



## Improving The Student's Pronunciation Skill Trough Choral Drill Technicqu And Shadow Practice

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### Article Info

#### Article History

Submitted: 2025-06-10

Revision: 2025-06-13

Accepted: 2025-06-20

Publish: 2025-12-20

#### Keywords:

Pronunciation; Choral Drill  
Technique; Shadow Practice



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### ABSTRACT

This is a mini research. The study of the research is about the effectiveness of using choral drill method and shadow as a medium to improving students pronunciation . the background of the study is the difficulties in learning pronunciation. This study is aimed at responding the following question : (1) how is the implementation of choral drill to improve pronunciation? (2) how is the effectiveness of choral drill method and shadow practice in learning pronunciation?. The population of this research are science major of the first grade Islamic High School One Majene who consist of 30 students. This is a small research. The method of data collection is test. There are two test; pre and post test which both are in the form of reading aloud test while practicing choral drill method. intended to find out how pronunciation instruction was handled in the language classroom with Islamic High School students and also understand if pronunciation instruction had an impact on students' confidence when using English. In order to do this, a qualitative case study was carried out with learners of Class observation, a written text, and semi-structured interviews comprised the data collection instruments. The findings showed that not only teacher pronunciation instruction is necessary when learning English as a foreign language but that a lot of student practice is key to developing and enhancing learners' pronunciation as well. The aim of this research is to solve the English pronunciation problem. Besides, this research is also to know the effectiveness of using choral drill technique in teaching pronunciation. The research is conducted at Islamic High School One Majene. Data needed is obtain from direct and indirect observation and collaboration. In the direct observation, the data is from field observation. In the indirect one, the data is from the test result. Meanwhile in collaboration, the collaborator informs teaching and learning process through choral drill technique . Based on the data collected it is found that some students are active in pronunciation practice through choral drill technique and shadow practice. Further, the students have more desire and motivation to improve their pronunciation skill.

### INTRUDUCTION

Language as means of communication is very useful and flexible. It is one of a macro thing that people need to communicate each other. Language is really rich and beautiful, because by the language we can express almost everything such as thought, action, ideas, emotion, information, etc. This activity indicates that language is essential thing to be mastered. Language can also be used to transmit culture from generation to generation. This world consist of hundreds of

countries which consider has own language. So, to transfer a lot of information from or to different countries needed understandable language called international language.

As an international language, English is used in communication among people all over the world. English is also used in written texts and books as the source of knowledge that people really need. It is a fact that English is the most frequent language used in international communication, because there are a big number of the countries that use English as a means of daily communication, and there are the number of non-native speakers that use English in incidental communication, especially in international communication.

The function of language including English is to communicate each other. So, if someone's pronunciation is not correct, he or she cannot transfer the information to other people. That is why, learning pronunciation the words of the language clearly and correctly is one of important part of learning English. Pronunciation is one of the most important in sub system of language and one of the kinds of skill that must be taught to the students, especially in English as an international foreign language.

Pronunciation is more important than phonetic. Stress and intonation are as important as the sounds themselves and should be taught from the very beginning. Whether pronunciation needs special attention or focus in language teaching depends on many factors especially learner factors.

Learners whose native language has similar sounds to English are less likely to have problems with pronunciation. Learners who have more exposure to English need less focus on pronunciation. Adult learners need more focus on pronunciation because they are more likely to substitute English sounds with sounds their native language.

Pronunciation is always important not only for beginning students, not only when it interferences with intelligibility, but at all times. Before the students start drilling in oral expression, it is important for them to develop an adequate pronunciation of language. This will be better to do beginning, so every word they utter sounding more and more habit and no faulty of pronunciation should be made can be very difficult and most time consuming.

Unfortunately, students really hard to pronounce the word correctly, although they have learned English since they were in the elementary school. That is the reason why the writer chooses the students' pronunciation.

Also known as listen and repeat, choral drills are mainly used for modeling target language. The teacher says a word or sentence out loud and students try to repeat it verbatim with correct pronunciation, stress and intonation. The teacher may even mark the utterance on the board with phonetic script, stressed syllables and rising or falling intonation; possibly even tapping out the rhythm of the stressed syllables while enunciating.

Choral repetition is a commonly used method of drilling. Students simply have to repeat words or phrases after the teacher. This is a good method because it means that students are given excellent model pronunciation immediately before they are asked to respond.

## RESEARCH METHODS

Good pronunciation of a language is important. Articulating foreign language will always very dissonant to all beginner because they do not want to give revolution change assumption. Student bravely to articulate is very important step to teach and everyone who learns foreign language because will be assisting them to study good uttering or good speech. Daniel Jones said that “good speech as a way of speaking with is clearly intelligible to all ordinary people, but speech is a way of talking with is difficult for most people to understand, it is caused by mumbling or lack of definiteness of utterance” (Daniel Jones, 1986:5). Teaching pronunciation must be interesting for the students, if the teacher can give an interesting menu in the learning process. The students’ ability will be created and supported progressively. As Chambers state that “Pronunciation is the act or a manner of pronouncing a word, sound, and letter. Pronunciation is also the correct way of pronouncing a word. Sound in a given language, a set of symbols indicating how a word is to be pronounced” (Chambers, 1997:110).

Pronunciation is also pronouncing authoritatively or proclaiming, declaration, promulgation, a pronouncement. According to Chambers dictionary, pronunciation is the act manner of pronouncing words, sound and letter. Pronunciation is also the correct way of pronouncing a word, sound in a given language or a set of symbols indicating how a word is to be pronounced. According to Webster, pronunciation is also the act or manner of pronouncing something articulate utterance or the way or ways in which unit language is usually spoken or on the basis of analogy would be spoken by person qualified by education or otherwise to be speakers worthy for imitation. According to Jody Pearsall, pronunciation is the way in which a word is pronounced. Spelling does not determine pronunciation.

English pronunciation sometimes is difficult rules existing but not reliable because many possible exception. English pronunciation can sometimes be a little tricky or not consistent. Mainly for two reasons, the first is that English has many homophones, words that sound alike but don’t look alike. When we hear rain, someone may mean rain, reign, or rein. The other reason is that English words often pronounced differently from quite closely related words in other language. In learning English pronunciation the students should have to produce receivable pronunciation.

### Drill Technique

Drills went out of fashion with audiolingualism because they became associated with mindless and repetitive approaches to teaching. However, drills definitely do not have to be mindless, and they offer a welcome opportunity for learners to get their tongues around new language without the extra strain of trying to communicate. Most learners love them, as long as they are done confidently and do not dominate teaching.

For many teachers, drilling conjures images of a teacher standing next to the whiteboard saying a word and students merely repeating it, again and again. Drill is a form of controlled oral practice involving cues and short responses and focusing on one specific language point which is given only after the initial presentation and before freer forms of practice (such as role plays, discussions, etc). This is supported by Paulston by stating that drill is the automatic use of manipulative patterns and is commensurate with the assumption that language learning is habit formation. It involves the method of learning through instrumental

conditioning by immediate reinforcement of the right response (Christina Brat Paulston, 1965:130)

Drill relatively are easy when engaged in pronunciation drill and provide students with a breathing space during which they can converse their mental energy and also might simply involved in that drill.

Pronunciation drill has an important place in the teaching of pronunciation as mean to help the students on articulation become more automatic and routine. It is seen as a step towards more meaningful, communicative practice. "To be truly effective drill has to move beyond the simple identification and mimicking the contextualized sound contrast characteristics of input (Rodney H. Jones)

The drill can also be made more lively and memorable by concentrating not just on oral and aural modalities but also including visual representations and training in the awareness of sensation. The benefit of dill may depend on learners aptitude for oral practice.

Teaching pronunciation through drill technique has an important place in the teaching of pronunciation as a means to help articulation become more automatic. This technique regarded better than other existing technique as a step toward more meaningful communicative practice. In teaching English pronunciation through choral drill technique the teacher first goal should be to give assistance during the regular speaking lesson to the students who are having difficult with particular sounds. The particular sounds that the students will find difficult will differ for different language background.

#### Choral Drill

Listen and repeat drills also known as choral drills are typically used for modeling language. These drills occur when teachers say a word, or sentence out loud and students repeat what has been said. The danger of choral drills is that they can become mind-numbing for both teachers and students. The good news is that there are many ways to spice up choral drills.

The goal through choral drill technique is accuracy and the standard is high. However, a lot of listen and repeat can become very boring and demotivating, especially for long and difficult sentences. For a very long sentence, one useful technique is to have students repeat one extra phrase at a time starting from the back of the sentence.

Another use for corraling is to asses students' ability. It is very difficult to repeat language you do not know. Try it with someone who speaks a language you do not understand. Get them to say a sentence in their mother tongue and try to repeat what they say accurately. This is a very mechanical form of drilling, and as such students may be able to complete them without much thought or understanding of what they are repeating.

#### Shadow Practice

Definition of shadowing ; Shadowing was originally used for training interpreters. It is in the current decade that shadowing has captured language instructors' attention and been incorporated into teaching a foreign language. Lambert (1992) defined shadowing as a paced, parrot-style auditory tracking task, conducted with headphones. Rather than a passive activity, however, shadowing is an active and highly cognitive activity in which learners track the heard speech and vocalize it as clearly as possible while simultaneously listening (Tamai, 1997). This process of repeating incoming speech and monitoring the shadowed material engages many areas of the learners' brains, especially the

language centers (Kadota, 2007). According to Shiki et al., (2010), shadowing is the on-line immediate process of repeating speech, while repeating is an off-line task because it provides learners with silent pauses to reproduce the sounds.

#### A. Problem statement

Based on the background of the study is the difficulties in learning pronunciation. This study is aimed at responding the following question : (1) how is the implementation (1) how is the implementation of choral drill to improve pronunciation? (2) how is the effectiveness of choral drill method and shadow practice in learning pronunciation?.

#### B. The objective of the research

On this research, the researcher would like to find out how is the effectiveness of using choral drill method and shadow practice in improving student's pronunciation at 10th grade students of Islamic High School One Majene.

#### 7 Classroom action research

The classroom action research is a part of action research which teacher, with collaborator, takes a part in educational improvement and brings a good effect for quality and quantity improvement in a classroom activity. The teacher directly observes the students to get the improvement in the classroom. Hollingsworth states "classroom action research is to bring a theory and a practice of improvement educational system, including participatory research, collaborative inquiry, emancipator research, action learning, and contextual action research, but all are variations on a theme."( Hollingsworth, 1997:205) It is said that in action research, researcher teacher has to put simply theory and action, action of the research is 'learning by doing – a group of people identify a problem, do something to resolve it, see how successful; their effort were, and if not satisfied, try again.

This research use the qualitative paradigm in the classroom action research. The subject of the research is all of the students at the accountancy tenth grade of Islamic High School One Majene. There are 21 students in accountancy class which is consist of 2 boys and 19 girls.

## RESULT AND DISCUSSION

This chapter present data collection of experimental on the 10th grade of Islamic High School One Majene first, we give a pre test to students to test how much they are capable of in the pronunciation. after giving the pre test, then we provide the method of corral drill and shadow practice so that they are easier to pronounce properly. after giving the method, we gave the test again in the form of a post test. Below is the score of students.

Pre Text

No	Score	Frequency	Category
1	60 – 65	0	Good
2	65 – 70	0	Good
3	70 – 75	0	Good
4	60 – 65	0	Good

Post Test

No	Score	Frequency	Category
1	70 – 75	3	Very Good
2	75 – 80	3	Very Good
3	80 – 90	3	Excellent

In this research, the writer found that there were some benefits of using the technique in teaching pronunciation for students such as; it is enjoyable and interesting for the students, they play in pairs, interact in pairs and correct mistake each other. The course lets the students to address their own difficult words by underlined them before practice. This is very useful for them because they can get the good pronunciation from the teacher.

In the classroom activities, the writer could see the progress of pronunciation ability from the students. There was increasing in the amount of students who achieve the target of minimum score from cycle 1, 2 and 3. The writer took their score from exercise that they have done. It was indicated that teaching pronunciation through choral drill technique reached better and better in pronunciation practice. And as the result of the research, the writer took the students score based on their pronunciation practice that the writer evaluate and divided into some of categories, there are utterance, stressing, rhythm, and intonation.

## CONCLUSION

In learning English, students are less motivation and they tend to be bored in the class activity, because of that the writer used choral drill technique and shadow practice that can improve the students' pronunciation skill along the learning process. Besides, the choral drill technique and shadow practice can help the students to find out the certain information or knowledge in short time in practicing pronunciation. Through choral drill technique, the students can study continuously and disciplinary in understanding the dialogue with the efforts to pronounce well.

Implementation of using choral drill technique and shadow practice in teaching learning process to improve pronunciation in grade tenth worked smoothly and as planned. Although at the first meeting of a classroom's atmosphere was not conducive enough but it can be overcome, it is because the students had got habitual with the new technique which is taught and it can be seen from the increasing of average score which is in cycle 1 the average score is 54.25, whereas there were only three (3) students who can achieve the standard of minimum score. In cycle 2 the average score is 69,5, whereas there were nine (9) students who can achieve the standard of minimum score and in cycle 3 the average score is 100, whereas all of the students (19) can achieve the standard of minimum score.

Choral drill technique and shadow practice make the students encourage to communicate in English. They are not shy anymore and more confident to communicate in English even though sometimes they still make mistake in teaching learning pronunciation using choral drill technique, the writer asked the students to study the material given and prepare themselves to practice with their friends, but before it the writer asked the students to underlined the words that they think difficult to pronounce and the writer will give the correct pronunciation of the words. the students more encourage and more active when the writer gave the material by work in pair, they more confidence to improve their ability and to practice the words in pairs.

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