

The Effectiveness of Quiz Demonstration Practice Revision (QDPR) Model in Helping Students' English Pronunciation

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Abstract

The study examined the effectiveness of Quiz Demonstration Practice Revision (QDPR) in helping students' English pronunciation. There were two research questions in the study; 1) Is Quiz Demonstration Practice Revision (QDPR) model effective in helping students' English pronunciation?, and 2) How Quiz Demonstration Practice Revision (QDPR) model is effective in helping students' English pronunciation? To answer the research questions, the present researcher designed the study using an experimental quantitative research. The present researcher determined all of X grade students at MA. Tarbiyatul Muslimin Dasan Maalan as the population of the study and took 50 students as the sample of the study; 25 students as an experimental group and 25 students as a control group. In collecting the data of the study, the present researcher presented a test that as an instrument of the study. In analyzing the data, the present researcher calculated it using SPSS 16.0. The result of the study revealed the mean score in pre-test was 49.64 and the mean score was 73.68, while the control group, the mean score in pre-test was 71.60 and the mean score was 72.88. This means that Quiz Demonstration Practice Revision (QDPR) model is effective in helping students' English pronunciation. Furthermore, the result of Paired Sample t-test in Sig. (two-tailed) is .000 which is lower than the significant level .005. It means that Quiz Demonstration Practice Revision (QDPR) model is significantly effective in helping students' English pronunciation. Therefore, Quiz Demonstration Practice Revision (QDPR) model can be implemented in helping students' English pronunciation especially senior high school students.

Keywords: Quiz Demonstration Practice Revision, Teaching Pronunciation

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INTRODUCTION

Teaching English in secondary school is one of the obligation subjects to teach. One of the most important things that English teachers do in the school is how the students can communicate in classroom activities. As stated by McKay, (2002) that English is one of the main languages for oral communication. This belief leads the English teachers to teach the students how to communicate in English. Therefore, the materials, the methods, the techniques, the activities of the learning should encourage and support the students to use English as a means of communication. CLT (Communicative Language Teaching) approach provides various communicative activities in English language teaching.

As far as the researcher is concerned as an English teacher at MA Tarbiyatul Muslimin Dasan Maalan for more than five years, the researcher knows the situations that are happening at the school. One of them is the lack of students' pronunciation capacity.

The following discourse is real example of a lack of pronunciation capacity with a good grammatical structures and appropriate diction. A few years ago, the senior high school students (MA Tarbiyatul Muslimin Dasan Maalan) travelled to Gili Trawangan for study tour. They met and wanted to compliment with some tourists from Australia after doing greeting. One of the students said "Oh, you are really [gad]," she (tourist) surprisingly replied, "What did you say? I am [gad]? No I am not." The student was in doubt and wondering why the tourist looked at his startled eyes when he complemented her like that. Then, I directly corrected and said to the tourist, "I am sorry, he said you are [gød]." "Ah, thank you. He meant I am good". In this case, the student probably has make use of grammar and diction appropriately. Nevertheless, because of his native language interference, he pronounced the word god [gad] instead of good [gød]. Therefore, in English language classrooms, not only grammar and vocabulary are important but also pronunciation. Ironically, at schools, the only place for most Indonesian students to learn English, pronunciation is mostly sidelined or neglected.

The example above is only one case out of numerous situations which the present experiences as a teacher of English at MA Tarbiyatul Muslimin Dasan Maalan. Regarding with the example, the main noticeable reasons for such condition are because of the student's mother tongue interference in which the vowel [o], which is likely close to [ɑ], is more widely used rather than the vowel [ʊ], and additionally, a lack of pronunciation teaching and learning at schools. On the other hands, being an English teacher at senior high school especially at MA Tarbiyatul Muslimin Dasan Maalan is one of the heavy challenges, because of the facilities of the school are far from complete. It still has no language laboratory, English book, and other resources are still less, teachers' in teaching English still uses conventional techniques or model.

In addition, the students at MA Tarbiyatul Muslimin Dasan Maalan are still lack of motivation, lack of self esteem and confident. On the other hand, they think English is difficult subject especially when they try to read the words, phrases, and sentences even English texts. They are difficult to pronoun a word or a sentence, thus, learning English make them boring. Therefore, as an English teacher, it is very crucial to teach English especially pronunciation by presenting techniques, strategies or models in order to make the students being enthusiastic, strong motivation. One of the models in teaching English pronunciation is by adopting a learning model of pronunciation teaching that is suitable for the goal; it is called Quiz-Demonstration-Practice-Revision (QDPR).

According to the former researcher (Moedjito, 2016) that was read by the present researcher, QDPR is derived from the words "Quiz, Demonstration, Practice and Revision", it is of the model in English teaching. It can be a technique or strategy in English language teaching. He further stated that QDPR is model of English language teaching beginning with: 1) quiz, a technique that gives a good motivation for the students because it consists of interesting question, and provides reward or gift for the winner. 2) demonstration, is a technique that offers in this study attempted to solve those problems. It gives simple materials and practice. Learning process would be dominated by demonstration and interaction among the learners. 3) practice is one of the types of cooperative learning that comes from active learning, which explained this strategy use to practice as kills or procedure with a friend by practicing exercise repeatedly which use the information to learn it. And 4) revision is the step to revise students' pronunciation in order to make it better.

Another former researcher, Raihun Adaniah (2017), she was investigating the implementation of QDPR learning model to improve students' knowledge of English pronunciation and their Ability to pronounce English central vowel /ʌ/ and English back vowel /ɑ:/ at the level of university (Hamzanwadi University. The former researcher Raihun Adaniah (2017) found that QDPR Learning Model had significant contribution

to students' ability to pronounce English central vowel /ʌ/ and English back vowel /ɑ: / at Hamzanwadi University.

That is why, based on the former researcher review, the present researcher was interested in the Effectiveness of Quiz Demonstration Practice Revision (QDPR) Model in helping students' English Pronunciation at tenth graders of MA Tarbiyatul Muslimin Dasan Maalan in the school year 2019/2020.

METHOD

This research applied a quantitative research in which the researcher was directly involving himself during the investigation. This quantitative research was meant to answer the researcher's hypothesis on the implementation of quiz demonstration practice revision (QDPR) model in helping students' english pronunciation.

Research Design

The research was designed using an experimental research. According to Sugiyono (2007:107) experimental research is defined as a method of research which is used to looking for certain influence toward the other on the controlled condition. While, Ary et. al., (2010:26) states that experimental research involves a study of the effect of systematic manipulation of one variable (s) on another variable (s). In this method of the research, there were two classes; they are an experimental class and a control class. Both of classes will be conducted pre-test (O1, O3) and post-test (O2, O4) but in experimental class will be given a treatment (X) (in this case, QDPR model in helping students' English pronunciation given) before giving post test.

Research Population and Sample

A population is all the organisms that both belong to the same group or species and live in the same geographical area. A population can be defined as all member of any well defined class of people, event or object. Population is object that has some qualities and characteristic that is chosen to be cleared and to be concluded by the researcher.

The target population of the study was all the tenth graders of MA. Tarbiyatul Muslimin Dasan Maalan. The total number of student at the tenth graders was 72 students which consist of three classes. X Agama consisted of 22 students, X IPS 1 consisted of 25 students and XIPS 2 consisted of 25 students.

Furthermore, a sample is a portion of a population (Ary et. al., 2010:148). In other words, sample is sub group of the population which in this group represents the characteristic of the population. To determine the sample, the present researcher used purposive random sampling technique and got X IPS1 and IPS2 as the sample of the study because the students of the X IPS1 and IPS2 have homogeneity than other classes. So the total number of the sample in the research was 50 students.

Instruments

Instrument is a tool to collect the data of the study. According to Arikunto, (2006) states that an instrument is denoted as the main key in research activity, at the same time it determines the quality of research. The instrument of the research was pronunciation test. The pronunciation test contained some dialogues. The dialogues were spoken by the students as the sample of the research to measure students' pronunciation individually. The present researcher gave the scores toward students' pronunciation in demonstrating the dialogues. Before giving a test to an experimental and control group, the present researcher did tryout of the test, in this case, tryout of the test was done to X Agama in which was out of the sample of the research. The purpose of doing tryout is to find out whether the instrument valid and reliable or not. As stated by John W. Creswell (2012) states that an instrument should be valid and reliable.

The result of validity testing revealed that every item of the research instrument was valid, it can be seen on r counting $> r$ table in significance 5% as shown in table above. Therefore, the research instrument could be used to collect the data.

Reliability is the consistency of the measurement, or the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects. According to Creswell (2012) states that reliability refers to the consistency of the measurement. Scores in a test need to be stable and consistent before they can be meaningful.

The result of reliability testing revealed that a counting $> r$ table in significance 5% ($0.769 > 0.444$). Thus, every items of the research instrument was reliable and it can be used to collect the data.

Data Analysis

In collecting data, the present researcher gave the test to the sample of the study. There are two kinds of tests, pretest and posttest. Pre-test refers to a measure or test given to the subject prior to the experimental treatment. Pre-test was given to the 25 students of experimental group to measure their ability before treatment process. This test was given to know the basic competence of the students about English pronunciation and to know their earlier knowledge before they get the treatment. Pre-test was given to the experimental group by asking the students to demonstrate the dialogue and the present researcher tried to analyze students' pronunciation based on pronunciation aspects using five-point scale as stated by Moedjito (2016). Time allocation of the test was 60 minutes. The pre-test was conducted in the first of June 2020.

Post-test is a measure on some attribute or characteristic that is assessed for participant in an experiment after treatment. Pos-test is a measure taken after the experimental treatment has been applied. Post test was also given for 25 students of experimental group. Post-test is used to measure students' pronunciation after treatment process, to know their knowledge after they get treatment. It was done to know the final score and to know the students difference competence before and after they got treatment. Before having post-test, the students got treatment. Treatment here means that the present researcher applied QDPR model in helping students' English pronunciation. In doing the post-test, the present researcher gave the material about pronunciation. Time allocation was 60 minutes. This test was used to measure the students' ability in pronunciation after they were given treatment. The post-test was held at the middle of June 2020.

Furthermore, to assess students' pronunciation, the present researcher assessed seven aspects of pronunciation. They were; vowel refers to the sounds are produced by the speakers with a smooth, continuous, unobstructed airflow through their oral cavity; consonant refers to the sounds are produced by the speakers with some obstruction to the airflow in their oral cavity; word Stress is the pressure of breath with which sounds are produced. In pronouncing a word refers to the combinations of stressed and unstressed syllables of the word; sentence stress refers to which word in a sentence the speaker wishes to highlight on the basis of either old-new information, special emphasis on particular element, or contrastive elements; intonation refers to the way the reader varies the voice in tone, pitch and volume to reflect the meaning of speech; rhythm refers to the regular, patterned beat of the stressed and unstressed syllables and pauses; adjustment in Connected Speech is the process of blending word within a single thought group, including consonant to vowel linking, vowel to vowel linking, consonant assimilation and palatalization; meanwhile, to determine the score of every aspects of pronunciation it could be seen in the following Table 1.

Table 1. Students' Criteria in Pronunciation Aspects

Pronunciation Aspects	Criteria				
	1	2	3	4	5
Vowel	A great number of incorrect in pronouncing the vowels sound	Many incorrect in pronouncing the vowels sound	Some incorrect in pronouncing the vowels sound	Few incorrect in pronouncing the vowels sound	Almost correct in pronouncing the vowels sound
Consonant	A great number of incorrect in pronouncing the consonants sound	Many incorrect in pronouncing the consonants sound	Some incorrect in pronouncing the consonants sound	Few incorrect in pronouncing the consonants sound	Almost correct in pronouncing the consonants sound
Word Stress	A great number of incorrect placements of word stress are present	Many incorrect placements of word stress are present	Some incorrect placements of word stress are present	Few incorrect placements of word stress are present	Almost no incorrect placements of word stress are present
Sentence Stress	Almost no correct placements of correct sentence stress are present	Few correct placements of correct sentence stress are present	Some correct placements of correct sentence stress are present	Many correct placements of correct sentence stress are present	Almost all correct placements of word stress are present
Intonation	Extremely disturbing; great additional listener effort is required	disturbing; much additional listener effort is required	Somewhat disturbing; some additional listener effort is required	Little disturbing; little additional listener effort is required	Not disturbing at all; no additional listener effort is required
Rhythm	Extremely disturbing; great additional listener effort is required	disturbing; much additional listener effort is required	Somewhat disturbing; some additional listener effort is required	Little disturbing; little additional listener effort is required	Not disturbing at all; no additional listener effort is required
Adjustments in connected Speech	Almost no adjustment in connected speech occur	Few adjustment in connected speech occur	Some adjustment in connected speech occur	Many adjustment in connected speech occur	Almost all adjustment in connected speech occur

Taken from, Moedjito (2016)

RESULTS AND DISCUSSION

Research Findings

In this sub-chapter, the present researcher wants to find out the effectiveness of Quiz Demonstration Practice Revision (QDPR) model in helping students' English pronunciation. The present researcher did the research by conducting the pre-test and post-test. They were given to X IPS 2 as an experimental group consisted of 25 students and X IPS 1 as control class consisted of 25 students. The test in this research consisted of two dialogues. The dialogues contained about complementing expression and responses. The pre-test conducted before giving treatment. After giving the students' treatment, in this case the experimental group was taught using QDPR model while control group was taught using conventional model, the present researcher gave both groups post-test.

The data of students' improvement in pronunciation was collected from students' scores of pre-test and post-test in experimental and control group, where the experimental

group was taught using QDPR model while control group was taught using conventional model. There are two types of test in this research, pre-test and post-test. After analyzing the data using statistical computation from SPSS 16.0, it was found that the mean score in pre-test was 49.64 and standard deviation was 13.527. Meanwhile the data in post-test in experimental group, it was found that the mean score in pre-test was 73.68 and standard deviation was 7.846. To be clearer, it can be seen on the following Table 2.

Table 2. The Result of Pre and Post-test in Experimental Group

No.	Experimental Group (N =25)	Mean	Standard Deviation
1	Pre-test	49.64	13.527
2	Post-test	73.68	7.846

The result of pre-test in control group reveals that the mean score in pre-test was 71.60 and standard deviation was 6.423. Meanwhile the data in post-test in control group, it was found that the mean score in pre-test was 72.88 and standard deviation was 6.821. To be clearer, it can be seen on the following Table 3.

Table 3. The Result of Pre and Post-test in Control Group

No.	Experimental Group (N=25)	Mean	Standard Deviation
1	Pre-test	71.60	6.423
2	Post-test	72.88	6.821

After analyzing the scores of pre and post-test between two groups; experimental and control group, the present researcher tried to do hypothesis testing. It is very important, however, to do normality and homogeneity testing as statistical requirements for testing hypothesis. Normality testing was tackled to find out whether the data distributes normal or not. After computing the data using inferential statistics from SPSS 16.0, it was found that the result of Shapiro-Wilk test in pre-test and post-test of experimental group are 0.069 and 0.319 while the result of Shapiro-Wilk test in pre-test and post-test of control group are 0.028 and 0.011. To be clearer, it can be seen on the following Table 4.

Table 4. The Result of Normality Testing

No.	Class	Shapiro-Wilk Test		
		Statistics	Df	Sig.
1	Pre-test of Experimental Group (QDPR)	.926	25	.069
2	Post-test of Experimental Group (QDPR)	.955	25	.319
3	Pre-test of Control Group (Conventional)	.908	25	.280
4	Post-test of Control Group (Conventional)	.889	25	.110

Note: * = $p > 0.05$

Based on the above output, it was found that the p value of all data in normality testing is 0.69, 0.319, 0.280, and 0.110, and then it can be compared with the value 0.05. So, p value is higher than 0.05 (0.69, 0.319, 0.280, and 0.110 > 0.05). Therefore, it can be concluded that the data in normality testing distributes normal.

After doing normality testing, the present researcher continued to tackle homogeneity testing. It aims at finding out whether the variance of data in post-test of experimental group using QDPR and post-test in control group using Conventional homogeneous or not. Homogeneity testing was calculated using SPSS 16.0. The result of homogeneity testing can be seen on the following Table 5.

Table 5. The Result of Homogeneity Testing

		Levene Statistic	df1	df2	Sig.
Students' Score	Based on Mean	.309	1	48	.581
	Based on Median	.542	1	48	.465
	Based on Median and with adjusted df	.542	1	47.449	.465
	Based on trimmed mean	.346	1	48	.559

Note:* = $p > 0.05$

Based on the above Table 5, it was found that the significant p-value of “Based on Mean” (0.581) is greater than α (0.05) or (0.581 > 0.05). So, it can be concluded that the variant data of post-test in experimental group using QDPR and post-test in control group using Conventional model are equal or homogeneous.

After tackling normality and homogeneity testing, the present researcher did the hypothesis testing. It was calculated using Paired Sample T-test. The result of t-test can be seen on the Table 6 below.

Table 6. The Result of Paired Sample T-test

Pairs	Groups	Mean	Correlation	Sig.	T	df	Sig. (2-tailed)
Pair 1	Pre-test of Experimental Group	49.64	.782	.000	13.556	24	.000
	Post-test of Experimental Group	73.68					
Pair 2	Pre-test of Control Group	71.60	.793	.000	1.496	24	.148
	Post-test of Control Group	72.88					

Note:* = $p = 0.00$

Based on the above output, the present researcher found the result of Paired Sample T-test in Sig. (two-tailed) is .000 which is lower than the significant level .005 (.000 < .005). It means that Quiz Demonstration Practice Revision (QDPR) model is significantly effective in helping students' English pronunciation. So, the alternative hypothesis (H_a) is accepted and null hypothesis is rejected. Therefore, Quiz Demonstration Practice Revision (QDPR) model is significantly effective in helping students' English pronunciation.

Discussion

In this part, the present researcher discusses the result of the data analysis in the research that has been presented in the previous sub-chapter. In this case, the present researcher divides the discussion about data analysis, which is intended to find out the effectiveness of Quiz Demonstration Practice Revision (QDPR) model in helping students' English pronunciation. Before presenting the discussion of the data analysis, there two research questions that have to be answered based on the result of the data analysis; 1) Is Quiz Demonstration Practice Revision (QDPR) model effective in helping students' English pronunciation?, 2) How Quiz Demonstration Practice Revision (QDPR) model is effective in helping students' English pronunciation?

To answer the research problems, the present researcher tackled the research, collected and analyzed the data. The result of the data analysis can be identified through

the result of pre-test and post-test in experimental and control group. Thus, it can be found out as follows: The Effectiveness of Quiz Demonstration Practice Revision (QDPR) Model in Helping Students' English Pronunciation

The first research question of the study is answered through the mean score computation of pre and post test in experimental and control group. Having obtained data from the experimental group, the mean score in pre-test was 49.64 and the mean score was 73.68, while the control group, the mean score in pre-test was 71.60 and the mean score was 72.88. To be clearer, it can be seen on the following Figure 1.

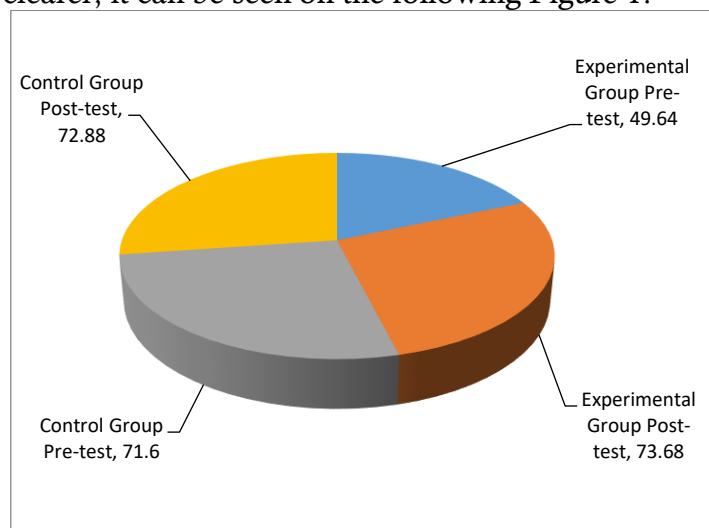


Figure 1. Mean Score in Pre and post-test in Experimental and Control Group

Based on the result of data display, it was gained that the mean score of post-test in experimental group is greater than the result of post-test in control group. It means that Quiz Demonstration Practice Revision (QDPR) model is effective in helping students' English pronunciation. That result of the study is in line with the previous study that had been conducted by Moedjito (2016), the title was Quiz-Demonstration-Practice-Revision (QDPR) in Teaching Long and Reduced English Vowels to Indonesian EFL Learners and the former researcher found that QDPR was effective in Teaching Long and Reduced English Vowels to Indonesian EFL Learners.

The second research question of the study is answered through hypothesis testing. Based on the result of statistical computation analysis, the present researcher found that the result of Paired Sample t-test in Sig. (two-tailed) is .000 which is lower than the significant level .005. This means that Quiz Demonstration Practice Revision (QDPR) model is significantly effective in helping students' English pronunciation. This research finding is in line with a former research finding from Raihun Adaniah (2017) who argued that Quiz-Demonstration-Practice-Revision (QDPR) Learning Model contributed significantly in teaching pronunciation especially in teaching English central vowels /Λ/ and English. Therefore, the result of the research now can strengthen the former research finding which is stating that Quiz Demonstration Practice Revision (QDPR) model is significantly effective in helping students' English pronunciation.

Another research finding also has been corroborated by the researcher finding today from Moedjito (2016) who investigated from the students in Hamzanwadi University. He found that QDPR significantly helped the students in improving their pronunciation. Thus, the present researcher is in line with the former research finding, meaning that Quiz Demonstration Practice Revision (QDPR) is truly effective in helping students' English pronunciation.

CONCLUSION

This research concluded that Quiz Demonstration Practice Revision (QDPR) model is significantly effective in helping students' English pronunciation. Although the study was conducted with some careful considerations, it still has some limitations. The first limitation of the study is related to the reliability of the student respondents in demonstrating the dialogues because in some cases the student respondents did not understand what they were talking about. To eliminate this predicted weakness, two preventive steps were administered while collecting the data; 1) a brief explanation about the understanding of complementing expression and intention expression, 2) asking them to find the words, phrases or sentences in order to get the point from the dialogues. The second limitation of the study is related to coverage of the sample, initially, the total of the sample is 76 students that consist of 38 of experimental group and 38 of control group. Because of the situation at this time (Covid-19), however, it was 50 student respondents that consist of 25 of experimental group and 25 of control group. And the research implemented opportunity random sampling so that the only reachable students were included in the research. Consequently, the students who were absent could not be involved in the research.

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