

THE EFFECTIVENESS OF ORAL DRILL IN IMPROVING PRONUNCIATION SKILLS AMONG KINDERGARTNERS

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ABSTRACT

Pronunciation plays a great role in the communication and learning of the kindergartners. This study aims to determine the effectiveness of oral drill in improving the pronunciation among kindergartners of Caatijan Elementary School. This is a quasi-experimental research that utilizes a checklist in recording the data. The conduct of the intervention goes with the teacher as the model and the kindergartner imitates the words being read. The pretest of the experimental group and control group did not meet the expected level of pronunciation skills which implied that both groups have the same level of pronunciation skill. The post-test scores showed that the experimental group scored higher than the control group. The improvement of the experimental group's scores resulted after the oral drill was implemented. Thus, it can be concluded that oral drill is effective in improving the pronunciation skills among kindergartners.

Keyword: *pronunciation, kindergartners, language, reading, drill*

1. INTRODUCTION

Pronunciation is an action of producing sounds of speech to communicate a message (Basurto Santos & Tlazalo Tejada, 2014). Action aims to convey meaningful ideas and points of view, and it includes paying attention to the specific sounds of a language, aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing and rhythm, how the voice is projected and in its broadest definition, paying attention to gestures and expressions to the way individuals speak a language. Kanellou (2011) stated that there is no doubt that pronunciation plays second best to other aspects of language teaching in the classroom so, pronunciation plays a vital role in improving speaking skill (Gilakjani, 2012). However, it is often overlooked by some people due to its complexity and its comprehensive understanding of meaning (Derwing & Munro, 2005).

It does not matter how wonderful a learner's vocabulary or grammar is if no one can hear them when they speak, pronunciation is fundamental (Burns & Seidlhofer, 2019). A learner must also have a practical grasp of the sounds, rhythms, and cadences of English, as well as how they fit together in connected speech, in order to be understood (Phillips et al., 2008). Learners with good pronunciation will be understood even if they make mistakes elsewhere, but those with poor pronunciation will stay unintelligible even if they use a large vocabulary and perfect grammar (Jarosz, 2019). Furthermore, people are likely to conclude they do not know much English and, even worse, that they are incapable (Yates & Zielinski, 2009).

Kindergartners are in their beginning level of acquiring another language aside from their mother tongue (Spit et al., 2022). English words are slowly introduced by their teachers including the consonant-vowel-consonant (CVC) words and focusing on the alphabet as the first step in learning English pronunciation (Segers et al., 2014). However, learning pronunciation in kindergarten takes a long time and practice in order to grasp the pronunciation (Nurhayati, 2015). Nurhayati (2015) stated that sometimes

kindergarten's pronunciation and the spelling are different but they guess the words, for example: the word "ball", they will pronounce it /bal/ and they can guess the word by using their logic. They usually read the words based on the letters (alphabets). Learners showed difficulties in identifying between the words 'PEN and PIN' that makes them confused whenever someone speaks of these (Farmer, et al., 2009).

2. REVIEW OF RELATED LITERATURE

2.1 Pronunciation and Its Importance

Pronunciation as stated by Kristina and Rajasteja (2016) refers to the act or manner of pronouncing words: utterance of speech; it can also be defined as a way of expressing a word, particularly one that is widely recognized or understood. Pronunciation, in its broadest sense, comprises the generation and receipt of speech sounds, as well as the accomplishment of meaning. By this definition, the words being spoken must be understandable (intelligible).

In addition, Oxford Learner's Dictionary (n.d.) states that pronunciation is the manner in which a language or a particular word or sound is spoken. If one is said to have correct pronunciation, it refers to both within a specific dialect. A word can be spoken in a variety of ways by different individuals or groups, depending on a variety of factors such as: where they grew up, where they now live, if they have a speech or voice disorder, their demographic origin, social class, or education. Similarly, Ur (2010) stated that pronunciation can be defined as a combination of a language's sound, as well as stress, rhythm, and intonation.

The importance of language in communication cannot be overstated. People must grasp how to make language appropriately in order to explain it. It implies that persons must have a basic understanding of the language. Pronunciation is one of them. Pronunciation is an important part of learning a second or foreign language's speaking skills, (Ila, 2019). It has already addressed the meaning of pronunciation, according to the definition above. It can be stated that pronunciation controls who transmits messages, ideas, and thoughts between speakers and listeners (Burns & Seidlhofer, 2010). Furthermore, pronunciation is the way a person pronounces words or sounds in a specific way so that the communication is understandable (Gilakjani & Ahmadi, 2011).

Many people who are learning and speaking English do not pay attention to their pronunciation. Some of them underestimate and dismiss it. They believe that pronunciation is less important than speaking and that grammar and vocabulary are more vital. But the truth is that pronunciation is crucial. Many examples of communication misunderstanding were caused by incorrect word pronunciation or intonation. For example, if someone pronounces the terms fog and fox, sight and she, sick and six with no variation, it can lead to a misunderstanding in some circumstances (Prashant, 2018).

2.2 Problems in Pronunciation

In the local context, Filipino speakers have a "Filipino Accent," which some native English speakers find difficult to comprehend. Interchanging or mixing up numerous consonants and vowels is one of the most noticeable faults made by Filipino students. Students will, for example, substitute a /f/ for the /p/ in a word, as well as the /v/ and /b/ sounds, as well as the /i/ and /e/, especially if these sounds occur close together. Another difficult sound for Filipino students is the /th/, which they frequently replace with a /t/ or a /d/ (Pachina, 2019).

On the other hand, Gilakjani (2011) stated that among the reasons ESL students struggle with pronunciation are a lack of motivation, infrequent exposure to the target language, and teachers who do not emphasize the importance of pronunciation or have the correct resources to help their students learn proper pronunciation. It is critical that English language instructors employ the appropriate strategies and resources to call attention to pronunciation practices in the language classroom in order to emphasize the importance of pronunciation.

The study of Daff-Alla (2017) revealed that students face numerous challenges when learning pronunciation, including: stress and intonation being the most common issues, mother tongue having a negative impact on the pronunciation process, and the syllabus requiring numerous changes to accommodate learning pronunciation.

Moreover, Sara (2015) concluded in her study that schools have paid little attention to pronunciation. The students have limited knowledge on how to pronounce words. Furthermore, the teacher's strategic understanding in order to teach pronunciation. However, their dialectical accent has proven to be a significant impediment. Due to their accent, they frequently pronounce the wrong sound of a certain alphabet or word.

Lasabuda (2017) concluded in her study as summarized that in the pronunciation aspect of the study, it was discovered that it was difficult to distinguish words with nearly identical pronunciations, that students rarely practiced, that they lacked vocabulary, that they had a regional accent, that they felt ashamed, and that difficult to say sentences were rare. The nervousness, often carried away by regional accent, and lack of understanding of the content in question that students experience in intonation were discovered in this study's intonation section. Speaking to themselves or with friends without removing liaisons from the sentence is another aspect of liaisons in this study. Mispronunciation is described as the act or habit of pronouncing a word in an unusual, irregular, or incorrect manner. Furthermore, students may mispronounce words because some sounds do not exist in the students' first language or because the letters they are attempting to pronounce have distinct sounds in their foreign language which is English (Lems et al., 2010).

Pachina (2019) identified some of the following reasons why Filipino students struggle with English pronunciation: (1) The majority of the inaccuracies are direct translations from the local tongue (2) Forms that are absent in the native language but are present in English include: a. Inversions (present, past, past participle), b. Nouns in plural form, c. The sound of the schwa vowel, d. Consonants with a voice (/z/, /b/, /v/) and; e. The /th/ sounds are articulated (3) The literal meaning of a Tagalog morpheme is translated into English (4) There are few prepositions and no verbs in Filipino vocabulary (mainly Tagalog), (5) Loan translations from Tagalog Spanish to English result in the wrong word being chosen.

2.3 Factors Affecting Pronunciation

Different challenges with pronunciation teaching and learning have undoubtedly been discovered in various circumstances, and it is unsurprising that teachers and students find mastering English pronunciation challenging (Gilakjani, 2011). There are, however, some important aspects that influence pronunciation learning (Seom, 2021). Teachers confront a variety of difficulties when teaching pronunciation, which are not always the same (Osmany, 2017). Gilakjani (2011) mentioned a few key aspects that influence pronunciation acquisition. These are accent, age, personality, Mother Tongue influence, instruction, attitude, motivation and exposure, stress, intonation and rhythm.

The first factor is age. ETEA (2014) asserted that the easier it is for your kids to learn correct pronunciation when they are younger, but it becomes progressively difficult as they get older as the brain's natural fluidity fades and it becomes more rigid. This is not to say that adult students should abandon their efforts to enhance their pronunciation. It simply means they must work harder. In addition, the study of Gawi et al. (2012) showed findings that pupils who begin learning a foreign language at a younger age (5/6) perform better than students who begin later (12/13) and young learners speak English more fluently than adult learners.

Adults are unlikely to attain a native-like accent, while both empirical and anecdotal findings attest that children can acquire a target-like proficiency in pronunciation. The cut-off age ending this period in pronunciation acquisition was formerly believed to be around 13. However, recent studies substantiate that even after the age of 6, the learner's accent is discernible to be non-native, albeit with slight discrepancy (Smith & Candlin, 2014). The impact of age on pronunciation learning has suggested that it is brought about by progressive decline rather than a substantial drop-off after puberty. The positive thing is that these neurological variations between adults and children tend to be the product of a transition rather than a decline. In the way that sounds are processed in a foreign language, training will help adults develop their ability to differentiate against new sounds and create new phonetic boundaries (Long, 2011). Understanding and teaching pronunciation has been controversial in second language acquisition for many years. Teachers drilled learners until they had the appropriate accent. To be understood meant capturing one of the established accents. There is now an emphasis on the comprehensibility of what they say.

The next factor is the motivation and exposure. The student's purpose for learning the language, as well as the cultural group with whom the learner identifies and spends time, both influence whether the learner develops native-like pronunciation (Gilakjani & Ahmade, 2011). Brown (2007) stated that exposure relates to the length of time that the learners live in a target language environment. It does not matter the

place or country the learners stay, but depends on how much they use English in their daily life. The more they spend their time listening and speaking English, the better their English pronunciation will be.

As stated by Tahereen (2015), the English language is generally considered a subject rather than a language. As a result, oral skills are consistently avoided at all levels of school, making it difficult for teachers to teach pronunciation because pupils have little exposure to it. In addition to student's motivation, ETEA (2014) added that students that are highly motivated are more likely to have better pronunciation. What drives students to improve their communication skills? Most people simply want to blend in; they do not want to be judged because of their "strange" accent. Adult learners, for example, must talk clearly and effectively in order to communicate professionally. Teachers should use their pupils' passions to assist them discover motivation if they seem to be lacking.

The motivation of learners to learn the target language is critical in teaching pronunciation. If students are not driven to improve their pronunciation, it will be difficult for teachers to enhance their pronunciation (Osmany, 2017). Due to minimal exposure to the target language and contact with native speakers, adult English language learners often do not acquire a native-like level of pronunciation, regarding fluency, control of idiomatic expressions and cultural pragmatics which are the gestures, body language, and facial expressions (Gilakjani, 2011).

The other factor affecting pronunciation is the Mother Tongue influence. ETEA (2014) stated that students of various nations struggle to master good pronunciation to diverse degrees. The degree of difficulty is determined by how different their original language is from English. English, for example, is a stressed language; Spanish, a syllabic language; and Chinese, a tonal language. Phonemes differ in each, as does how the mouth, teeth, and tongue are employed.

Some sounds, such as "th," may be difficult for your students to articulate because they do not exist in their original language. Moreover, the larger the differences between the target language and the original language, the more difficult it will be for learners to master perfect pronunciation (Tahereen, 2015). On a side note, another reason why L2 learners struggle with pronunciation is that by the time they are introduced to the second language sound system, they already have a fossilized sound system of their mother tongue, which limits their acquisition of the L2 sound system (Horwitz, 2008).

Another factor is the accent. An accent is "the cumulative auditory effect of those features of pronunciation that identify where a person is from, regionally or socially" (Crystal, 2003). Accentedness, is a normal consequence of second language learning is a listener's perception of how different a speaker's accent is from that of the native community (Derwing & Munro, 2005). Many adult learners of English have foreign accents that identify them as nonnative speakers. An understanding of the features of learner accents and their impact on intelligibility can help teachers identify and address characteristics of learner pronunciation (Gilakjani, 2011).

Next is stress, intonation and rhythm.. Munro and Derwing (2005) observed that even heavily accented speech is sometimes intelligible and that prosodic errors (i.e., errors in stress, intonation, and rhythm) appear to affect intelligibility more than do phonetic errors (i.e., errors in single sounds). For this reason, pronunciation research and teaching focus both on the sounds of language (vowels and consonants) and on supra-segmental features—that is, vocal effects that extend over more than one sound—such as stress, sentence and word intonation, and speech rhythm (Crystal, 2003; Low, 2006; Munro & Derwing, 2005).

Instruction is also one of the factors that is affecting your students' ability to acquire proper pronunciation as quite simply that it is not being explicitly taught in the classroom. This is one of the things that ESL classes often lack and one of the things that makes a world of difference in the acquisition of pronunciation (ETEA, 2014). Elliot (2002) stated that teachers tend to view pronunciation as the least useful of the basic language skills and therefore they generally sacrifice teaching pronunciation in order to spend valuable class time on other areas of language. Or maybe, teachers feel justified neglecting pronunciation believing that for adult foreign language learners, it is more difficult to attain target language pronunciation skills than other facets of second language acquisition. Possibly, teachers just do not have the background or tools to properly teach pronunciation and therefore it is disregarded (Gilakjani, 2011).

Suter (2000) reported an insignificant relationship between formal pronunciation and students' pronunciation of English as a Second Language (Elliot, 2002). Murakawa (2001) found that, with 12 weeks of phonetic instruction, adult L2 learners of English can improve their allophonic articulation (Elliot, 2002). Nuefield and Scheiderman (2001) reported that adults are able to achieve near native

fluency and it can be developed in a relatively short time without serious disruption to the second language teaching program with adequate pronunciation instruction (Elliot, 2002).

2.4 Terms and Concept in Pronunciation

In improving English pronunciation, it is essential to understand some terms and concepts, according to Beare (2017): (1) Phoneme. It is a unit of sound. These are expressed as phonetic symbols in the International Phonetic Alphabet (IPA). (2) Letter. The English alphabet has twenty-six letters. Depending on letter combinations, letter pronunciations differ. (3) Consonants. These are the sounds that interrupt vowel sounds. These are combined with vowels to form a syllable. (4) Vowels. These are open sounds caused by the vibration of vocal sounds but without obstruction. (5) Consonants interrupt vowels to form syllables. All vowels are produced using the vocal cord, hence considered as voiced. (6) Voiced. A voiced consonant is formed using the vocal cords. A better way to tell if a consonant is voiced is to touch one's fingers to the throat. If the consonant is voiced, one will feel a vibration. A voiceless consonant is produced without the help of the vocal cords. Place one's fingers on the throat when speaking a voiceless consonant, and one will only feel a rush of air through the throat. (7) Syllable. It is formed when consonant and vowel sounds are combined. Words can have one or several syllables. To test the number of syllables, put a hand under the chin and speak the word. Each time the jaw moves, indicate another syllable. When one learns a foreign language in early childhood, there is a likelihood that one learns to speak it fluently and often without any noticeable local accent.

Moreover, Gilakjani (2012) stated that one of the critical requirements for language proficiency is to secure understandable pronunciation for language learners. Teachers must act as pronunciation coaches, and learners must be proactive learners taking the initiative to learn. One of the goals of teaching pronunciation in any course is intelligible pronunciation, not perfect pronunciation. Being able to attain perfect pronunciation should no longer be the objective. However, more realistic goals should be reasonable, applicable, and suitable for the learner's communication needs. The learner needs to develop: functional intelligibility, which is the ability to make oneself easily understood; functional communicability, the ability to meet the communication needs one has to face; improved self-confidence; and the ability to monitor and modify speech. Therefore, students learning English for international communication must learn to speak it intelligibly and comprehensively, not necessarily like natives but well enough to be understood (Gilakjani, 2012).

2.5 Relevance of Oral Drill in Improving Pronunciation Skills

Tice (2004) stated that drilling is considered as a practice that entails listening to a model that the instructor has provided, a tape, or another student, and then repeating what has been heard. It has been done numerous times. Drilling is a fundamental approach that allows us to provide kids the chance to practice saying a new word, phrase, or structure in a very controlled setting, as stated by Robertson and Acklam (2000). Thornbury (2005) explained that oral drill is the imitation and repetition of words, phrases, and even entire speeches. Gaining control over brief functional chunks and the intonation patterns that go along with them is probably where this will be most helpful. Additionally, it can help the learners become accustomed to what they have learned.

Moreover, Tice (2004) asserted that oral drilling is a beneficial method in the classroom. Drilling might help the students concentrate on accuracy. Additionally, it can give students extensive practice in hearing and pronouncing specific word combinations. They can aid students in imitating intonation that may be quite different from their native languages or in getting their tongues around challenging or difficult sounds. Kelly (2001) added that oral drilling is intended to improve pupils' pronunciation of language words and aid in their memory of new words. This is a vital portion of pronunciation practice in class and seems to be the part of the lesson when students are most reliant on the instructor.

Harmer (2001) asserted that the key to effective pronunciation instruction is not really getting students to make the right sounds or intonation as it is getting them to listen to and see how English is pronounced by teachers, on audio or video tapes, or in person. It means that rather than asking pupils to make more sounds, the teacher needs to provide more examples or demonstrate to the class how to make the right sounds. The teacher could serve as an example for the children to imitate, demonstrating how the sound is produced. Oral exercises and drills could improve and strengthen memory (Cabaroglu et al., 2010). It is possible to increase students' comprehension and pronunciation through the use of this technique in addition to giving them the opportunity to speak in front of the class and practice speaking. As a result,

it is suggested that using this technique could encourage students to speak up in class and that oral drills could help them perform better when communicating.

Additionally, oral drills could provide opportunities to improve accuracy as stated by Baleghizadeh and Derakhshesh (2012). The comprehension of a language lesson will be improved by performing oral drills. The use of new language frequently in actual communication situations can be facilitated by oral drills, particularly when engaging in interactive speaking activities. Based on Behaviorist's view, learning to speak a foreign language is like the other skills. It is simply a question of correct habit formation. It is thought that repeating phrases correctly in lots of time would lead the learner to master the language. Larsen-Freeman (2000) said: "language learning is a process of habit formation. The more often something is repeated, the stronger the habit and the greater learning. Learning a foreign language is the same as the acquisition of the native language. In accordance with the idea, repeating or drilling models play a very important role in language learning. In audiolingualism, drilling is needed to facilitate learning (Tice, 2004).

3. METHODOLOGY

3.1 Research Design

The researcher of this study utilized quasi-experimental research which is one of the main types of quantitative research. Quasi-experimental research design uses non-experimental (or non-researcher induced) variation in the main independent variable of interest, essentially mimicking experimental conditions in which some subjects are exposed to treatment and others are not on a random basis (Gopalan et al., 2020).

To achieve the aim of this study which is to determine the effectiveness of oral drill in improving pronunciation skills among kindergartners, the researcher utilized quasi-experimental design. In this design, respondents are assigned to an experimental group and control group wherein the experimental group receives the intervention being studied by the researcher and the control group receives no treatment at all (Harris et al., 2006).

3.2 Research Instrument

The research instrument of this study was a poem anchored to the competency of kindergartners which was used in reading and reciting of the respondents. The checklist used for recording the correct pronounced and mispronounced words of the kindergartners consisted of two to three-lettered words found in the poem. The criteria for correct pronunciation of every word in the checklist is presented.

3.3 Respondents of the Study

The participants of this study were the kindergartners of Caatijan Elementary School. The learners were determined as control and experimental groups whereas Set A was classified as an experimental group and Set B as the control group. Both groups have 12 learners gathering a total of 24 respondents.

4. RESULTS AND DISCUSSION

This chapter presents the results and discussion of the study. The results are discussed thoroughly and the order is based on the study's statement of the problem.

4.1 Level of Kindergartners' Pronunciation Skills in the Pretest

The data was obtained through administering a pretest. This was to determine the pretest score in terms of pronunciation skills among kindergartners. Table 1 shows a summary of scores of experimental and control groups of kindergartners' pronunciation in the pretest. Both groups have a grade percentage of 65.62 in which the kindergartners' do not meet the expected level of pronunciation skill.

Table 1. Level of pre-test scores between the control and experimental groups

Group	Total Score	Standard Deviation	Mean	Grade Percentage	Remarks
Control	20	0.75	6.25	65.62	Did Not Meet Expectation
Experimental	20	0.75	6.25	65.62	Did Not Meet Expectation

Kindergartners have less exposure to the English language making it difficult for them to grasp the pronunciation of the words. Gilakjani (2011) stated that learners acquire language primarily from the input they receive, and they must receive large amounts of comprehensible input before they are required to speak. The student's purpose for learning the language, as well as the cultural group with whom the learner identifies and spends time, both influence whether the learners develop native-like pronunciation (Gilakjani & Ahmade, 2011).

In support to the result, the study of Daff-Alla (2017) revealed that students face numerous challenges when learning pronunciation, including: stress and intonation being the most common issues, mother tongue having a negative impact on the pronunciation process, and the syllabus requiring numerous changes to accommodate learning pronunciation.

The kindergartners showed difficulties in pronouncing the given words even with reading the poem first, two times. Learners will, for example, substitute a /f/ for the /p/ in a word, the /v/ and /b/ sounds, as well as the /i/ and /e/, especially if these sounds occur close together. Another difficult sound for Filipino students is the /th/, which they frequently replace with a /t/ or a /d/ (Pachina, 2019). There are some cases where they do not show differences in the pronunciation of each word. Even with the assistance of the teacher, pronouncing the word once first, they still do not get the correct sound of the words.

4.2 Difference Between Control and Experimental Groups in Pretest

Table 2 shows the comparison of pretest scores between the experimental and control groups. This is to determine the significant difference between control and experimental groups in terms of pronunciation skills. As shown in the interpretation, there is no significant difference between the control and experimental group. This means that both groups have the same level of pronunciation skills.

As stated by Childcare (2019) the stage of kindergarten is where kindergartners start recognizing simple and familiar words such as their name and what they hear commonly around them. The two groups have the same less exposure to the words before pronouncing. Exposure to the language affects the poor pronunciation of learners as to Gilakjani (2011).

Table 2. Mean comparison between pre-test scores of control and experimental groups

Group	Mean	Standard Deviation	t-value	p-value	Interpretation
Control	6.25	0.75	0.000	1.000	Pre-test scores between control and experimental groups do not differ significantly.
Experimental	6.25	0.75			

4.3 Level of Kindergartners' Pronunciation Skills in Post Test

The data obtained in this table were from the post-test administered by the researcher. This was to determine the level of post-test score in terms of pronunciation skills among kindergartners after the

intervention has been conducted. Table 3 shows the level of post-test scores between the control and experimental groups.

Table 3. Level of post-test scores between the control and experimental groups

Group	Total Score	Standard Deviation	Mean	Grade Percentage	Remarks
Control	20	0.65	6.67	66.68	Did Not Meet Expectation
Experimental	20	1.37	16.33	90.82	Outstanding

The findings implied that oral drill is useful in improving the pronunciation skills of the kindergartners. The kindergartners start pronouncing letter sounds and go on three-lettered words. Throughout the process, the teacher assisted and gave immediate feedback whenever incorrect pronunciation was heard. Repeating sounds of letters and teaching how it should be pronounced first contribute to the improvement of the learner's pronunciation (Tice, 2004).

It was supported by the claim of Bekasi (2017) that teaching pronunciation through drill has an important place in the teaching of pronunciation as a means to help articulation become more automatic. This technique is regarded better than other existing techniques as a step toward more meaningful communicative practice. Moreover, supporting the result of this study, Moeller and Catalano (2015) on the Theory of Behaviorism stated that language learning and development are results of conditioning mostly through imitation, practice, reinforcement and habituation which comprise the paces of language acquisition. The factors that support the findings are exposure, motivation and age. Through imitation and practice wherein making it a habit every class, the kindergartners grasp the correct pronunciation of the words given.

Factors affecting the pronunciation of kindergartners inclined with the results are the age, motivation and exposure. As stated by ETEA (2014), the easier it is for your kids to learn correct pronunciation when they are younger, but it becomes progressively difficult as they get older as the brain's natural fluidity fades and it becomes more rigid. If the learners are motivated to learn the target language, they are more likely to learn the language and it will be easy for teachers to enhance their pronunciation (Osmany, 2017).

4.4 Difference Between Control and Experimental Groups in Post Test

Table 4 shows the comparison between post-test scores of control and experimental groups. This answers the question about any significant difference between control and experimental groups in the post-test. The experimental group showed greater scores than the control group.

Table 4. Mean comparison between post-test scores of control and experimental groups

Group	Mean	Standard Deviation	t-value	p-value	Interpretation
Control	6.67	0.65	-22.066	0.000	Post test scores between the two groups differ significantly.
Experimental	16.33	1.37			

This implies that the experimental group have improved their pronunciation skills through oral drill. It provided the experimental group of learners intensive practice in hearing and saying particular words or phrases that lead to learner's accuracy of pronunciation. The group which is not exposed to the intervention gained low scores supporting the claim of Gilakjani (2011) that due to minimal exposure to the target language, the learners do not acquire the correct pronunciation regarding fluency.

Another factor that supported this result is the adequate instruction wherein Elliot (2002) stated that control of idiomatic expressions and cultural pragmatics is essential. Adults are able to achieve near native fluency and it can be developed in a relatively short time without serious disruption to the second language teaching program with adequate pronunciation instruction. As the learner has high motivation to have a better pronunciation, they will become more eager to take part in the activities and pay more attention to discriminate between the sounds of the target language, and grasp any opportunities for using the target language (Zhang, 2009).

Celce-Murcia & UCLA (2013) stated that great exposure to the target language makes it easier to acquire good pronunciation. It means that exposure gives influence to students' pronunciation mastery. Ikhsan (2017) in his research found 8 of the students had great motivation that made them obtain mastery in pronunciation. The students always practice and always do the work that makes their pronunciation mastery. Motivation is the dominant factor influencing students' pronunciation mastery.

4.5 Comparison Between Pretest and Post Test Scores of Control and Experimental Groups

Table 5 shows the comparison between pretest and post test of experimental and control groups. This is to determine the significant difference between the test scores of the experimental and control group. The result implied that the group who received the intervention had a greater score than the group which did not. It can be shown in the table that the scores of the experimental group increased after the conduct of oral drill.

Table 5. Mean comparison between pretest and post-test scores of control and experimental groups

Group	Mean		t-value	p-value	Interpretation
	Pre-Test	Post Test			
Control	6.25	6.67	5.111	0.000	Pre-test and post test scores differ significantly.
Experimental	6.25	16.33			

In the study of Enerio (2019), he concluded that the learners' pronunciation skills significantly improved from the pretest to the post-test after oral drills were implemented. The oral drills introduced to the learners improved their pronunciation skills from satisfactory to very satisfactory. Respondents who have been exposed to the language gained mastery in their pronunciation skills (Gilakjani, 2011) compared to the group who did not. In addition to that, motivation plays a great role in the improvement of their pronunciation skills as they are given positive rewards when they get the correct pronunciation of the words in accordance with Operant Conditioning of B.F. Skinner (McLeod, 2018). It is thought that repeating phrases correctly in lots of time would lead the learner to master the language. Larson-Freeman (2000) said: "language learning is a process of habit formation. The more often something is repeated, the stronger the habit and the greater learning.

4.6 Implication to Education

Mauliyana (2016) stated that oral drilling entails repeating or responding to what is heard from a model (a teacher), a tape, or another student. Drilling is a technique that forces students to use the target language. It is stated explicitly that oral drill is an activity that involves students listening to the teacher and then repeating or responding to what they have heard.

The results in this paper showed that oral drill is useful in improving the kindergartners' pronunciation skills. The imitation and practice are the vital ingredients of the acquisition (VanPatten & Williams, 2008). The oral drill helped learners memorize the language through the teacher's control, where student's mistakes can be corrected and encouraged to fix difficulties simultaneously (Enerio, 2019). As stated by Enerio (2019), students achieve better results by being aware of the importance of pronunciation and motivation for practicing it.

5. CONCLUSION

Based on the findings, the researcher concludes the following:

1. The pronunciation skill of kindergartners in the pretest did not meet expectations as shown in the result.
2. The pretest scores between control group and experimental group did not differ significantly which shows that both groups have the same level of pronunciation skills.
3. Prior to the results presented, oral drill is effective in improving the pronunciation skills of the kindergartners. The kindergartners' (experimental group) pronunciation skills significantly improved from the pretest to post test after oral drill was conducted. The oral drill helped them develop their pronunciation skills from not meeting the expectation to outstanding level.
4. The experimental group who received the intervention scored higher than the control group. This finding showed that the conduct of intervention effectively improved the pronunciation skills of the kindergartners.
5. The comparison showed that post-test have positive t-value which means that there was a large difference between the group of respondents. The post-test was mostly associated with the experimental group that dominates the given test.

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