The Implementation of Quiz-Demonstration-Practice-Revision (QDPR) Learning Model to Improve University Students' Knowledge of English Pronunciation and Their Ability to Pronounce English Central Vowel /ʌ/ and English Back Vowel /ɑ:/

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Abstract

The study aimed at knowing the significant contribution of Quiz-Demonstration-Practice-Revision (QDPR) Learning Model to improve University students' knowledge of English pronunciation and their ability to pronounce English central vowel /ʌ/ and English back vowel /ɑ:/ at *Hamzanwadi* University. In this study, the present researcher was used Ex-post Facto design and simple random sampling for collecting the data. While the instrument was used by the present researcher: (1) questionnaire., (2) written test for knowledge of English pronunciation., and (3) oral performance for students' of *Hamzanwadi* University in ability to pronounce English central vowel /ʌ/ and English back vowel /ɑ:/ to analyzed the data . Whereas, in this study the present researcher was used IBM SPSS 22 for windows. The result of this study was QDPR Learning Model had significant contribution to students' ability to pronounce English central vowel /ʌ/ and English back vowel /ɑ: / at *Hamzanwadi* University. Meanwhile, QDPR Learning Model did not contribute to students' knowledge of English Pronunciation. Finally, QDPR Learning Model is one of the alternative model to teach English pronunciation.

Key Words: QDPR Learning Model, knowledge of English pronunciation, and ability to pronounce English central and back vowels.

1. Introduction

In the last three decades, it can be seen the rapid progress because of globalization. The development of science and technology makes relations among the nations become easier and faster. The communication among the nations might occur without being limited by time and space. Inevitably, these changes have an impact on the status and roles of English as one of the most important communication tool in any hemisphere. In this time, the speakers of more than 1.4 billion (more than 400 million speakers of English as native speakers, more than 400 million speakers of English as a second language, and over 600 million speakers of English as a foreign language), English really become a global language (Crystal, 1997; Graddol, 2006). One of the most noticeable impacts of the change of status of English language is the improvement of verbal interaction in English, which is very significant, not only among native speakers (NSs) and non-native of English (NNSs), but also among non-native speakers (Jenkins, 2000; Walker, 2001).

As a pedagogical impact on the change of status of English and the improvement of oral communication among nations, the researchers and the practitioners of English learning back to appreciate the importance of pronunciation for the successes of oral communication. For example, Tudor (2001, p. 53) argues that "the command of phonology of a language [the ability to understand spoken language and to produce a comprehensible version of the language] can play an important role in affective language use." This opinion is supported by Setter and Jenkins (2005, p. 2) who state that the pronunciation "plays a vital role in successful communication both productively and receptively."

But the reality proves that Communicative Language Teaching (CLT), the approach which dominate in English language teaching today, it is not yet accommodate pronunciation in learning activities in the classroom. CLT is more focused on meaning rather than appropriate pronunciation in the language classroom. This cause the English teachers pay more attention to how to promote interaction in the classroom with the target language, for example, through games and tasks of language. Instead, the English teacher does not tend to notice whether the learners' pronunciation is correct or not. This condition causes the learners often make mistakes that was triggered by the influence of their mother tongue (Moedjito,

2006). Unfortunately, the English teacher often gives a high tolerance for these pronunciation mistakes. It is certain tolerances for pronunciation errors like this will have an adverse impact, especially for English language learners themselves. Moreover, Indonesia will involve in the ASEAN Economic Community by 2015 and global trade.

Based on the globalization impact, teaching pronunciation should be directed so that the learners achieve global intelligibility levels. However, because the concept is very new so most of English learners still unfamiliar with the concept so it is needed some efforts to explore what and how is the global intelligibility, the factors that determine the global intelligibility, specifically, how is the impact of the global concept of intelligibility in pronunciation teaching in the classroom. After describing the global concept of intelligibility, Moedjito (2006, 2008) has conducted several studies to explore determinants. In conclusion the results of other research, Moedjito (2009) is generally stated that there are four determinants of global intelligibility of a speaker of English as a foreign language: word stress [stress on the word], sound accuracy [accuracy of pronunciation], nuclear stress [stress on the sentence], and adjustments in connected speech [adjustments to the speech continued] (Moedjito, 2009). Studies have been done and the word stress can be concluded that the word stress needs to be taught to learners of English as a foreign language, especially in the early introduction of English. Meanwhile, the sound accuracy is also recommended to be taught to learners of English as a foreign language from the beginning. As a follow-up of these findings, Moedjito (2013) also conducted a preliminary study on the application of the model Testing-Demonstrating-Practicing-revising (TDPR), a model of similar study to Quiz-Demonstration-Practice-Revision (QDPR) Learning Model, in teaching pronunciation in secondary schools. However, no studies that assesses the effectiveness of the model QDPR Learning Model in pronunciation teaching at the college level, especially in LPTK education courses in English.

This study was very important to do because the student was an aspiring teacher of English. How are they going to teach spoken English if they themselves have not mastered the pronunciation? Therefore, it is necessary to do research for scientific confirmation to collect information on the effectiveness of the model QDPR Learning Model in teaching pronunciation, especially at the higher education level.

Based on the previous observation, the present researcher found some seriousness mispronunciation produced by the students majoring English Language Education at *Hamzanwadi* University in the academic year 2016-2017. For instance, the students still got confusion to differentiate the pronunciation of some similar sounds like long vowel /u:/ and reduced vowel /ʊ/, long vowel /iː/ and reduced vowel /ɪ/, diphthong /eɪ/ and reduced vowel /ɪ/, reduced vowel /ʊ/ and reduced vowel /ɒ/, and many others. The seriousness mispronunciation was not only found in vowels sounds but also in some consonants sounds. For instance, the students still got difficulties to distinguish the pronunciation of voiced dental plosive /d/ and voiceless dental plosive /t/, voiceless labiodental fricative /f/ and voiced bilabial plosive /p/, voiced labiodental fricative /v/ and voiceless bilabial plosive /p/, voiced labiodental fricative /v/ and voiceless bilabial plosive /b/, voiced labiodental fricative /v/ and voiceless labiodental fricative /f/, voiceless dental fricative /θ/ and voiceless dental plosive /t/, voiced dental fricative /ð/ and voiced dental plosive /d/, voiceless post-alveolar fricative /ʃ/ and voiceless alveolar fricative /s/, and many others. According to Moedjito & Harumi (2008), there are 32 seriousness mispronunciations which are found in EFL learners that consist of 19 consonants and 13 vowels. Those all mispronunciation which are stated above is some of the 32 seriousness mispronunciation which is stated in stated the above theory.

Finally, based on the above phenomenon, founds in Department of English Language Education at *Hamzanwadi* University, the present researcher was conduct a research by taking focus only on two mispronunciations which were very commonly made by the students when they communicate those were English central vowel /ʌ/ and English back vowel /ɑː / case most of them still got difficulties to differentiate the pronunciation of both of the sounds. Therefore, the present researcher intends to investigate the contribution of QDPR Learning Model to improve university students' knowledge and ability to pronounce English central vowel /ʌ/ and English back vowel /ɑː /. The present researcher formulated the statements of the problem as follows:

1) Was there any significant contribution of Quiz-Demonstration-Practice-Revision (QDPR) Learning Model to university students' knowledge of English pronunciation in English central vowel /ʌ/ and English back vowel /ɑː /?

2) Was there any significant contribution of Quiz-Demonstration-Practice-Revision (QDPR) Learning Model to university students' ability to pronounce English central vowel /ʌ/ and English back vowel /ɑ: /?

2. Method

2.1 Participants

The present researcher used ex-post facto research, that was, a systematic empirical inquiry in which the present researcher does not have direct control of independent variable (i.e., Quiz-Demonstration-Practice-Revision [QDPR] Learning Model). Quiz-Demonstration-Practice- Revision Learning Model as a method in this research. This model was one kind of the alternative to teach in English Foreign Language classroom. Because this model was simple to do ends within 30 minutes. The teaching and learning process of this model must be inserted.

1) Quiz

The teacher starts teaching and learning process by giving a small quiz of pronunciation (example, the short of English vowel /ʌ/ and the long English vowel /ɑ:/) to students randomly. This quiz should be normally given to all students, but the slowest students will be better because the target is to know their performance and knowledge of pronunciation.

2) Demonstration

After the teacher giving the student quiz, the teacher demonstrated how to produce the vowel exemplifying and explaining with full Indonesia language while the student were observing and imitating the teacher's action. At the same time, the teacher is controlling the students who are trying to produce the vowels. As a media of teaching, the teacher can use flashcards to make the student more understand.

3) Practice

After finish the demonstration, the teacher gives the students a chance to practice more the vowel. The practice covers single word; phrase, sentence, and short discourse consist of vowels.

4) Revision

When the students are doing practices of the vowel, the teacher is observing and focusing on the students' difficulty. Based on the observation, the teaching revises the mispronunciation of the vowel.

The population of the current study was the students majoring English Language Education at *Hamzanwadi* University in the even semester of the academic year 2016-2017. The total number of the students were 348. Regarding the available investment, especially time and budget, the present researcher took some students as the sample of the study. Basically, simple random sampling will be applied for selecting the sample. However, the present researcher considers some inclusion criteria: (1) the participants enrolled *English Pronunciation Practice* course, (2) the participants were supposed to have difficulty in English pronunciation, and (3) the participants involved voluntarily QDPR Learning Model program. In addition to inclusion criteria, the present researcher refers to exclusion criteria: (1) the participants attended at least 3 sessions of QDPR Learning Model Program and (2) for personal or other reasons, the participants withdraw themselves from the QDPR Learning Model Program.

2.2 Data Collection

2.2.1 Instrument of Collecting Data

2.2.1.1 Questionnaire

As the main focus of the current study, the questionnaire deal with the participants' perceptions of implementation of QDPR Learning Model, including (1) students' difficulty in pronunciation, (2) students' involvement in QDPR Learning Model Program, (3) steps of QDPR, (4) teaching media used in QDPR Learning Model, (5) time allocated in QDPR Learning Model, and general conclusion of in QDPR Learning Model. The participants were required to share their perceptions of the investigated aspects in four-point Likert scale by choosing one of the provided options.

2.2.1.2 A Written Test of Pronunciation Knowledge

To measure students' knowledge of pronunciation, a 16-item written test of the pronunciation was administered to the participants. Providing four different underlined-character words containing the target sounds, the participants were asked to decide whether

the underlined characters have the same sounds or not. If they have the same sounds, they have to write 1 (one) in the provided brackets; otherwise, they write 0 (zero). The objective to give this test to the participants is to make sure if they have understood that English is one of deep languages.

2.2.1.3 An Oral Performance Test

An oral test of pronunciation was administered to measure students' ability in pronouncing English central vowel /ʌ/ and English back vowel /ɑ: /. All the participants were asked to read loudly a 30-word passage in which some words with the target sounds have been identified. While reading the passage, the participants' utterances are digitally recorded. The recording is then presented to the experienced assessor who evaluates the target sounds based on British English. The target sounds were measured using three-point Likert scale (3 = accurate, 2 = not so accurate, and 1 = not accurate).

2.2.2 Techniques for Collecting Data

All the data of the current study was collected using the prepared instruments. All the instruments were sequentially presented to the participants of the current study. The first was the oral performance test within 10 minutes, followed by the written test of students' knowledge of pronunciation within 75 minutes, and finally, the questionnaire on QDPR Learning Model within 50 minutes.

2.3   Data Analysis

2.3.1   Descriptive Statistics and Correlation Coefficients

The collected data was then submitted to IBM Statistics SPSS 22 for Windows to calculate the mean scores (*M)* and standard deviations (*SD*). The next one was to calculate the correlation coefficient of the independent variable to each dependent variable.

2.3.2   Testing Hypotheses

From the last step of statistical analysis, namely correlation coefficient tests, we come to a conclusion that the independent variable has a relationship to each dependent variable. If they have at least a modest correlation coefficient, then we continue to perform a simple regression test for the independent variable to each dependent variable. However, before doing so, the proposed hypotheses have to be converted into the null hypotheses, as follows:

(1) There was no significant contribution of QDPR Learning Model to university students' knowledge of pronunciation in English central vowel /ʌ/ and English back vowel /ɑ: /; and

(2) There was no significant contribution of QDPR Learning Model to university students' ability to pronounce English central vowel /ʌ/ and English back vowel /ɑ: /.

By performing a simple regression test using IBM Statistics SPSS 22 for Windows, we could decide if QDPR Learning Model has a significant contribution to students' knowledge of pronunciation and/or to students' ability to pronounce English central vowel /ʌ/ and English back vowel /ɑ:/.

3. Results

Table 5 depicts the summary of the descriptive statistics of the investigated variables in the current study, mean scores (*M*) and standard deviations (*SD*). Moreover, it had shown the correlation coefficient of the independent variable (QDPR Learning Model) to each dependent variable (students' knowledge of English pronunciation and students' ability to pronounce English central vowel /ʌ/ and English back vowel /ɑ: /).

The mean scores of the investigated variables are 88.48 for QDPR learning model, 59.60 for students' knowledge of English pronunciation, and 91.48 for students' ability to pronounce English central vowel /ʌ/ and English back vowel /ɑ: /. It means that, the mean score of students' knowledge of English pronunciation was higher than that of students' ability to pronounce English central vowels /ʌ/ and English back vowel /ɑ: /. Submitting the collected data to two-sample independent t-test, we found that there was no significant difference in the mean scores between these two variables, meaning that the students' knowledge of English pronunciation was relatively similar to their ability to pronounce English central vowel /ʌ/ and English back vowel /ɑ: /.

Regarding the association between the independent variable and the dependent variables, the results of the study have disclosed that the correlation coefficient between QDPR learning model and students' knowledge of English pronunciation was .14 at *p* = .30 while the correlation between QDPR learning model and students' ability to pronounce English central vowel /ʌ/ and English back vowel /ɑ: / was .66 at *p* = .01. It means that, there

is no correlation of QDPR Learning model in students' knowledge of pronunciation because the result of the data was lower than significant moderate level .40. Whereas, QDPR Learning Model has significant correlation to students' oral performance or student ability because the result of the data higher than significant moderate level .40. However, this correlation coefficients did not show the contribution of QDPR learning model to the investigated dependent variables. For this reason, we then submitted the collected data to a simple regression to examine the contribution of the independent variable to the dependent variables.

Based on the data in table 6, the present researcher concluded that QDPR Learning Model did not contribute significantly for students' knowledge of English pronunciation because the result of the R^2 was .02 at $p > .05$. And another word, 2% from students' knowledge of English pronunciation explained by QDPR Learning Model, whereas 98% explained by another factor which was not explain in this research.

In another hand, QDPR Learning Model had significant contribution for Students' ability or oral performance to pronounce English central vowel /ʌ/ and English back vowel /ɑː /, we could see from the result of R^2 was .44 at $p < .01$. It meant 44% from Students' ability or oral performance to pronounce English central vowel /ʌ/ and English back vowel /ɑː / explain by QDPR Learning Model. Whereas 56% explained by another factor which was not explain in this research.

4. Discussion

This study aimed at investigated the association among these variables: (1) To know the significant contribution of QDPR Learning Model to university students' knowledge of English pronunciation in English central vowel /ʌ/ and English back vowel /ɑː / and (2) To know the significant contribution of QDPR Learning Model on students' ability in pronounce English central vowel /ʌ/ and English back vowel /ɑː /.

Based on the result, we could conclude that QDPR Learning Model had significantly contribution to Students' ability or oral performance to pronounce English central vowel /ʌ/ and English back vowel /ɑː /. That result was same with the previous study that had conducted by Moedjito, (2016) the title Quiz-Demonstration-Practice-Revision (QDPR) in Teaching Long and Reduced English Vowels to Indonesian EFL Learners with the method is Quiz-

Demonstration-Practice-Revision (QDPR) to investigate QDPR Leaning Model and the findings of that study is effective. Whereas QDPR Learning Model is not contribution to students' knowledge of English pronunciation. This findings is evidence that research is not analogously with the previous study was conduct by Moedjito, (2016) because there are some factor namely time, condition of participant, place, setting, condition, skills, and many other reason.

Finally, QDPR Learning Model is a suitable learning model in teaching pronunciation for EFL learner especially in Indonesia learner. This method is one kind of an alternative model to teaching pronunciation especially in teaching English central vowels /ʌ/ and English back vowel /ɑ: /.

5. Conclusion

The title of this study was The Implementation of QDPR Learning Model to improve university students' knowledge of English pronunciation and their ability to pronounce English central vowel /ʌ/ and English vowel back /ɑ: /.

a. QDPR Learning Model did not contribute significantly for university students' knowledge of English pronunciation in English central vowel /ʌ/ and English back vowel /ɑ: /. It means that the null hypothesis was accepted.

b. Quiz-Demonstration-Practice-Revision (QDPR) Learning Model contributed significantly for university students' ability to pronounce English central vowel /ʌ/ and English back vowel /ɑ: /. It means that the alternative hypothesis was accepted.

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