

# CHAPTER I

## INTRODUCTION

This chapter contains the following sections: the study's background, identification of the problem, limitations of the problem, formulation of the problem, objective of the study, relevance of the study, and definition of the important terms.

### A. Background of The Study

The Oxford Dictionary (1995) defines language as "a system of sound and words used by humans to communicate thoughts and feelings. Based on Nurhayati and friends (2016) Language is used to create a meaningful communication among human beings. In other words communication is the main function of language. Communication is impossible without shared knowledge and assumptions between speakers and hearers, To make good oral communication, we should pronounce the words correctly. Good communication is dependent on how well a listener understands what a speaker says. In a speaking lesson, one of the language factors that produces good sounds is pronunciation. So, pronunciation is an important first step in becoming a skilled speaker. Considered a challenging element approach for learning pronunciation. Pronunciation is a crucial feature of the English teaching and learning process, particularly for speaking ability. The learner is expected to master it because it is not enough for them to acquire words or vocabularies, grammar, listening, reading, and writing, However, they must also practice their pronunciation and public speaking skills. Pronunciation is essential for English conversation because it prevents misinterpretation.

Pronunciation, as one of the language components, is taught as one of the aspects to teaching students' competency in speaking fluently and accurately, according to Nurhayati (2015) The learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics and the other will be presented by the item for learner when encountering the item for the first time. In teaching,

teachers need to make sure that other these aspects are accurately presented and learned. Pronunciation is essential in language teaching and learning, particularly in English. One general goal of foreign language teaching and learning is to teach students to grasp the oral or written language they are learning. Yates (2002) said in the Adult Migrant English Program (AMEP) Journal that learners with good pronunciation are expected to be more understanding than learners with bad pronunciation, even the learners with bad pronunciation make a mistake in other section.

Pronunciation is an integrated and vital aspect of second or foreign language acquisition since it has a significant impact on learners' communicative ability as well as performance. Nonetheless, based on Richards, Rodgers (1986) the teaching of EFL pronunciation has received a variety of approaches, ranging from having no place in the synthetic syllabus and the grammar-translation method to being the primary focus in the situational syllabus and the audio-lingual method, where emphasis is placed on traditional notions of pronunciation, minimal pairs, drills, and mini-conversations. And, with the introduction of communicative language education in the late 1960s, the role of pronunciation in the EFL curriculum began to raise concerns about whether the program's focus and instructional methods were effective or not.. Teaching pronunciation was previously regarded as "meaningless non-communicative drill-and-exercise gambits" Stated by Morley (1991). However, as the focus shifts from specific language competencies to broader communicative competencies as goals for both the teacher and the student (Morley, 1991), the importance of integrating pronunciation with oral communication becomes obvious.

According to the School-Based Curriculum, there are four language skills in English that students should learn: listening, speaking, reading, and writing. Also there are three English components: sounds of language, grammar, and vocabulary, they are crucial for the learner to learn in order to support those language skills, by Penny's statement (1996). Pronunciation is taught as one of the linguistic components in English as one of the features

aimed at increasing students' competence and assisting them use the language fluently and properly. Pronunciation should be taught properly through the teacher because improper pronunciation can lead to errors in communication. To assist pupils speak in English accurately and fluently, phonological characteristics of pronunciation such as utterance, stress, and intonation are advised to be taught to educators from the first to third year of Junior High School. Of course, it is not easy for students to utilize phonological aspects of pronunciation in everyday life because various difficulties may develop in the process.

In accordance with Judys' (2008) statement Teaching pronunciation presents a number of difficulties. In this case, there is insufficient time to devote to this part of English (2008). According to PERMENDIKNAS (Regulation of the Minister of National Education), time is limited for teaching and learning English in Indonesia. Furthermore, students primary language, that is Indonesian, influences how they pronounce English. Students have difficulty learning pronunciation because of the differences in phonemics between English and Bahasa Indonesia. Another aspect influencing the teaching and learning of pronunciation is the age of the students; young learners can acquire good pronunciation more easily than older learners. Aside from that, the exposure to the target language, the amount and type of emphasis given to language education, motivation, and the role of primary language also effect the teaching of learning procces of pronunciation.

Following on the writer's observations at MTs Bustanul Ulum, Minggirsari Kanigoro Blitar, and an unstructured discussion with the English instructor of this classroom, the writer identified a number of problems with students being able to pronounce. The first problem in pronounciataion they afraid to speak in english because they feel shy to speak English in front of public, in fact this problem is one of problem that almost experience in all students According to Nurhayati (2016) the students feel shy when they must speak up in front of the class, they are also afraid of making mistakes when

they deliver their ideas in conducting interaction with others. Because of lack of practicing or uttering ideas, getting interaction using English makes them get stumbling. They are shy and lazy to speak up using English. Beside that the writer realized that students in this subject have trouble distinguishing between various pronunciations. Drilling technique is one of the approaches used to teach pronunciation. Drilling technique refers to a behavior-based learning approach in which students learn. Drilling is an excellent strategy for teaching pronunciation since it produces real and accurate results. In this study, communicative drill was used, which is a drilling approach that uses words that differ by a single sound in the same spot. Communicative drill hopefully can help students in differentiating and pronouncing words that have similar sounds and practicing them accuracy and fluency in reading aloud as well as oral ability. Communicative drill is considered to help students overcome their difficulty in pronunciation of English sound.

One of the approaches used in active learning is communicative drill. According to Paulston & Bruder (1976), it is one of the varieties of Audio Lingual Method and also an element of Communicative Language Teaching, communicative drills. Apart from the word 'drill' in the title, communicative drill is unlike any other drill in ALM. The difference between communicative drill and meaningful drill, according to Paulston & Bruder (1976), is that in communicative drill, the speaker should offer new knowledge about the real world at the end. Furthermore, by adopting communicative practice, students can work independently or in pairs.

There are several studies using communicative drill. First, Ulfi (2013) carried out a previous study. The study tried to determine whether or not there was a difference in students' speaking abilities between those taught using the communicative drill technique and those taught using the role play technique. As an outcome, there was a difference in students' speaking ability between those who were taught using communicative drill technique and those who were taught using role play technique, and communicative drill technique was more effective than role play technique in improving students'

speaking ability in second year junior high school students. Secondly Riswanto & Haryanto (2012) found that, as a consequence of data analysis, students' pronunciation achievement improved in each cycle. This study found that using the drilling strategy might improve first-year students' pronunciation achievement at SMAN 07 South Bengkulu during the academic year 2011/2012.

There are previous research which demonstrate that strategy is the most successful to use. The first is a journal article published by Riswanto & Haryanto (2012) about their research titled *Improving Students' Pronunciation with Communicative Drilling Technique at Senior High School (SMA) 07 South Bengkulu, Indonesia*. The purpose of this research is to learn how to improve teaching English pronunciation through the use of communicative drilling approaches. This study employs the classroom action research (CAR) approach. The data in this study was examined using percentages. This study's respondents are X2 students from SMAN 07 South Bengkulu, a group of 30 students. Data analysis demonstrates that students' pronunciation achievement improves with each cycle. This research demonstrate that the using of drilling technique can improve students' pronunciation achievement at the first year students of SMAN 07 South Bengkulu academic year 20011/ 2012. Several previous studies have come to the conclusion that drilling techniques are suitable for teaching pronunciation abilities. but in their research the thing that had been tested is pronunciation in general. nevertheless, in this research, the researchers focused on several components of pronunciation, namely vowels, stress-word, spelling, and pronoun word, whereas in previous studies.

Based on what has already been discussed, it can be concluded that the communicative drill strategy is effective for use in the process of education and instruction in school, particularly in the development of pronouncing ability. Meanwhile, there has only been one study on the effectiveness of communicative exercise in improving students' pronunciation. This was the same study as Janah's, which used

Communicative Drill and Role Play to teach speaking, but the subject was different. Recognizing the phenomena described above, as well as the importance of understanding pronunciation, the researcher sought to answer the question, "Is there effectiveness of using communicative drill strategy on students' pronunciation?" As a result, the researcher sought to investigate *The Effectiveness of Using Communicative Drill Strategy on Students' Pronunciation Ability At Eight Grade of MTs. Bustanul Ulum, Minggirsari Kanigoro Blitar.*

### **B. Focus of The Study**

The formulated of this research question is "is there any significant effect of using communicative drill on students' pronunciation ability At Eight Grade of MTs Bustanul Ulum, Minggirsari Kanigoro Blitar?"

### **C. Purpose of the Study**

A review of the focus study, this research has two purpose, they are:

1. To figure out the significant difference score between students' pronunciation before and after being taught by using Communicative drill at English club of MAN Kota Pasuruan.
2. To measure the effectiveness of using communicative drill on students' pronunciation ability.

### **D. Formulation Hypothesis**

Before deciding on the outcome of the hypothesis, the writer offered the following method for interpretation toward (the observation), as follow:

H<sub>0</sub> : Null hypothesis, there is no significant score of the students before and after they are taught by using communicative drill.

H<sub>a</sub> : Alternative hypothesis, there is significant score of the students before and after they are taught by using communicative drill.

### **E. Significance of The Study**

The result of the study are expected to be useful for:

1. The students

The researcher hopes that communicative drill strategy can improve students' pronunciation ability, so the finding of this research is expected to improve students' English pronunciation.

2. The teacher

The researcher hopes an english teacher can become this research as a reference in their teaching so they can apply communicative drill to improve students' English pronunciation and using another media to support this strategy, that's an expected of the researcher in this research

3. The school

school, as a facility for growing English language, will have an impact on linguistic competency in communicating in foreign languages, particularly English. As a result of the qualified pupils, the school benefits from increasing the quality of education, which is one of the school's goals.

4. The researcher

The finding of this research is expected to improve the writer knowledge about teaching pronunciation trough communicative drill.

5. Researcher in future

The researcher hopes that this research can be used as an additional reference even though the writer realizes that this research is not perfect because perfection belongs only to Allah SW. The finding of this research is expected to help other researcher to increase the references for the research and improve their research in communicative drill or pronunciation.

### **F. Scope and Limitation of the Study**

This study concerned with the effectiveness of using communicative drill on students' pronunciation ability At Eight Grade of MTs Bustanul Ulum, Minggirsari Kanigoro Blitar. Because the researcher will use a pre-

experimental research design, the limitation of this study is that there is no comparison group to control for confounding variables that can contaminate the research result

## **G. Definition of The Key**

In this chapter exactly in poin G, the researcher explain a keywors from the title and research question mentioned in the previous items to minimalizes misunderstanding. The definition of the key terms is a follows:

### **1. Effectiveness**

A study is said to be effective if there is a significant difference between students' pronunciation scores before and after being taught with Communicative drill strategy. Significant differences in scores can be highlighted by calculating statistical formulas. If the p-value (Sig.1-tailed) is higher than the significance level (0.05) and the t-test is lower than the t-table, it can be said that teaching using Communicative drill strategy is effective in developing students' grammar mastery.

### **2. Pronunciation**

Pronunciation in short definition is the way a word of a language is spoken. Oxford Advanced Learner's Dictionary defined pronunciation as the way in which a language or particular word or sound is pronounced.

### **3. Communicative Driil**

Drill is a technique which has been used a long time ago in foreign language classroom. It is derived from Audio Lingual Method which uses the drill as the main technique in the language teaching which emphasizes the repeating structural pattern through oral practice.