

THE EFFECT OF PHONETIC DRILLING METHOD ON STUDENTS' SPEAKING SKILL AT THE ELEVENTH GRADE OF MAN 3 PANDEGLANG

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ABSTRACT

This thesis examines the learning method using phonetic drilling on the speaking ability of eleventh-grade students at MAN 3 Pandeglang. The purpose of this study is to determine the effect of using the phonetic drilling method on the speaking ability of eleventh grade students at MAN 3 Pandeglang. In this study, the researcher used quantitative research with a true experiment research design. The sample in this study consisted of 60 comprehensive students in two classes. Class XI F is an experimental class with 30 students, and Class XI G is a control class with 30 students. This study used a research instrument consisting of a pre-test and a post-test. Data collected from the test were analyzed using IBM SPSS 29. The analysis in this study included validity, reliability, normality, and homogeneity tests, hypothesis tests, and t-tests. The results of the hypothesis test showed a significance level of 0.05 (5%) and Sig. (two-sided) of 0.001 < 0.005, which means H_0 is rejected and H_a is accepted. The researcher concluded that there is a significant influence on the speaking ability of eleventh-grade students at MAN 3 Pandeglang.

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INTRODUCTION

English, as a global lingua franca, plays an essential role in facilitating communication across diverse cultures and regions. Its widespread use in sectors such as education, business, media, and technology underscores its urgency in modern society. In the realm of education, English is particularly vital due to its function in accessing global knowledge; the majority of scholarly publications, journal articles, and educational media are predominantly

produced in English. As such, both educators and learners are expected to acquire English language proficiency to engage effectively in academic discourse and international communication.

Among the four fundamental English language skills listening, speaking, reading, and writing speaking holds a central role. It reflects the learner's ability to articulate ideas, participate in discussions, and respond spontaneously in real-time contexts. However, speaking skill is not

acquired in isolation; it is closely related to the mastery of vocabulary and pronunciation. Vocabulary serves as the foundation of language production. Without adequate vocabulary knowledge, students struggle to convey thoughts and feelings clearly. Meanwhile, proper pronunciation is equally essential in ensuring that the spoken message is intelligible to others.

Based on preliminary observations conducted at MAN 3 Pandeglang, it was identified that many students face significant challenges in speaking English. Among the core problems are low motivation, limited vocabulary, and poor pronunciation skills. These issues are compounded by the lack of access to varied learning resources and minimal opportunities for oral practice. Many students perceive English as difficult, particularly due to pronunciation rules that differ significantly from their native language. The scarcity of practical, student-centered teaching methods has also been noted as a contributing factor to students' low engagement in speaking activities.

To address these challenges, it is crucial to implement innovative teaching strategies that promote active learning and enhance speaking performance. One such approach is the phonetic drilling method, which has shown promising results in improving learners' pronunciation and vocabulary retention. This method emphasizes systematic repetition of words and sounds to reinforce accurate pronunciation, including aspects such as stress, intonation, and articulation of consonants and vowels. Unlike traditional rote

memorization, phonetic drilling helps students internalize the correct form of words through auditory and verbal reinforcement.

As highlighted in the study conducted by (Sofa, 2024), phonetic drilling is an effective pedagogical technique for enhancing pronunciation skills. The study explored various types of drills Minimal Pairs Drill, Chaining Drill, and Tongue Twister Drill which target specific phonetic features and pronunciation challenges. These drills not only improve learners' clarity of speech but also contribute significantly to vocabulary mastery by strengthening the auditory memory associated with spoken words. Students become more confident in using new vocabulary as they associate words with accurate phonetic patterns.

In line with Sofa's findings, this study aims to examine the effect of the phonetic drilling method on improving students' speaking skills, particularly in relation to vocabulary development. The research focuses on eleventh-grade students at MAN 3 Pandeglang, where the need for effective speaking instruction is evident. It is expected that the implementation of phonetic drilling will not only enhance pronunciation and fluency but also boost students' motivation to engage in English speaking activities.

Therefore, the researcher proposes a study entitled: "The Effect of Phonetic Drilling on Students' Speaking Skill at the Eleventh Grade of MAN 3 Pandeglang." The study is expected to provide empirical evidence on the effectiveness of phonetic drilling in addressing common

challenges in speaking instruction and to offer practical insights for English teachers seeking to improve their students' communicative competence through pronunciation-based vocabulary development.

METHODOLOGY

This study employed a quantitative approach with a true experimental design to examine the effect of the phonetic drilling method on students' speaking skills in grade XI at MAN 3 Pandeglang. As stated by (Waruwu, 2023), the quantitative approach presents data in numerical form and involves hypothesis testing using instruments that can be statistically analyzed. This is further supported by (Dian Muslimin, 2024), who emphasized that quantitative research is a systematic and measurable method used to answer research problems through objective and in-depth analysis of observable phenomena.

The research design used was a non-equivalent control group design, consisting of two groups: the experimental group and the control group. The experimental class received treatment using the phonetic drilling method, while the control class did not receive such treatment. The primary instrument used in this research was an oral test administered as both a pre-test and a post-test to measure students' speaking ability. The pre-test aimed to assess students' initial ability in describing pictures of tourist destinations, while the post-test, which involved audio-based prompts on the same topic, was administered after

the treatment but was not included during the learning sessions.

The research was conducted at MAN 3 Pandeglang, located at Jl. Raya Panimbang Km. 1 Solodengen, Panimbangjaya, Panimbang, Pandeglang, Banten Province. The school is recognized for its commitment to improving the quality of education in both academic and character-building aspects. The research was carried out over two months, from May 10 to June 20, 2025. The population of the study comprised all students of MAN 3 Pandeglang, totaling 670 students. Sampling was conducted using a probability sampling technique, as all grade XI students shared similar educational backgrounds and qualifications. The selected sample included two classes: XI F (experimental class) and XI G (control class), each consisting of 30 students, resulting in a total of 60 participants.

The instruments were tested for both validity and reliability before their application in the study. The validity test aimed to ensure that each test item accurately measured the intended variable, using Pearson correlation. Meanwhile, the reliability test was conducted to measure the consistency of the instrument using Cronbach's Alpha, with a coefficient above 0.60 indicating that the instrument was reliable. Both validity and reliability testing were performed using SPSS version 25.

After collecting the pre-test and post-test data, a paired sample t-test was used to determine whether there was a statistically significant difference in students' speaking skills between

the experimental and control groups. A Shapiro-Wilk test was employed to assess the normality of the data distribution, while a homogeneity test was conducted to ensure equality of variance between the two groups. A significance value (Sig.) less than 0.05 indicated that the null hypothesis (H_0) was rejected in favor of the alternative hypothesis (H_1), suggesting a significant difference between the groups.

In addition to inferential statistics, descriptive statistics such as mean, median, and mode were calculated to provide a general overview of students' performance. The mean represented the average performance, the median showed the midpoint of the data distribution, and the mode indicated the most frequently occurring score. Furthermore, an effect size analysis was conducted using Cohen's d to determine the magnitude of the phonetic drilling method's impact on students' speaking skills.

Through this systematic approach and rigorous data analysis, the study aims to contribute meaningful insights to the field of education, particularly in enhancing English language instruction and offering an effective alternative method for improving students' vocabulary acquisition and speaking proficiency.

RESULT AND DISCUSSION

This research aimed to determine the effect of the Phonetic Drilling method on students' speaking skills, with specific reference to eleventh-grade students at MAN 3 Pandeglang. Based on the findings, it is evident that this method significantly improves students' ability to

speak English fluently, accurately, and confidently.

1. Answering the Research Question

The primary research question asked whether there is a significant difference in students' speaking skills when taught using the Phonetic Drilling method compared to traditional repetition drills. The analysis showed a significant increase in the mean post-test scores of the experimental class (from 45.67 to 67.17), while the control class also experienced improvement (from 54 to 70.17). However, statistical analysis through an independent t-test revealed that the **mean difference** between the groups was **-12.567**, with a **p-value < 0.001**, indicating a statistically significant effect of the phonetic drilling method. Thus, the alternative hypothesis (H_1) is accepted, and the null hypothesis (H_0) is rejected.

2. How the Findings Were Obtained

The results were obtained using a **quasi-experimental** design with purposive sampling, dividing participants into an experimental group (class XI F) and a control group (class XI G). Pre-test and post-test assessments were conducted to measure speaking performance. SPSS 29 was used to analyze validity, reliability, normality, homogeneity, and paired as well as independent sample t-tests. The instrument used in the study passed all validity ($r\text{-count} > r\text{-table} = 0.361$) and reliability (Cronbach's Alpha = 0.841) criteria, confirming the robustness of the research tool.

3. Interpretation of the Findings

The significant improvement in the experimental class can be attributed to the nature of the Phonetic Drilling method, which emphasizes accurate pronunciation, stress patterns, and intonation, providing students with regular and focused oral practice. This aligns with (Idayani et al, 2024) who argue that consistent speaking exercises promote greater verbal fluency.

The enhancement in grammar and sentence structure observed during post-test assessments further supports (Damayanti et al, 2024) who highlighted grammar as a foundational element in developing speaking competence. Additionally, (Ginting and Tinabunan, 2024) stated that repetition and targeted drills improve automaticity and fluency in speaking results echoed by this study.

(Novitasari, 2024) underscored the crucial role of correct pronunciation in communication. The Phonetic Drilling method directly targets this aspect, making students more intelligible and confident speakers, especially in academic presentations or group discussions.

4. Relation to Existing Theories

These findings are consistent with behaviorist language learning theories, particularly Skinner's theory of reinforcement, where repetition and correction play a central role in forming language habits. By receiving continuous corrective feedback through drilling, students are likely to form accurate speech patterns.

Additionally, Krashen's Input Hypothesis supports the idea that language acquisition improves when learners are exposed to comprehensible input. The phonetic drilling method enhances both comprehensible input and accurate output through structured exercises, fulfilling Krashen's conditions for language acquisition.

5. Contribution to Knowledge and Theory Development

The study contributes empirically to the growing body of literature on speaking instruction in EFL contexts by demonstrating that the Phonetic Drilling method is an effective pedagogical tool, especially for students struggling with pronunciation and fluency. It not only confirms the theoretical perspectives of behaviorism and structured oral practice but also highlights a practical classroom strategy that improves students' communicative competence.

This research provides evidence that phonetic drills can be a more effective alternative to general repetition drills, especially in environments where English exposure is limited. It suggests that drilling with a focus on phonological awareness and phonemic accuracy should be integrated into regular language instruction. This may also inspire a new hybrid approach, combining phonetic drills with communicative tasks to balance accuracy and fluency.

CONCLUSION

This study investigated the effectiveness of the Phonetic Drilling method in enhancing the speaking skills of eleventh-grade students at MAN 3 Pandeglang through a true experimental design involving two groups: the experimental class (XI F) and the control class (XI G), each consisting of 30 students. The results showed a significant improvement in the experimental group's speaking performance, with post-test scores rising from 28.47 to 57.82. Statistical analysis using an independent t-test yielded a t-value of -4.027 and a significance level of $p < 0.001$, indicating a positive and significant effect of the method. These findings highlight the value of using phonetic drilling in EFL classrooms to improve pronunciation, fluency, and learner confidence. Based on the results, it is recommended that teachers adopt this method to enhance student engagement and oral proficiency, while also providing constructive feedback. Students are encouraged to actively practice through phonetic drills and utilize various learning resources to support their improvement. Future researchers may build on this study by using larger and more diverse samples or exploring the method's application across different educational settings.

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