

THE USE OF QUIZ-DEMONSTRATION-PRACTICE-REVISION (QDPR) TO IMPROVE STUDENTS' PRONUNCIATION

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ABSTRACT

The objective of this research was to find out whether or not the use of Quiz-Demonstration-Practice-Revision (QDPR) learning model can improve students' pronunciation especially in pronouncing sound /f/, /v/, /θ/, and /t/. The method of this research was pre-experimental with one group pre-test and post-test as an instrument of the research. The population of the research was the eleventh grade of SMA Negeri 11 Pangkep that consisted of 240 students. The number of samples was 30 students. The data collection consisted of pre-test, treatment and post-test. Forms of pre-test and post-test were oral test that contained 20 words that related with the focus sounds. The findings of the research showed that the students' mean score of pre-test before treatment was (39.17). While after treatment, the mean score of post-test was (76.83). Therefore, the significant between pre-test and post-test was 96%. In order that, the researcher assumed that using Quiz-Demonstration-Practice-Revision (QDPR) could improve students' pronunciation correctly especially in pronouncing sound /f/, /v/, and /θ/, /t/. Thus, QDPR can be an alternative model to English pronunciation instruction in English classrooms.

Keywords: Quiz-Demonstration-Practice-Revision, Students', Pronunciation

INTRODUCTION

In the English sound system, there are many styles of speech for each individual which is influenced by a variety of causes such as locality, early influences, and social surroundings. The pronunciation of English involves the production of individual or isolated sounds and the utterance of words, phrases, and sentences with correct spelling and stressing and/or rhythm intonation. Comparing with the English sound system, the Indonesian sound system is similar to the English sound system. They are similar in some terms, namely, minimal pairs, assimilation, elision, and intonation. However, some differences also exist. Some English vowels and consonants do not exist in Indonesian. Indonesians also do not have clusters, stress, and aspirated sounds.

According to (Ramelan, 1999:7 in Anggun, 2009:13) the pronunciation problems in learning a foreign language are: Firstly, the problem is concerned with the identification of the foreign sounds. Learners have to remember their acoustic qualities so that they will be able to directly identify them in an utterance. Secondly, the problem is concerned with the production of sounds by their speech organs. They should be able to hear and identify the acoustic quality of the foreign sounds to be able to produce them. The last problem is concerned with the production of suprasegmental features like stress, length, pitch, and intonation.

In the case of pronouncing labio-dental, dental, and alveolar sounds, sometimes the students got confused. They didn't understand well about them. For examples, when they pronounced fan [fæn] and van [væn] or thick [θɪk] and tick [tɪk] are the same. They pronounced all of them with the same voice.

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Another problem is the teacher. As usual, teachers have an important role to teach in the class. The teacher always uses the conventional method or technique that was boring in teaching English. It makes the students did not pay attention to the teacher. So, learning strategies are important in a learning activity. The use of interesting learning strategies will certainly make students more interested and eager to learn.

Among the problem that we faced in teaching pronunciation in the school, we should manage the condition in the teaching and learning process. Therefore, I should overcome the problems by make the student deeply understanding the theory of phonology and practicing to pronounce the words correctly. Besides that, I need to look for some method that can be easy to understand by the students for improving student's pronunciation. Regarding the priority and techniques for teaching pronunciation in EFL classrooms (Celce-Murcia et al., 1996; Dalton & Seidlhofer, 1994; Moedjito, 2016).

Previously, several researchers used Quiz-Demonstration-Practice-Revision as a technique for their research. Most of them focus on the pronunciation of students using this technique. However, they did in reseach by focusing on different pronunciation sounds. The first researcher was Raihun Adaniah, conducted a study in 2017 entitled "The Implementation of Quiz-Demonstration-Practice-Revision (QDPR) Learning Model to Improve ability to Pronounce English Central Vowel / ʌ / and English Back Vowel / ɑ: / ". Furthermore, in that study, they used Ex-post Facto design and simple random sampling for collecting data. Then the result had a significant contribution to students' ability to pronounce English central vowel /ʌ/ and English back vowel /ɑ: / at Hamzanwadi University. It means that, to improve students pronunciation was success by using Quiz-Demonstration-Practice-Revision (QDPR). By looking the result, I interest to use this Quiz-Demonstration-Practice-Revision (QDPR) technique to improve my students' pronunciation in my class.

The second researcher was Afrianto A. (2017) in *The Use of Flashcard to Teach Speaking at Second Year Student of SMAN 5 Enrekang*. The researcher said that the use of Flashcard could help student to speaking. Besides, Flashcard also helped students to keep the conversation going and saying the words or sentences smoothly. In other hand, this strategy could apply in teaching students speaking classroom. At the end the result shows that the use of flashcard strategy increase their speaking skill.

The other findings was from Moedjito (2016) in *Improving EFL Learners' Pronunciation of English through Quiz-Demonstration-Practice-Revision (QDPR)*. The study aimed at investigating the effectiveness of Quiz-Demonstration-Practice-Revision (QDPR) as an alternative learning model in pronunciation teaching in EFL classrooms. The result of the study has revealed that there was a significant difference in the mean score of participants' scores before and after the treatment. This implies that QDPR may become an effective learning model for improving EFL learners' knowledge and their ability to pronounce the target English phonemes. Another finding of the study has discovered that QDPR might contribute significantly to the improvement of EFL learners' knowledge and ability to pronounce the investigated English phonemes. These empirical data suggest that QDPR may become an alternative model in pronunciation teaching.

From the previous researches, it can be concluded that they conducted their studies to improve students' pronunciation through *Quiz-Demonstration-Practice-Revision (QDPR)*, but focus on a different element of pronunciation in improving Pronunciation and an ability namely, to pronounce English central vowel / ʌ / and English Back Vowel / ɑ: / and to produce target phoneme in producing sounds. Furthermore, another researcher conducted to find the lack of students' pronunciation and the difficulties of pronunciation in Dental and Labio-dental sounds which is in line with the scope of the study where the research also applied *Quiz-Demonstration-Practice-Revision (QDPR)* but more focus on pronouncing and differentiating sounds /f/ with /v/ and /θ/ with /t/ correctly. In addition, in the application of *Quiz-Demonstration-Practice-Revision (QDPR)* technique, the previous researcher also implemented the steps of language learning, so that teaching and learning process is more focus.

The gap of this study from another study is about different sounds /f/, /v/, /θ/, and /t/. Those sounds are almost similar, but actually, they are different in pronouncing. The organ speech that we use is different. Dealt with vowel sounds, the word 'arm', almost students consider to pronounce it is /ʌm/. Dealt with consonant sounds, almost students still cannot differentiate the word 'love', 'thank', or 'tank'. For example, the word 'love' they consider pronounce it is /lɑ:f/ the word 'thank', they consider pronounce it is /tʌŋk/, or the word 'tank', they pronounce it is /θʌŋk /. However, the correct sounds and the right pronunciation respectively for the word 'arm' is /ɑ:m/ and for the words 'love', 'thank', and 'tank' must be /lʌv/, /θʌŋk/, and /tæŋk/.

LITERATURE REVIEW

The Main Features of Pronunciation

In order to study how something works it is often useful to break it down into its constituent parts. The following diagram shows a breakdown of the main features of pronunciation.

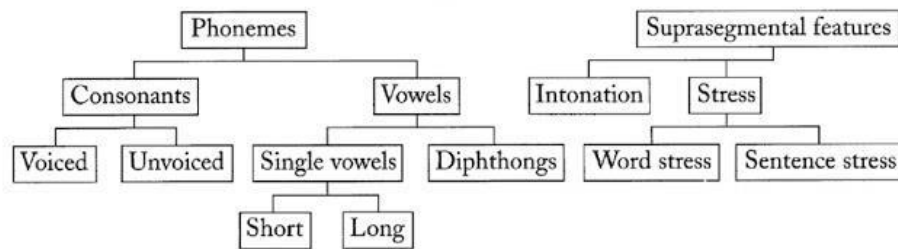


Figure 1. Main features diagram

Based on diagram above, Kelly (2000: 1) has divided the main features of pronunciation into two categories. The first is phonemes, there are two branches of phonemes, they are consonants and vowels. The consonants consist of voiced and unvoiced, while vowels consist of single vowels and diphthongs, and the second is suprasegmental features. There are two kinds of suprasegmental features. They are intonation and stress. Stress consists of word stress and sentence stress.

The first point was dealt with phonemes, phonemes dealt with describing the sound-system of any language, it is necessary to understand what the phoneme is. According to Nurhayati (2011: 5), phoneme is a class of sounds. A phoneme is one of set of abstracts unit that can be used for writing language down in systematic and unambiguous way. E.g. town-down /taun/-/daun/. Yule (2006: 44) also states that phoneme is each one of these meaning-distinguishing sounds in language. The basic phonemes of English are consonant and vowel.

The Consonant in teaching pronunciation, English consonants can be grouped according to the sounds produced. Before we discuss one by one, we must to know the meaning of consonants generally. Consonants are kind of sounds that produced by interrupting, restricting or diverting the airflow in some ways. Consonants can be grouped of vocal cords, place of articulation, and manner of articulation. First, in their state of vocal cords, the vibration of vocal cords indicates the consonant. The position of vocal cords causes the difference between voiced and voiceless sound. When the vocal cords are spread apart, the air from the lungs passes between them unimpeded and it does not make the vocal cords vibrates is called voiceless. So, voiceless consonant is a consonant produced without vibration of the vocal cords. The following ones are voiceless consonants [p], [t], [k], [f], [s], [ʃ], [tʃ], [h] and [θ]. Meanwhile, voiced is when the vocal cords are drawn together, the air from the lungs repeatedly pushes them apart as it passes through, and it can make the vocal cords vibrates. So, a voiced consonant is

a consonant produced with vibration of the vocal cords. In English the following consonants are voiced: [b], [d], [g], [v], [z], [ʒ], [dʒ], [ŋ], [l], [r], [j], [w], [m], [n], and [ð].

According explanation above, consonants sounds may be voiced or voiceless. It becomes important to distinguish between voiced and voiceless consonant in English pronunciation, such as by identifying many pairs of consonants which are essentially the same except for the element of voicing. Kelly (2000: 2) gives an example /f/, as in fan, and /v/, as in van. In addition, Kelly (2000: 47) describes that consonant sounds in terms of the force of articulation, the following terms are used: fortis or strong, and lenis or weak. When a consonant is produced with a strong air stream, we have a strong (fortis) consonant. It usually happens in voiceless sounds. On the other hand, when a consonant is produced with a weak air stream, we have a weak (lenis) consonant that usually occurred in voiced sounds. Second, the consonant sounds of English can also be classified according to the place of articulation. It refers to the place in the vocal tract where the flow of air is obstructed. The place of articulation (speech organ) as follows:

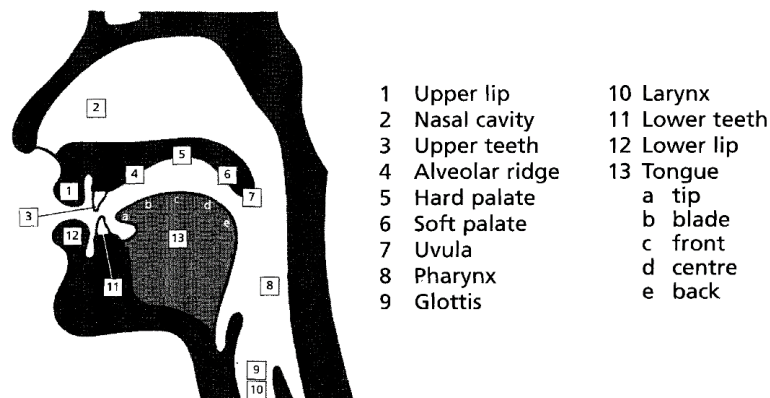


Figure 2. Place articulation

The position articulation is:

Billabial : Using closing movement of both lips, /p/ and /m/

Labio-dental : Using the lowe lip and upper teeth, /f/ and /v/

Dental : the tongue tip is used either between the teeth or close to the upper teeth, /θ/ and /ð/.

Alveolar : The blade of the tongue is used close to the alveolar ridge, e.g. /t/ and /s/

Palato alveolar : The blade (or tip) of the tongue is used just behind the alveolar ridge, e.g. /dʒ/ and /tʃ/.

Palatal : The front of the tongue is raised close to the palate, e.g. /j/.

Velar : The back of the tongue is used against the soft palate, e.g. /k/ and /ŋ/.

Glotal : The gap between the vocal cords is used to make audible fiction, e.g. [h].

The manner of articulation is:

Plosive : A complete closure is made somewhere in the vocal tract, and the soft palate is also raised. Air pressure increases behind the closure, and is then released ‘explosively’, e.g. /p/ and /b/.

Fricative : When two vocal organs come close enough together for the movement of air between them to be heard, e.g. /f/ and /v/.

Affricative : A complete closure is made somewhere in the mouth, and the soft palate is raised. Air pressure increases behind the closure, and is then released more slowly than in plosives, e.g. /dʒ/ and /tʃ/.

Nasal : A closure is made by the lips, or by the tongue against the palate, the soft palate is lowered, and air escapes through the nose, e.g. /m/ and /n/.

Lateral : A partial closure is made by the blade of the tongue against the alveolar ridge. Air is able to flow around the sides of the tongue, e.g. /l/

Approximant : Vocal organs come near to each other, but not so close as to cause audible friction, e.g. /r/ and /w/.

Consonant sound
Table.1. English Consonants Phonemes

English Consonants Phonemes										
	<div style="display: flex; align-items: center;"> Front → </div>									
	<div style="display: flex; justify-content: space-between;"> Back </div>									
	Bilabial	Labio-dental	Dental	Aveolar	Palato-alveolar	Palatal	Velar	Glottal		
	-V +V	-V +V	-V +V	-V +V	-V +V	-V +V	-V +V	-V +V		
Stops	p b		t d				k g			
Fricatives		F v	θ ð	s z	ʃ ʒ			H		
Affricatives					tʃ dʒ					
Nasal	M			N			ŋ			
Lateral				l						
Glides	(w)				R	J	W			

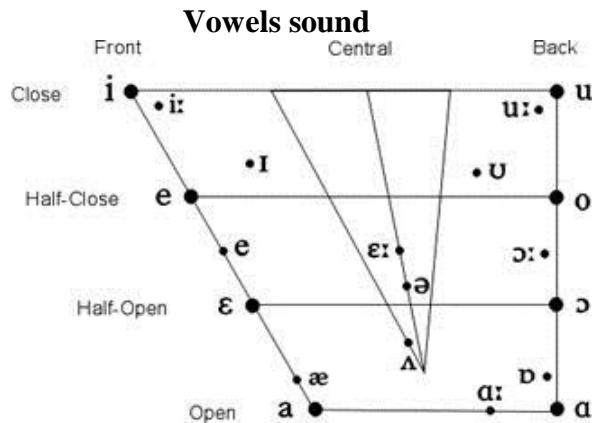


Figure.3. Place of vowels

Diphthong

In teaching pronunciation, besides consonants and vowel, we must also to recognize about diphthong. According to Kelly (2000: 34), diphthong might be a combination of vowel sounds that there is a glide (or movement of the tongue, lips and jaw) from one pure vowel sound to another. In diphthong, the first sound of each phoneme is longer and louder than the second sound in English, not in other language. If we listen the word 'house' /haʊs/ (the diphthong in this word is /aʊ/), we can hear that the /a/ part of the sound is longer than the final /u/ part.

English is usually described as having eight diphthongs, and they can be grouped in the following way: The first is **centring** diphthongs end with a glide towards /ə/. They are called 'centring' because /ə/ is central vowel. Then, the second is **closing** diphthongs end with a glide towards /ɪ/ or towards /ʊ/.

METHODOLOGY

This research applied pre-experimental (one group pre-test post-test) in research design. The indicator of this study was students' correct pronunciation in sounds /f/ and /v/, and also sounds /θ/ and /t/. The population of this research was 240 students of Eleventh-grade SMAN 11 PANGKEP. There were 8 classes, 7 Sciences class and another one is Social class. The sample was among the population that researcher had presented above, the researcher used purposive sampling as a technique in choosing sample. The sample of this research was class XI Exact Ibnu Sina that consisted of 30 students. The researcher chose XI Exact Ibnu Sina because according to the English teacher, the English ability of the students tends to be low. Thus, it was good to know how significant this research to improve students' pronunciation. The researcher used an oral test as instrument of this research. The oral test used in assessing the students' pronunciation that consists of pre-test and post-test. Form of pre-test and post test contained 20 words which every word consisting of the sounds that the students had learned in learning in three meetings before. The words in pre-test and post-test were quite different but same level of difficulties. The technique in collecting data was pre-

test and post-test. In this research, there were six meetings. It consisted of one meeting for pre-test, 3 meetings for treatment, one meeting for reinforcement and one last meeting for post-test. Each meeting lasted 90 minutes in the classroom.

RESULT

The result of this research showed that using QDPR could improve students' pronunciation, especially in pronouncing sound /f/ and /v/ also /θ/ and /t/ correctly. Although the focused of elements pronunciation and the subject of the research were different in one research to another research, QDPR has been proven could cover up most of the elements of pronunciation at different levels of education.

Whereas, there were some the result of researches showed that some of student still difficult to pronounced some word which contained sounds /v/ and /θ/. Researcher found that the students who are buginese or makassarese cultured often difficult in pronouncing the sounds which are not available in their native language and then they shifted the sounds into the closest sounds which are more familiar to them.

Moreover, on the research above, Voiceless Dental Fricative /θ/ sound was not improved significantly. It was caused by the students' perception that the regulation of sound system in English and Indonesia was different. They faced difficulties in changing the habit of moving their speech organs in such a way as to produce the foreign sounds.

However, the result of the research has revealed that there was a significant difference in the mean score of participants' scores before and after the treatment. This implies that QDPR may become an effective learning model for improving their ability to pronounce the target English words.

Students' Score in Pre-test and Post-test

A pre-test was conducted to find out the data of the students' ability in pronouncing English words before the treatment was given. The result of the test showed the students' achievement in pronunciation before the treatment. The highest score was 45 and the lowest score was 25 The mean (X_1) was (39.17).

The post-test was also conducted to find out the data of the students' ability in pronouncing English words after the treatment was given. The highest score was 95 and the lowest score was 35. The mean (X_2) was (76.83). So the improvement percentage can be seen in the following table:

Table 3. Improvement Percentage of Pre-test and Post-test Score

Variable	Mean Score		Improvement (%)
	Pre-test	Post-test	
Sound /f/ with /v/, and /θ/ with /t/,	39.17	76.83	96%

The table showed that there was an improvement as many as 96% in pronouncing the four sounds; they are voiceless labiodental fricative /f/ and voiced labiodentals fricative /v/ and voiceless dental fricative /θ/ and voiceless alveolar plosive /t/.

The Rate Percentage of the Students' Score

Table 4. The rate percentages of the students' pre-test scores were presented in the following table.

No	Classification	Pre-test		Post-test	
		F	%	F	%
1	Excellent (96-100)	0	0%	0	0%
2	Very Good (86-95)	0	0%	11	37%
3	Good (76-85)	0	0%	7	17%
4	Fairly Good (66-75)	0	0%	5	23%
5	Fair (56-65)	2	7%	3	10%
6	Poor (46-55)	4	13%	3	10%
7	Very Poor (0-45)	24	80%	1	3%
Total		30	100%	30	100%

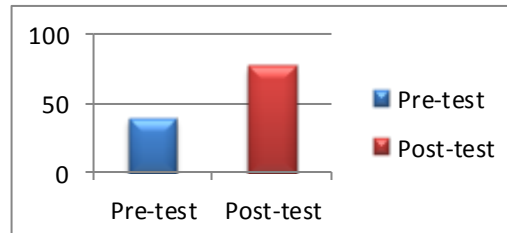


Figure 4. The Mean Score of Pre-test and Post-test

The chart showed the significantly different of mean score of pre-test and post-test. Before the treatment, the researcher conducted pre-test, the mean score was 39.17. After the treatment, the mean score was 76.83. It means that the progress happened after the Quiz-Demonstration-Practice-Revision applied in teaching pronunciation.

DISCUSSION

The research findings indicated that the students' ability in pronunciation ability through using the Quiz-Demonstration-Practice-Revision showed the improvement of the students pronunciation ability in the terms of target sounds. From the improvement showed the process in pre-test and post-test. The result of

the students pronunciation in pretest was low, especially to pronouncing correctly the target sounds.

The description of the data collection through oral test as explained to the previous finding section that the students' achievement after applied Quiz-Demonstration-Practice-Revision was significant. The researcher found that the mean score of post-test students' achievement is greater than pre-test. In table 4.1 showed that the score of find out which the mean score of pre-test was 39.17 and after applied Quiz-Demonstration-Practice-Revision, the mean score of post-test was 76.83. Therefore, the researcher indicated that there was a significant improvement after treatment by using Quiz-Demonstration-Practice-Revision.

By seeing several previous researches and compared with the result of this researches above, the researcher concluded that students' pronunciation was improved by using Quiz-Demonstration-Practice-Revision learning model. Particularly on the ability of students' to pronounce target sounds. Moreover, QDPR made the students more active, enjoy, and interesting during the teaching and learning process of pronunciation. Then, Flashcard strategy which contained in QDPR learning model could guide students to pronouncing the target sounds well. The result of this research also showed that using QDPR could improve students' pronunciation, especially in pronouncing sound /f/ and /v/ also /θ/ and /t/ correctly. Although the focused of elements pronunciation and the subject of the research were different in one research to another research, QDPR has been proven could cover up most of the elements of pronunciation at different levels of education.

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However, the result of the research has revealed that there was a significant difference in the mean score of participants' scores before and after the treatment. This implies that QDPR may become an effective learning model for improving their ability to pronounce the target English words.

CONCLUSION

QDPR was effective to improve students' pronunciation. It was proved by the mean score of post-test (76.83) which was higher than the mean score of pre-test (39.17) and there was an improvement as many as 96% in pronouncing the four sounds. It means that learning pronunciation by use QDPR could improve the students' pronunciation, especially in pronouncing sounds /f/, /v/, /θ/, and /t/

correctly. However, before applying this learning model, the teachers have to be consider in students' need, whether it will be suit or not for them.

The success in teaching pronunciation does not depend on lesson plan only, but more important is how the teacher presents the lesson and uses interesting learning model to make class more enjoyable and lively.

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