**

According to Hornby (1974, p. 240) difficult is not easy; requiring effort, strength, skill or ability. Richard (1992, p. 406) define that word is the smallest of the linguistic unit which can occur on its own in speech or writing.

From the definition above we can conclude that the difficult word is words do not easy to pronounce by the students. It caused by some factors, such as, the students can no spelling the word correctly, the students do not understand about the phoneme, vowel and consonant sounds and the students do not know how the way to pronounce the world correctly.

In the meantime, Jones (1972, p. 2) also identifies five kind of difficulties in pronunciation in English language learner. There are as follows:

1. He must recognize the various speech- sounds of the language and when he hears pronunciation, he must remember acoustic qualities of sound.
2. He must learn to make the foreign sound with his organs of speech.
3. He must learn to use these sound in their proper place in speech.
4. He must learn the proper usage in the matter of the other aspects, such as length, strew and intonation.

5. He must learn to link up a sequence of sound, e.g, to connect a sound on to another and to pronounce the complete sequence rapidly and without the stumbling.

The difficulties will be harder since the foreign learner found some uncommon sound to their native language. Those, difficulties will cause mistake since the learner are not able to pronounce it correctly.

Furthermore, if he can't self correct mistakes in his own language, but other persons are familiar with the correct form, it can be defined as an error. Edge (1990, p. 10).

#### **F. Nature of Drill**

The application of teaching strategy is essential for improving the learners' motivation and learning outcome in certain language skill, especially in improving their ability in pronouncing English words in order to make the listeners understand the intended points delivered by the speakers in oral communication. Therefore, clear and correct pronunciation is crucial to make communication between two person runs well.

One of the effective teaching strategies is Drill by which the students receive teaching treatments for better learning motivation and outcome as the positive effect of such teaching strategy. Drill requires repetitive practices on the part of the students until they eventually can learn actively and do his or her task correctly. In this case, when the English teacher teaches English pronunciation to the students in the classrooms, the English teachers should ask them to say an English word until they finally can pronounce it correctly and clearly. On the

other words, as long as the students are still unable to pronounce a word correctly, the teacher must ask them to pronounce it repeatedly, no matter how many times they should say it. This condition in turn will improve student's motivation to learn.

Richard Jack C et al (1992, p. 117) defines that drill is commonly in language teaching for practicing sound or sentence pattern in language based on the guided repetition or practice.

Based on the definition above, Drill is repetition or practice by using drill and students can practice the word in order to pronounce word can be improvement student's motivation in pronouncing English word.

Furthermore, According to Ramayulis (2005, p. 281) Drill is the method to get the skill or competence toward what we learn, because it requires practice. Practice will make student more active and pay good attention, because they are involved in the process of learning. From the definition above, we conclude that drill is one of the best strategies in the process of teaching. Teaching and learning process need the Drill to gain the competence. The use of Drill strategy will increase both student's motivation and skill in pronouncing English word.

In the meantime, John Hanson (2008, p. 7) suggests that as an instructional strategy, Drill is familiar to all educators. It "promotes the acquisition of knowledge or skill through repetitive practice". It refers to small tasks such as the memorization of spelling or vocabulary words, or the practicing of arithmetic facts and may also be found in more sophisticated learning tasks or physical education games and sports. Drill-and-practice, like memorization, involves

repetition of specific skills, such as addition and subtraction, or spelling. To be meaningful to learners, the skills built through drill-and-practice should become the building blocks for more meaningful learning.

According to Richard Jack C et al (1992, p. 117) there are three types of Drill; as follows: 1) Substitution drill, 2) Repetition drill, and 3) Transformation drill

Furthermore, John Hanson (2008, p. 8) states that Drill and Practice activities help students master materials at their own pace. Drills are usually repetitive and are used as a reinforcement tool. Effective use of drill and practice depends on the recognition of the type of skill being developed, and the use of appropriate strategies to develop these competencies. There is a place for drill and practice mainly for the beginning learner or for students who are experiencing learning problems. Its use, however, should be kept to situations where the teacher is certain that it is the most appropriate form of instruction.

## **G. Relevant Research**

One of relevant researches to this research is belong to Roziana (2006) entitle: A Correlation between Students' Activeness in Taking Pronunciation Course and their Ability in Reproducing Words at the First Year of English Education Department of Tarbiyah Faculty and Teacher's Training of UIN SUSKA Riau. The formulation of her research problem was: a) how is the students' activeness in taking pronunciation course to improve their ability in reproducing words? and b) Is there any significant improvement made by the students in reproducing words?. Her research was descriptive quantitative design

by which she analyzed the data of the students' activeness and their ability in reproducing words. The total population was 112 students and sample of the research was 30 students of the First Year of English Education Department of Tarbiyah Faculty and Teacher's Training of UIN SUSKA Riau. So, it was "random sampling technique". There two instruments were used, namely; questionnaire and test. Questionnaire items were distributed to the sample in order to obtain the data on the students' activeness in taking pronunciation course. Test was used to obtain the data of their ability in reproducing words.

After having analyzed the data completely, it was found that the students' activeness increased and their ability in reproducing words significantly improved. As the result, there was a significant correlation between the students' activeness in taking pronunciation course and their ability in reproducing words.

The similarity of the research conducted by Roziana with this research is that both research activities discuss about "pronunciation improvement", but the differences are that: a) Roziana's research design was "correlation" while this research is "experimental design"; 2) Roziana focused upon "the students' activeness in taking course" while this research focuses on "students' motivation in pronouncing English words"; 3) Roziana's location of the research was at UIN SUSKA Riau, while this research is carried out at MTs-TI Batu Belah Kampar.

## **H. Operational Concept**

To clarify the theory used in this research, the operational concept is used to avoid misunderstanding and misinterpretation. It is important element in scientific study because the concept still operated in an abstract form of the research

planning which must be interpreted into particular word in order to be easily measured empirically.

In this research, there are two variables, they are (1) the implementation of Drill strategy as an independent variable and it is symbolized by X and (2) the students' motivation in learning English pronunciation, as the dependent variable which symbolized by Y.

**A. *Drill Strategy (Independent Variable, Variable X)***

1. The teacher writes some English words on the white board
2. The teacher asks certain students to pronounce those words without giving example from the teacher
3. The teacher pronounces each word and asks students to pronounce those words after the teacher.
4. The teacher asks each student to train themselves to pronounce English word.
5. The teacher asks one student to pronounce certain words and asks the next students to do so.
6. The teacher give reinforcement if the students are right in pronounce English word.
7. The teacher corrects students false in pronouncing English word.
8. The teacher gives the students opportunity to ask some questions related to the teaching materials.
9. The teacher goes on to the next steps in explaining the reading text or conversation.

10. The teacher concludes the teaching material.

***B. Motivation in Learning English Pronunciation (Dependent Variable, Variable Y)***

1. The students pay good attention to the lesson.
2. The students pronounce the English word after the teacher.
3. The students train themselves in pronouncing English word.
4. The students with wrong pronunciation pronounce English words repeatedly until he or she eventually correct.
5. The students respond to teacher's question or instruction.

**I. Hypothesis of Experimental Research**

The writer formulates the hypothesis of this experimental research as follows:

Ho : There is no significant different improvement of the motivation between the Experimental Group and Control Group in pronouncing English words after teaching through Drill strategy compared with Conventional Strategy among students at MTs TI Batu Belah.

Ha : There is significant improvement of the motivation between the Experimental Group and Control Group in pronouncing English words after teaching through Drill strategy compared with Conventional Strategy among students at MTs TI Batu Belah.

## CHAPTER III

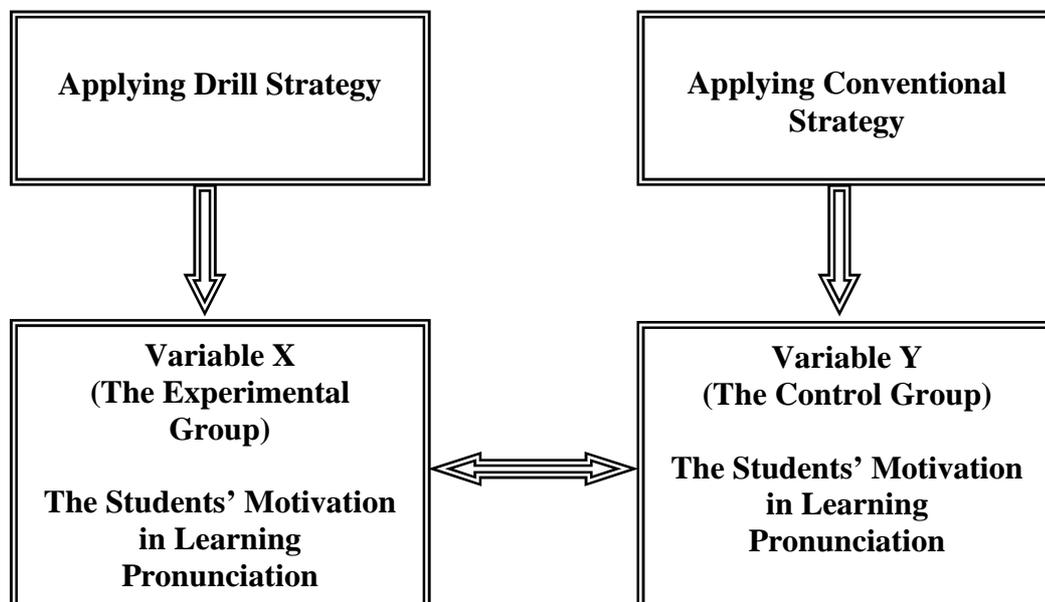
### RESEARCH METHODOLOGY

#### A. Research Design

This research was an “*Experimental Research*”. The writer selected two classes for her study, one of them was used as the experimental group and the other as a control group. The experimental group received the treatment by implementing Drill strategy while the control group by implementing the conventional one..

The research activity by applying Drill strategy through teaching treatments can be designed as follows:

**Table I**  
**The Design of Research**



#### B. Location and Time of the Research

The location of carrying out the research activity is at MTs-TI Batu Belah Kampar where the students are learning English. It is about 10 minutes from Bangkinang as the capital city of Kampar Regency. The writer carries out the research for three months, started from February until April 2010.

### **C. Subject and Object of the Research**

#### **a. Subject of the Research**

The subject of this research was the second year students of MTs Ti Batu Belah.

#### **b. Object of the Research**

The object of this research was the effectiveness of Drill Strategy in improving student's motivation in pronouncing English words.

### **D. Population and Sample of the Research**

The population of the research is the second year students of MTs-TI Batu Belah Kampar in academic year 2010/2011. They consist of classes VIII<sub>1</sub> and VIII<sub>2</sub>. The students of class VIII<sub>1</sub> consists of 27 persons (*as the Experimental group*) and class VIII<sub>2</sub> consist 27 persons (*as the control group*). So the total population is 54 persons. Suharsimi Arikunto (2002:112) states that the amount of the subject is less than 100, it is better to take all the population, and if the amount of the subject is more than 100, it is better to take sample about 10-15% or 20-25% of the population. So in this research, since the total population is lesser than 100 subjects, the writer uses "*Total Sampling Method*", which means that the writer takes all population to be the sample of the research.

## **E. Teaching Procedures**

The implementation of teaching procedures through the application of Drill strategy to improve the students' motivation in learning English pronunciation can be seen in the following:

### ***A. Preliminary Activities***

- a. Greeting
- b. The teacher checks the students' attendant list.
- c. The teacher introduces and explains the steps of Drill strategy.

### ***B. Core Activities***

- a. The teacher writes some English words on the white board.
- b. The teacher asks certain students to pronounce those words without giving example from the teacher.
- c. The teacher pronounces each word and ask students to pronounce those words after the teacher.
- d. The teacher asks each student to train themselves to pronounce English word.
- e. The teacher asks one student to pronounce certain words and asks the next students to do so.
- f. The teacher gives reinforcement if the students are right in pronouncing English words.
- g. The teacher corrects students false in pronouncing English words.

- h. The teacher gives the students opportunity to ask some questions related to the teaching materials.
- i. The teacher go on to the next steps in explaining the reading text or conversation.

### ***C. Closing Activities***

- a. The teacher concludes the teaching material.
- b. The teacher asks the students to learn English pronunciation at home.
- c. The teacher dismiss the class

### **F. Data Collection Technique**

In order to get the data from the respondents of the research, the writer uses one kind of data collection technique. It is observation. According to Suharsimi (2006: 156), observation is an activity which is concerned toward some objects by using eyes and can be called direct observation. This Technique is carried out to collect the data concerning the treatment and its result i.e. student's motivation.

In this case, the writer gives the observatory sheet to the English teachers in order to observe directly the implementation of teaching process. The observatory sheet is concerning the activity that the teacher should do in teaching process. The writer also prepares another observatory sheet and gives it to her friend in order to observe the students' motivation in learning pronunciation.

These two observatory sheets is prepared to observe the teacher and students of both the Experimental and Control groups, in which the Experimental group is taught by implementing Drill Strategy while the Control group is taught by implementing conventional strategy.

## G. Data Analysis Technique

As mentioned above, the writer presents and analyzes the data based on each indicator of the observation which consist of the students' motivation in pronouncing English words. The writer analyzes the data through statistical approach in order to find out the difference of motivation between students of the Experimental and Control groups in pronouncing English words as described in the following:

1. Finding each student's score, the formula is:

$$X = \frac{R}{N}$$

Where:

X : Individual score

R : The amount of answers

N : Number of items

(Sumartana, 1997:75 in Deni Elpita, 2006:29)

2. Finding mean, the formulas is:

$$\bar{X} = \frac{\sum \bar{X}}{N}$$

Note:

$\bar{X}$  : Mean Score

$\Sigma X$ : Total Respondents' Scores

$N$  : Number of the Respondents

3. To Test the Hypothesis, the formula is as follows:

a. Standard Deviation, the formulas is:

$$\frac{\sqrt{\Sigma(X - \bar{X})^2}}{N}$$

Notation:

$\Sigma$  : Sum

$X$  : Score

$\bar{X}$  : Mean

$N$  : Number of subjects

(James Dean Brown, 1988:69)

b. Standard Error of the Mean :  $SE_M = \frac{SD}{\sqrt{N - 1}}$

Notation :

$SE_M$  : Standard Error of the Mean

$SD$  : Standard Deviation

$N$  : Number of respondents

$1$  : Constant number

c. Standard Error of the Mean Difference:

$$SE_{M1} - SE_{M2} \sqrt{SE_{M1}^2 + SE_{M2}^2}$$

Notation:

$SE_{M1}$  : Standard Error of Mean Different by Experimental Group.

$SE_{M2}$  : Standard Error of Mean Different by Control Group.

d. T – Test :  $t_o = \frac{M_1 - M_2}{SE_{M1 - M2}}$

Notation:

$SE_{M1}$  : Standard Error of the Mean by Experimental Group.

$SE_{M2}$  : Standard Error of the Mean by Control Group.

e. Degree of Freedom ( $df$ ), the formula is:

$$df = (N_e - 1) + (N_c - 1)$$

Notation:

$df$  = Degree of Freedom

$N_e$  = Number of Subjects for the Experimental Group

$N_c$  = Number of Subjects for the Control Group

$1$  = Constant Number

(James Dean Brown, 1988:167)

## **CHAPTER IV**

### **DATA PRESENTATION AND ANALYSIS**

#### **A. Data Presentation**

The writer prepared the observatory items of the research in which there the writer had stated the items concerning the implementation of Drill and the students' motivation in pronouncing English words by both the Experimental and Control groups during teaching and learning process in the classroom.

The writer constructed 10 observation items for the teacher and 5 observation items for the students. The writer then presented the data and analyzed them through statistical approach concerning the implementation of teaching activities by the teacher and the students' motivation in learning pronunciation by two groups of them who were taught with different teaching strategies.

In this case, the writer (assisted by the English teacher) gave the check list to the observation sheet during observing writer's activities in implementing Drill Strategy in experimental class. In the other time, the writer's friend also gave the check list to the observation sheet during observing writer's activities in implementing conventional strategy in Control group class. The writer then analyzed the data of both observatory activities.

In the mean time of implementing both strategies, the writer (assisted by her friend) also gave the check list to the observation sheet concerning student's motivation in pronouncing English words for both the students of the Experimental group during being treated with Drill strategy, and student's of

control group during being treated by conventional strategy. Both data of the Experimental and Control groups were analyzed and compared each other in order to measure which group had higher response to the items of observation. The more frequent they were active in pronouncing English words, the higher the effects of the strategy influenced the students' motivation in pronouncing English words.

## **B. Results of the Observation**

### **a. The Results of Observing the English Teacher**

The English teacher observed the implementation of teaching activities by the writer during teaching pronunciation to the second year students of MTs-TI Batu Belah. In this case, the writer construct the observation consisted of 10 items. The items were primarily about the activities conducted by the writer at the preliminary, core and closing activities. The observatory activities were carried out for the writer during teaching pronunciation in the classroom of the Experimental and Control groups.

Therefore, the English teacher observed the implementation of Drill strategy by the writer in the classroom of the Experimental group and also observed the implementation of Conventional Strategy in the classroom of the Control group by the writer's friend. The results of the observation were as on the following table:

**Observation : I, II, III, IV, V and VI.**

**Group : The Experimental Group**

**Model : Drill Strategy**

**Table I Results of the Observation toward the English Teacher in the Classroom of the Experimental Group for 6 Meetings**

No	Observation Aspects	Category			
		Yes		No	
		<i>F</i>	( %)	<i>F</i>	( %)
1	The teacher writes some English words on the white board.	6	100	0	0
2	The teacher asks certain students to pronounce those words without giving example from the teacher	6	100	0	0
3	The teacher pronounces each word and asks students to pronounce those words after the teacher.	6	100	0	0
4	The teacher asks each student to train themselves to pronounce English word.	5	83.33	1	16.67
5	The teacher asks one student to pronounce certain words and asks the next students to do so.	6	100	0	0
6	The teacher give reinforcement if the students are right in pronounce English word.	5	83.33	1	16.67
7	The teacher corrects students false in pronouncing English word.	6	100	0	0
8	The teacher gives the students opportunity to ask some questions related to the teaching materials.	4	66.66	2	33.34
9	The teacher go on to the next steps in explaining the reading text or conversation.	6	100	0	0
10	The teacher concludes the teaching material.	4	66.66	2	33.34
	<b>Total</b>	<b>54</b>		<b>6</b>	
	<b>Mean</b>	<b>5.4</b>		<b>0.6</b>	
	<b>Percentage</b>	<b>90</b>		<b>10</b>	

Based on the data concerning the writer's activities in teaching the Experimental group through Drill strategy on Table 4.1 above, the writer found

that for 10 observatory activities for 6 teaching sessions, the total score for option “YES” was 54 points with mean score was 5.4 and the percentage was 90 percent. However, the total score for option “NO” was 6 points with mean score was 0.6 points and the percentage was 10 percent. Therefore, it could be concluded that most of ten indicators for observing the teacher’s activities had been implemented by the writer during six (6) teaching sessions.

Furthermore, the writer also observed the implementation of the indicators during teaching pronunciation to the students of the Control group which was taught by the Conventional Strategy. The results of the observatory activities in the classroom of the Control group during six (6) teaching sessions were as follow:

**Observation : I, II, III, IV, V and VI.**

**Group : The Control Group**

**Model : Conventional Strategy**

**Table II Results of the Observation toward the English Teacher in the Classroom of the Control Group for 6 Meetings**

No	Observation Aspects	Category			
		Yes		No	
		<i>F</i>	( %)	<i>F</i>	( %)
1	The teacher writes some English words on the white board.	3	50	3	50
2	The teacher asks certain students to pronounce those words without giving example from the teacher	2	33.34	4	66.66
3	The teacher pronounces each word and asks students to pronounce those words after the teacher.	4	66.66	2	33.34
4	The teacher explain how to pronounce the word.	2	33.34	4	66.66
5	The teacher explain the meaning of the word.	3	50	3	50
6	The teacher make an example by putting the word into a sentence.	3	50	3	50
7	The teacher ask the students to read the text.	3	50	3	50
8	The teacher gives the students opportunity to ask some questions related to the teaching materials.	4	66.66	2	33.34
9	The teacher go on to the next steps in explaining the reading text or conversation.	6	100	0	0
10	The teacher concludes the teaching material.	4	66.66	2	33.34
	<b>Total</b>	<b>34</b>		<b>26</b>	
	<b>Mean</b>	<b>3.4</b>		<b>2.6</b>	
	<b>Percentage</b>	<b>57</b>		<b>43</b>	

Based on the data concerning the writer's activities in teaching the Control group through Conventional Strategy on Table 4.2 above, the writer found that for

10 observatory activities for 6 teaching sessions, the total score for option “Yes” was 34 points with mean score was 3.4 and the percentage was 57 percent. However, the total score for option “No” was 26 points with mean score was 2.6 points and the percentage was 43 percent. Therefore, it could be concluded that only 57 % of 10 indicators for observing the teacher’s activities had been implemented by the writer of the Control group during six (6) teaching sessions.

**a. The Results of Observing the Students**

On one hand, the English teacher observed the writer’s activities during teaching pronunciation to the second year students of MTs – TI Batu Belah. On the other hand, the writer’s friend also observed the students’ motivation in pronouncing English words. These observatory activities were given to both the Experimental and Control groups with emphasis upon their motivation in learning English pronunciation. After observing the students’ motivation in pronouncing English words, the writer presented their data as in the following:

**a. The Results of the Observation towards the Motivation of the Experimental Group in Pronouncing English Words which was Taught Through Drill Strategy**

There were 5 observation items prepared for the students during which the writer observed their motivation in pronouncing English words. The total observation was 5 items, and total sample was 27 respondents or  $5 \times 27 = 135$  responses in all. The results of the observatory activities towards the students of the Experimental group who were taught pronunciation through Drill strategy was as on the

following table:

**Observation : I**  
**Day/Date : Wednesday/ 28 April 2010**  
**Grade : VIII a**  
**Group : The Experimental Group**  
**Model : Drill Strategy**

**Table I The Results of the Observation towards the Motivation of the Experimental Group in Pronouncing English Words (Meeting 1)**

No	Observation Aspects	Category			
		Yes		No	
		<i>F</i>	( %)	<i>F</i>	( %)
1	The students pay good attention to the lesson.	17	62.97	10	37.03
2	The students pronounce the English word after the teacher.	16	59.26	11	40.74
3	The students train themselves in pronouncing English word	10	37.03	17	62.97
4	The students with wrong pronunciation pronounce English words repeatedly until he or she eventually correct	17	62.97	10	37.03
5	The student respond to teacher's question or instruction	16	59.26	11	40.74
	<b>Total</b>	<b>76</b>		<b>59</b>	
	<b>Mean</b>	<b>15.2</b>		<b>11.8</b>	
	<b>Percentage</b>	<b>56.30</b>		<b>43.70</b>	

Based on the data presented on Table 4.3 above, the writer found that the total score for option "YES" was 76 points with mean score was 15.2 points and the percentage was 56.30 percent. In contrast, the total score for option "NO" was 59 points with the mean score was 11.8 points and the percentage was 43.70 percent. Therefore, it could be concluded that most of the indicators of the observation items for the students of the Experimental group was implemented by

the students during the application of Drill strategy to improve their motivation in pronouncing English words during teaching session I.

**Observation : II**

**Day/Date : Thursday/ 29 April 2010**

**Grade : VIII a**

**Group : The Experimental Group**

**Model : Drill Strategy**

**Table II The Results of the Observation towards the Motivation of the Experimental Group in Pronouncing English Words (Meeting 2)**

No	Observation Aspects	Category			
		Yes		No	
		<i>F</i>	( %)	<i>F</i>	( %)
1	The students pay good attention to the lesson.	19	70.37	8	29.62
2	The students pronounce the English word after the teacher.	17	62.97	10	37.03
3	The students train themselves in pronouncing English word	14	51.85	13	48.15
4	The students with wrong pronunciation pronounce English words repeatedly until he or she eventually correct	18	66.66	9	33.34
5	The student respond to teacher's question or instruction	16	59.26	11	40.74
	<b>Total</b>	<b>84</b>		<b>51</b>	
	<b>Mean</b>	<b>16.8</b>		<b>10.2</b>	
	<b>Percentage</b>	<b>62.22</b>		<b>37.78</b>	

Based on the data presented on Table 4.4 above, the writer found that the total score for option "YES" was 84 points with mean score was 16.8 points and the percentage was 62.22 percent. In contrast, the total score for option "NO" was 51 points with the mean score was 10.2 points and the percentage was 37.78 percent. Therefore, it could be concluded that most of the indicators of the

observation items for the students of the Experimental group was implemented by the students during the application of Drill strategy to improve their motivation in pronouncing English words during teaching session II. They implemented those indicators better than at teaching session I.

**Observation : III**

**Day/Date : Wednesday/ 5 Mei 2010**

**Grade : VIII a**

**Group : The Experimental Group**

**Model : Drill Strategy**

**Table III The Results of the Observation towards the Motivation of the Experimental Group in Pronouncing English Words (Meeting 3)**

No	Observation Aspects	Category			
		Yes		No	
		<i>F</i>	( %)	<i>F</i>	( %)
1	The students pay good attention to the lesson.	20	74.07	7	25.93
2	The students pronounce the English word after the teacher.	18	66.66	9	33.34
3	The students train themselves in pronouncing English word	15	55.56	12	44.44
4	The students with wrong pronunciation pronounce English words repeatedly until he or she eventually correct	18	66.66	9	33.34
5	The student respond to teacher's question or instruction	17	62.97	10	37.03
	<b>Total</b>	<b>88</b>		<b>47</b>	
	<b>Mean</b>	<b>17.6</b>		<b>9.4</b>	
	<b>Percentage</b>	<b>65.18</b>		<b>34.82</b>	

Based on the data presented on Table 4.5 above, the writer found that the total score for option "YES" was 88 points with mean score was 17.6 points and

the percentage was 65.18 percent. In contrast, the total score for option “NO” was 47 points with the mean score was 9.4 points and the percentage was 34.82 percent. Therefore, it could be concluded that most of the indicators of the observation items for the students of the Experimental group was implemented by the students during the application of Drill strategy to improve their motivation in pronouncing English words during teaching session III. They implemented those indicators better than at teaching session I and II.

**Observation : IV**

**Day/Date : Thursday/ 06 Mei 2010**

**Grade : VIII a**

**Group : The Experimental Group**

**Model : Drill Strategy**

**Table IV The Results of the Observation towards the Motivation of the Experimental Group in Pronouncing English Words (Meeting 4)**

No	Observation Aspects	Category			
		Yes		No	
		<i>F</i>	( %)	<i>F</i>	( %)
1	The students pay good attention to the lesson.	23	85.19	4	14.81
2	The students pronounce the English word after the teacher.	21	77.78	6	22.22
3	The students train themselves in pronouncing English word	18	66.66	9	33.34
4	The students with wrong pronunciation pronounce English words repeatedly until he or she eventually correct	20	74.07	7	25.93
5	The student respond to teacher's question or instruction	19	70.37	8	29.62
	<b>Total</b>	<b>101</b>		<b>34</b>	
	<b>Mean</b>	<b>20.02</b>		<b>6.8</b>	
	<b>Percentage</b>	<b>74.82</b>		<b>25.18</b>	

Based on the data presented on Table 4.6 above, the writer found that the

total score for option “YES” was 101 points with mean score was 20.02 points and the percentage was 74.82 percent. In contrast, the total score for option “NO” was 34 points with the mean score was 6.8 points and the percentage was 25.18 percent. Therefore, it could be concluded that most of the indicators of the observation items for the students of the Experimental group was implemented by the students during the application of Drill strategy to improve their motivation in pronouncing English words during teaching session IV. They implemented those indicators better than at teaching session I, II and III.

**Observation : V**  
**Day/Date : Wednesday/ 12 Mei 2010**  
**Grade : VIII a**  
**Group : The Experimental Group**  
**Model : Drill Strategy**

**Table V The Results of the Observation towards the Motivation of the Experimental Group in Pronouncing English Words (Meeting 5)**

No	Observation Aspects	Category			
		Yes		No	
		<i>F</i>	( %)	<i>F</i>	( %)
1	The students pay good attention to the lesson.	24	88.89	3	11.11
2	The students pronounce the English word after the teacher.	23	85.19	4	14.81
3	The students train themselves in pronouncing English word	19	70.37	8	29.62
4	The students with wrong pronunciation pronounce English words repeatedly until he or she eventually correct	20	74.07	7	25.93
5	The student respond to teacher's question or instruction	20	74.07	7	25.93
	<b>Total</b>	<b>106</b>		<b>29</b>	
	<b>Mean</b>	<b>21.2</b>		<b>5.8</b>	
	<b>Percentage</b>	<b>78.52</b>		<b>21.48</b>	
				<b>8</b>	

Based on the data presented on Table 4.7 above, the writer found that the total score for option "YES" was 106 points with mean score was 21.2 points and the percentage was 78.52 percent. In contrast, the total score for option "NO" was 29 points with the mean score was 5.8 points and the percentage was 21.48 percent. Therefore, it could be concluded that most of the indicators of the observation items for the students of the Experimental group was implemented by

the students during the application of Drill strategy to improve their motivation in pronouncing English words during teaching session V. They implemented those indicators better than at teaching session I, II, III and IV.

**Observation : VI**

**Day/Date : Thursday/ 13 Mei 2010**

**Grade : VIII a**

**Group : The Experimental Group**

**Model : Drill Strategy**

**Table VI The Results of the Observation towards the Motivation of the Experimental Group in Pronouncing English Words (Meeting 6)**

No	Observation Aspects	Category			
		Yes		No	
		<i>F</i>	( %)	<i>F</i>	( %)
1	The students pay good attention to the lesson.	24	88.89	3	11.11
2	The students pronounce the English word after the teacher.	24	88.89	3	11.11
3	The students train themselves in pronouncing English word	19	70.37	8	29.62
4	The students with wrong pronunciation pronounce English words repeatedly until he or she eventually correct	23	85.19	4	14.81
5	The student respond to teacher's question or instruction	21	77.78	6	22.22
	<b>Total</b>	<b>111</b>		<b>24</b>	
	<b>Mean</b>	<b>22.2</b>		<b>4.8</b>	
	<b>Percentage</b>	<b>82.23</b>		<b>17.77</b>	

Based on the data presented on Table 4.8 above, the writer found that the total score for option "YES" was 111 points with mean score was 22.2 points and the percentage was 82.23 percent. In contrast, the total score for option "NO" was

24 points with the mean score was 4.8 points and the percentage was 17.77 percent. Therefore, it could be concluded that most of the indicators of the observation items for the students of the Experimental group was implemented by the students during the application of Drill strategy to improve their motivation in pronouncing English words during teaching session VI. They implemented those indicators better than at teaching session I, II, III, IV and V.

**b. The Results of the Observation towards the Motivation of the Control Group in Pronouncing English Words which was Taught Through Conventional Strategy**

There were 5 observation items prepared for the students during which the writer observed their motivation in pronouncing English words. The results of the observatory activities towards the students of the Control group who were taught pronunciation through Conventional strategy was as on the following table:

**Observation : I**  
**Day/Date : Wednesday/ 29 April 2010**  
**Grade : VIII b**  
**Group : The Control Group**  
**Model : Conventional Strategy**

**Table I The Results of the Observation towards the Motivation of the Control Group in Pronouncing English Words (Meeting 1)**

No	Observation Aspects	Category			
		Yes		No	
		<i>F</i>	( %)	<i>F</i>	( %)
1	The students pay good attention to the lesson.	16	59.25	11	40.75
2	The students pronounce the English word after the teacher.	15	55.56	12	44.44
3	The students train themselves in pronouncing English word	7	25.93	20	74.07
4	The students with wrong pronunciation pronounce English words repeatedly until he or she eventually correct	11	40.75	16	59.25
5	The student respond to teacher's question or instruction	5	18.52	22	81.48
	<b>Total</b>	<b>54</b>		<b>81</b>	
	<b>Mean</b>	<b>10.8</b>		<b>16.2</b>	
	<b>Percentage</b>	<b>40</b>		<b>60</b>	

Based on the data presented on Table 4.9 above, the writer found that the total score for option "YES" was 54 points with mean score was 10.8 points and the percentage was 40 percent. In contrast, the total score for option "NO" was 81 points with the mean score was 16.2 points and the percentage was 60 percent. Therefore, it could be concluded that most of the indicators of the observation items for the students of the Control group was not implemented by the students,

because the score of option YES was lesser than the score of option NO during the application of Conventional Strategy to improve their motivation in pronouncing English words during teaching session I.

**Observation : II**

**Day/Date : Saturday/ 01 Mei 2010**

**Grade : VIII b**

**Group : The Control Group**

**Model : Conventional Strategy**

**Table II The Results of the Observation towards the Motivation of the Control Group in Pronouncing English Words (Meeting 2)**

No	Observation Aspects	Category			
		Yes		No	
		<i>F</i>	( %)	<i>F</i>	( %)
1	The students pay good attention to the lesson.	17	62.96	10	37.04
2	The students pronounce the English word after the teacher.	16	59.25	11	40.75
3	The students train themselves in pronouncing English word	9	33.33	18	66.67
4	The students with wrong pronunciation pronounce English words repeatedly until he or she eventually correct	12	44.44	15	55.56
5	The student respond to teacher's question or instruction	7	25.93	20	74.07
	<b>Total</b>	<b>61</b>		<b>74</b>	
	<b>Mean</b>	<b>12.2</b>		<b>14.8</b>	
	<b>Percentage</b>	<b>45.19</b>		<b>54.81</b>	

Based on the data presented on Table 4.10 above, the writer found that the total score for option "YES" was 61 points with mean score was 12.2 points and the percentage was 45.19 percent. In contrast, the total score for option "NO" was

74 points with the mean score was 14.8 points and the percentage was 54.81 percent. Therefore, it could be concluded that most of the indicators of the observation items for the students of the Control group was not implemented by the students, because the score of option YES was lesser than the score of option NO during the application of Conventional Strategy to improve their motivation in pronouncing English words during teaching session II, but the students' score at teaching session II slightly better than at teaching session I.

**Observation : III**  
**Day/Date : Thursday/ 06 Mei 2010**  
**Grade : VIII b**  
**Group : The Control Group**  
**Model : Conventional Strategy**

**Table I11 The Results of the Observation towards the Motivation of the Control Group in Pronouncing English Words (Meeting 3)**

No	Observation Aspects	Category			
		Yes		No	
		<i>F</i>	( %)	<i>F</i>	( %)
1	The students pay good attention to the lesson.	18	66.67	9	33.33
2	The students pronounce the English word after the teacher.	19	70.37	8	29.63
3	The students train themselves in pronouncing English word	11	40.75	16	59.25
4	The students with wrong pronunciation pronounce English words repeatedly until he or she eventually correct	14	51.85	13	48.15
5	The student respond to teacher's question or instruction	8	29.63	19	70.37
	<b>Total</b>	<b>70</b>		<b>65</b>	
	<b>Mean</b>	<b>14</b>		<b>13</b>	
	<b>Percentage</b>	<b>51.85</b>		<b>48.15</b>	

Based on the data presented on Table 4.11 above, the writer found that the total score for option "YES" was 70 points with mean score was 14 points and the percentage was 51.85 percent. In contrast, the total score for option "NO" was 65 points with the mean score was 13 points and the percentage was 48.15 percent. Therefore, it could be concluded that most of the indicators of the observation items for the students of the Control group was implemented by the students,

because the score of option YES was higher than the score of option NO during the application of Conventional Strategy to improve their motivation in pronouncing English words during teaching session III, so the students' score at teaching session III was better than teaching session I, and II.

**Observation : IV**

**Day/Date : Saturday/ 08 Mei 2010**

**Grade : VIII b**

**Group : The Control Group**

**Model : Conventional Strategy**

**Table IV The Results of the Observation towards the Motivation of the Control Group in Pronouncing English Words (Meeting 4)**

No	Observation Aspects	Category			
		Yes		No	
		<i>F</i>	( %)	<i>F</i>	( %)
1	The students pay good attention to the lesson.	21	77.78	6	22.22
2	The students pronounce the English word after the teacher.	21	77.78	6	22.22
3	The students train themselves in pronouncing English word	10	37.04	17	62.96
4	The students with wrong pronunciation pronounce English words repeatedly until he or she eventually correct	17	62.96	10	37.04
5	The student respond to teacher's question or instruction	11	40.74	16	59.26
	<b>Total</b>	<b>80</b>		<b>55</b>	
	<b>Mean</b>	<b>16</b>		<b>11</b>	
	<b>Percentage</b>	<b>59.26</b>		<b>40.74</b>	

Based on the data presented on Table 4.12 above, the writer found that the total score for option "YES" was 80 points with mean score was 16 points and the

percentage was 59.26 percent. In contrast, the total score for option “NO” was 55 points with the mean score was 11 points and the percentage was 40.74 percent. Therefore, it could be concluded that most of the indicators of the observation items for the students of the Control group was implemented by the students, because the score of option YES was higher than the score of option NO during the application of Conventional Strategy to improve their motivation in pronouncing English words during teaching session IV, so the students’ score at teaching session IV was better than teaching session I, II and III.

**Observation : V**  
**Day/Date : Thursday/ 13 Mei 2010**  
**Grade : VIII b**  
**Group : The Control Group**  
**Model : Conventional Strategy**

**Table V The Results of the Observation towards the Motivation of the Control Group in Pronouncing English Words (Meeting 5)**

No	Observation Aspects	Category			
		Yes		No	
		<i>F</i>	( %)	<i>F</i>	( %)
1	The students pay good attention to the lesson.	22	81.48	5	18.52
2	The students pronounce the English word after the teacher.	21	77.78	6	22.22
3	The students train themselves in pronouncing English word	12	44.44	15	55.56
4	The students with wrong pronunciation pronounce English words repeatedly until he or she eventually correct	18	66.67	9	33.33
5	The student respond to teacher's question or instruction	12	44.44	15	55.56
	<b>Total</b>	<b>85</b>		<b>50</b>	
	<b>Mean</b>	<b>17</b>		<b>10</b>	
	<b>Percentage</b>	<b>62.96</b>		<b>37.04</b>	

Based on the data presented on Table 4.13 above, the writer found that the total score for option "YES" was 85 points with mean score was 17 points and the percentage was 62.96 percent. In contrast, the total score for option "NO" was 50 points with the mean score was 10 points and the percentage was 37.04 percent. Therefore, it could be concluded that most of the indicators of the observation items for the students of the Control group was implemented by the students,

because the score of option YES was higher than the score of option NO during the application of Conventional Strategy to improve their motivation in pronouncing English words during teaching session V, so the students' score at teaching session V was better than teaching session I, II, III and IV.

**Observation : VI**

**Day/Date : Saturday/ 15 Mei 2010**

**Grade : VIII b**

**Group : The Control Group**

**Model : Conventional Strategy**

**Table VI The Results of the Observation towards the Motivation of the Control Group in Pronouncing English Words (Meeting 6)**

No	Observation Aspects	Category			
		Yes		No	
		<i>F</i>	( %)	<i>F</i>	( %)
1	The students pay good attention to the lesson.	24	88.89	3	11.11
2	The students pronounce the English word after the teacher.	23	85.18	4	14.82
3	The students train themselves in pronouncing English word	13	48.14	14	51.86
4	The students with wrong pronunciation pronounce English words repeatedly until he or she eventually correct	19	70.38	8	28.62
5	The student respond to teacher's question or instruction	14	51.85	13	48.15
	<b>Total</b>	<b>93</b>		<b>42</b>	
	<b>Mean</b>	<b>18.6</b>		<b>8.4</b>	
	<b>Percentage</b>	<b>68.89</b>		<b>31.11</b>	

Based on the data presented on Table 4.14 above, the writer found that the total score for option "YES" was 93 points with mean score was 18.6 points and

the percentage was 68.89 percent. In contrast, the total score for option “NO” was 42 points with the mean score was 8.4 points and the percentage was 31.11 percent. Therefore, it could be concluded that most of the indicators of the observation items for the students of the Control group was implemented by the students, because the score of option YES was higher than the score of option NO during the application of Conventional Strategy to improve their motivation in pronouncing English words during teaching session VI, so the students’ score at teaching session VI was better than teaching session I, II, III, IV and V.

### **C. Data Analysis**

After presenting the data of both the Experimental and Control groups concerning their motivation in pronouncing English words after being treated with different teaching strategies in which the Experimental group was taught pronunciation with Drill strategy while the Control group was taught with Conventional Approach, then the writer analyzed the data of both groups of the respondents of the research in order to determine which research hypothesis was accepted and rejected.

To determine the hypothesis was important, because to prove the effectiveness of the application of Drill strategy contrasted with the application of Conventional Strategy in the same interval of teaching process. The application of two different teaching strategies was intended to improve the students’ motivation in pronouncing English words. On the other words, if the score of the Experimental group was significantly higher than the score of the Control group, it meant that Drill strategy was more effective than the Conventional Approach.

However, if the score of the Control group was significantly higher than the score the Experimental group, it meant that Conventional Strategy was more effective than Drill strategy. Finally, if the scores of both the Experimental group neither higher nor lesser than the Control group, it meant that no teaching strategy was more effective than the other or they were equally not effective at all.

Therefore, the writer analyzed the data of the Experimental and Control group in answering observation items that consisted of 5 items. The results of the data analysis were as below:

**Data**

**Data**

After presenting the data analysis of the Experimental and Control groups above, the writer then analyzed the data based on the responses given by those two groups of the students as in the following:

The responses by the Experimental group in answering option “YES”

**Table IX The Score of Mean, Standard Deviation and Standard Error of Mean by the Experimental Group**

Aspect	Mean	N	Standard Deviation	Standard Error Mean
The response “Yes” given the respondents of the Experimental group based on 5 indicators of the observatory items	94.33	6	18.886	1.943

SD:

$$\frac{99.33}{(N-1)}$$

$$\frac{99.33}{(6-1)}$$

$$\frac{99.33}{5}$$

$$= 18.886$$

SEM : 18.886

$$\frac{18.886}{\sqrt{(N - 1)}}$$

$$\frac{18.886}{\sqrt{(6-1)}}$$

$$\frac{18.886}{\sqrt{5}}$$

$$\frac{18.886}{5}$$

$$3.777$$

$$\sqrt{3.777}$$

$$\mathbf{1.943}$$

The responses by the Control group in answering option “YES”

**Table X The Score of Mean, Standard Deviation and Standard Error of Mean by the Control Group**

Aspect	Mean	N	Standard Deviation	Standard Error Mean
The response “Yes” given the respondents of the Experimental group based on 5 indicators of the observatory items	73.83	6	14.766	1.718

$$\text{SD: } \frac{73.83}{(N-1)}$$

$$\frac{73.83}{(6-1)}$$

$$\frac{73.83}{5}$$

$$= \mathbf{14.766}$$

SEM : 14.766

$$\frac{14.766}{\sqrt{(N - 1)}}$$

$$\frac{14.766}{\sqrt{(6 - 1)}}$$

$$\frac{14.766}{\sqrt{5}}$$

$$\frac{14.766}{5}$$

$$2.953$$

$$\sqrt{2.953}$$

$$**1.718**$$

#### **T – Test**

$$\frac{94.33 - 73.83}{1.943 - 1.718}$$

$$\frac{20.5}{0.225}$$

$$**91.111**$$

- 1). If probability  $> 0.00$ , null hypothesis was accepted and alternative hypothesis was rejected
- 2). If probability  $> 0,05$ , null hypothesis was rejected and alternative hypothesis was accepted

*T* result was 91.111 and its *df* was 5, while the level of significance by 05 %

for  $df$  5 was 2.571, so the result of  $T$  test was greater than the result of  $T$  table. Therefore, Alternative Hypothesis ( $H_a$ ) was accepted and Null Hypothesis ( $H_o$ ) was rejected, because 91.111 were greater than 2.571.

Because alternative hypothesis was accepted, it meant that Drill strategy was more effective to improve the students' motivation in pronouncing English words rather than Conventional strategy

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

In this Chapter the writer presented the research findings based on statistical analysis carried out to both data of the Experimental and Control groups as the writer came to final conclusion. The conclusions are as in the following:

1. The Drill strategy was more effective than the Conventional Strategy in improving the students' motivation in pronouncing English words, because the total score of the Experimental group (556 points) was higher than the Control group (443 points) during teaching sessions. As the results, the score of the Experimental group was significantly higher than the score of the Control group in responding the observation items.
2. Based on the data analysis the writer found that Alternative Hypothesis ( $H_a$ ) was accepted and Null Hypothesis ( $H_o$ ) was rejected, because the score of observed statistic ( $t_{\text{observed}}$ ) was greater than table of significance ( $t_{\text{statistical}}$ ) of 05 % or  $91.111 > 2.571$

#### B. Suggestion

Based on the research findings above, the writer gave some valuable suggestions to the English teachers, students and any individuals who show serious concern about improving the students' motivation in English, particularly in pronouncing English words, they are as follows:

### **5.2.1 The English Teachers at MTs – TI Batu Belah**

The English teachers of MTs – TI Batu Belah should keep trying to apply other appropriate teaching strategy to the students in order to improve their motivation to pronounce English words correctly. This research finding can be used as reference and reflection for the English teachers that the application of Drill strategy can significantly improve the students' motivation to pronounce English words.

In addition, by improving the students' motivation in pronouncing English words at MTs – TI Batu Belah, they can also improve their speaking skill which makes them to be fluent, expressive, and accurate in pronouncing English in oral performance. As the students' motivation improves, their participation also improves which in turn it can improve their learning outcome in the future.

Finally, the strategy can also be used for other English skills, such as to improve the students' ability in reading, listening and writing. So in long term, the students have good comprehension about English skills which are highly required for seeking the job for their futuristic lives and to be skillful individuals in their occupation environment.

### **5.2.2 The English Teachers at Junior High School Level**

The English teachers of Junior High Schools should try to apply Drill strategy to improve their students' motivation to pronounce English words accurately which makes their students fluently express their ideas in oral performance. The English teachers may also apply Drill strategy not only to

improve their students' motivation, but also to improve their learning achievement in English subject.

The English teachers at Junior High Schools have to know the problems encountered by their students during learning English, particularly concerning the students' motivation in pronouncing English words. The English teachers may also try to apply other teaching strategies to improve their students' motivation in learning English as well as to improve their English skills. Among the teaching strategies are; Problem – Based Instruction (PBI), Contextual Teaching and Learning (CTL), Total Physical Response, Didactic Question (DQ), FIRE-UP, Reciprocal, Example and Non Example, Modified Sentence and so on.

In addition, the English teachers may use media of teaching, such as pictures series, puppetry, graphic, lay out and many kinds of games that can improve the students' comprehension of English in relation to improving their learning achievement.

### **5.2.3 The Head Masters of Junior High School**

The head masters of Junior High Schools should generate their English teachers to apply certain teaching strategy during implementing teaching process in the classroom. By suggesting and guiding English teachers to apply teaching strategies or using media of teaching, the English teachers are being generated to apply one of teaching strategies or use media of teaching in order to improve their students' motivation, interest and intensity to learn English more deeply which in turn they can achieve better learning outcome.

The head masters of Junior High School should continually suggest and monitor the English teachers' movement in transferring knowledge of English to their students in the classroom. In addition, the head masters may supervise the English teachers during teaching English in the classrooms. By doing so, the head masters obtain clear reflection of their English teachers' strength and weaknesses during teaching process. Thus, the head masters can get some inputs for them about what to do about the next teaching session in relation to improving overall teaching process for every language skill.

#### **5.2.4 The Next Researchers**

The writer also gives some suggestions to the next researchers that they may use this paper as their valuable reference and source when they carry out their research in similar topic of discussion. The next researchers may apply Drill strategy as the title of their research, not for improving their students' motivation in pronouncing English words, but for improving their reading, writing and listening.

The next researchers may also apply certain teaching strategy which is completely different from this of use this research. They can apply Contextual Teaching and Learning Approach, Problem – Based Instruction (PBI), Contextual Teaching and Learning (CTL), Total Physical Response, Didactic Question (DQ), FIRE-UP, Reciprocal, Example and Non Example, Modified Sentence and so on. They can selectively choose and apply one of the most appropriate teaching strategy based on the students' intake, level of education and skill that they want to improve for their research activity.

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