

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents the background of the research, statement of the research problem, objectives of the research, significance of the research, scope and limitation of the research, and the definition of key terms.

### **A. Background of the Research**

There are many languages that are interesting to be learned. One of them is English. In Indonesia, English as foreign language has been taught from kindergarten school until the universities.

For Indonesian students, learning English is not easy because it is taught as foreign language for them. In fact learning English becomes important for Indonesian students that they can master a key to gain full communicative competence especially in English pronunciation. Pronunciation is the way a certain sound or sounds are produced and pronunciation stresses more the way sounds are perceived by the hearer (Richard and Schmidt, 2002: 429). According to Harmer (2007: 281) pronunciation is the way we make sounds of the language how and where we place the stress, and how we use pitch and intonation to show how we are feeling and what we mean.

Without correcting pronunciation will make ambiguity, misunderstanding, and different meaning. In fact, the information will be clear if it is pronounced clearly so there is no misunderstanding. Nunan (1999: 105) states that this is probably due to the fact that the influence of the first language seems to be more apparent in the case of pronunciation than for grammar and vocabulary. So, if we want to make our speaking fluently, we must often practice our pronunciation

Moreover, students of junior high school especially in MTsN Aryojeding can not pronounce English well, and in fact they are not paying attention that their pronunciations are incorrect. When the teacher asked them to pronounce English words after the teacher said, only some students who want to pronounce it. There are also some students who can not pronounce English words correctly especially the pronunciation of English vowel, consonant, and diphthong. In fact, some students can not differentiate vowel [e] from vowel [ɪ], they said *evening*: [evenɪŋ] whereas the correct pronunciation is [ɪ:vniŋ] by using vowel [ɪ]. In other hands, the students also can not differentiate diphthong [eə] from diphthong [ɪə], they said *near*: [neər] then the correct pronunciation is [nɪə(r)] by using diphthong [ɪə] and also the students can not differentiate consonant [f] and [v], they said *leave*: [lif] then the correct pronunciation is [li:v] by using consonant [v].

In the other hands, many of students can not distinguish how to pronounce one word with another. The English teacher also states that most of students' pronunciation competence of the second grade is still low.

As the students of junior high school, they should have good ability in pronunciation although they are still in the beginner level of learning English. In fact, good ability in pronunciation is one basic of all English skills. As the teachers, we should know how students' pronunciation ability in learning English. If we know that the students have difficulties in pronunciation, we can look for solution or good way for our students to teach English pronunciation.

It also can improve our method in teaching English. Such as, when we teach speaking material, we find that students can not pronounce English words. So, we must know a better technique to make our students pronounce English words well. As a result, the students will speak actively with correct pronunciation and the teaching learning process will run effectively.

To make the students master the pronunciation, the teacher apply a technique in teaching and learning process namely is drilling technique. Kelly (2000: 16) states drilling simply involves the teacher saying a word or structure, and getting the class to repeat it. Being able to drill properly is a basic and fundamental language teaching skill.

The teacher drills the students three times or more to make students pronounce well. Thus, by using drilling can know how students' difficulties in learning English.

Based on the reason above, the researcher is interested in conducting is a study about descriptive of students' difficulties in learning English pronunciation by using drilling technique at the second grade of MTs N Aryojeding. The researcher believed that it is important to conduct this research, because it will give contribution in English teaching and learning. From description above, the researcher was interested in conducting a study which focused on **“Students’ Difficulties in Learning English Pronunciation by Using Drilling Technique at the Second Grade Students’ of MTs N Aryojeding”**.

## **B. Statement of Research Problems**

Based on the background of the research, the research problems of the study formulated as follows:

1. How is teaching English pronunciation by using drilling technique?
2. What are students' difficulties in learning English pronunciation by using drilling technique?

### **C. Objectives of the Research**

Based on the statement of the research problems above, the objectives of the study are as follows:

1. To describe the teaching English pronunciation by using drilling technique.
2. To describe students' difficulties in learning English pronunciation by using drilling technique.

### **D. Significance of the Research**

The researcher hopes that the result of the study will give contribution for:

1. For teacher

The teacher can know how the students' difficulties in learning English pronunciation, so the teacher can enrich the way or better technique to teach English especially to practice students' pronunciation in order to make the successful.

2. For students

It is useful for students to improve their pronunciation skill and the students will be more attracted in learning English.

### 3. For future researchers

It is hoped that this study can be used as reference to future researchers who want to investigate about drilling technique in teaching pronunciation.

## **E. Scope and Limitation of the Research**

This study was focuses how to describe the students' difficulties in learning English pronunciation by using drilling technique. The research is done in one class of the second grade of MTs N Aryojeding. However, the researcher has limited the study on the students' difficulties in teaching English pronunciation by using drilling technique.

## **F. Definitions of Key Terms**

Definition of key terms are necessary to be given in order to avoid misunderstanding and misinterpretation of the title, they are:

### 1. Difficult

In Oxford dictionary (2008: 124) difficult is thing or situation that causes problems. In this study difficult means problem of faced by the students in learning English pronunciation.

### 2. Pronunciation

Harmer (2007: 281) states pronunciation is the way we make sounds of the language how and where we place the stress, and how we use pitch and intonation to show how we are feeling and what we mean.

So, pronunciation is the way of speaking of a certain word by considering the symbol use representing difference sound.

### 3. Drilling Technique

Kelly (2000: 16) drilling simply involves the teacher saying a word or structure, and getting the class to repeat it. It means that drilling is classroom instruction where the students listen carefully and they have to repeat the model accurately and as quickly as possible.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents about pronunciation, the features of pronunciation, the difficulties of pronunciation, testing pronunciation, drilling technique, drilling activities, and relationship between audiolingual and drilling.

#### **A. Pronunciation**

Pronunciation refers to the way a word or a language is spoken, or the manner in which someone utters a word. By having good pronunciation, people will understand easily.

##### **1. Pronunciation**

Pronunciation is the way a certain sound or sounds are produced and pronunciation stresses more the way sounds are perceived by the hearer (Richard and Schmidt, 2002: 429). While Harmer (2007: 281) states ‘‘Pronunciation is the way we make sounds of the language how and where we place the stress, and how we use pitch and intonation to show how we are feeling and what we mean’’. Furthermore, Richard et.al, (1992: 296) in Nunan (2003: 112) stated that the way sounds are perceived by the hearer to define pronunciation.

At the advanced levels, pronunciation goals can focus on elements that enhance communication: intonation features that go beyond basic patterns, voice quality, phonetic distinctions between registers, and other

refinements that are far more important in the overall stream of clear communication than rolling the English /r/ or getting a vowel to perfectly imitate a ‘native speaker’ (Brown, 1994: 260).

It can be concluded that pronunciation is the way of speaking of a certain word by considering the symbol use representing difference sound. While teaching English pronunciation is essential for students that it leads them to have good understanding of native speakers and improve their ability to communicate English well.

## **2. The Features of Pronunciation**

In order to study how something works it is often useful to break it down into its constituent parts. There are two main features of pronunciation.

### **a. Segmental Features**

Segmental phonology has to do with the individual sounds of the language. Vowels and consonant components combine to form words and utterances as the segmental aspect of language.

#### **1) Vowels**

Kelly (2000: 29) vowels are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overall shape of the mouth. According to Kelly the characteristics of vowel include the following:

## (a) The pure vowel sounds

The word 'pure' here is used to differentiate single vowel sounds from diphthongs, which we will consider later.

## (b) Close vowels

For close vowels the tongue is quite high in the mouth. Moving from /i:/ through to /u:/, we also notice the different positions of the tongue; /i:/ is a front vowel, and /u:/ is a back vowel.

**Table 2.1. Close vowels**

<b>i:</b>	<b>Characteristics</b> The front of the tongue is slightly behind and below the close front position. (the 'close' position is where the tongue is closest to the roof of the mouth). Lips are spread. The tongue is tense, and the sides of the tongue touch the upper molars. As in ..... <u>b</u> ead, <u>k</u> ey, <u>ch</u> ee <u>s</u> e
<b>ɪ</b>	<b>Characteristics</b> The part of the tongue slightly nearer the centre is raised to just above the half-close position (not as high as in /i:/). The lips are spread loosely, and the tongue is more relaxed. The sides of the tongue may just touch the upper molars. As in ..... <u>h</u> it, <u>b</u> usy, <u>w</u> ome <u>n</u>
<b>ʊ</b>	<b>Characteristics</b> The part of the tongue just behind the centre is raised, just above the half-close position. The lips are rounded, but loosely so. The tongue is relatively relaxed. As in ..... <u>b</u> ook, <u>g</u> ood, <u>p</u> ush
<b>u:</b>	<b>Characteristics</b> The back of the tongue is raised just below the close position. Lips are rounded. The tongue is tense. As in ..... <u>f</u> ood, <u>r</u> ude, <u>s</u> ou <u>p</u>

## (c) Mid vowels

For mid vowels the tongue is neither high nor low in the mouth. Moving from /e/ through to /ɔ:/, we also notice the different positions of the tongue; /e/ is a front vowel, and /ɔ:/ is a back vowel.

**Table 2.2. Mid vowels**

<b>e</b>	<b>Characteristics</b> The front of the tongue is between the half-open and half-close position. Lips are loosely spread. The tongue is tenser than for /ɪ/, and the sides of the tongue may touch the upper molars. As in ..... <i>egg, said, any</i>
<b>ə</b>	<b>Characteristics</b> The centre of the tongue is between the half-close and half-open positions. Lips are relaxed, and neutrally spread. As in ..... <i>paper, banana, nation</i>
<b>ɜ:</b>	<b>Characteristics</b> The centre of the tongue is between the half-close and half-open positions. Lips are relaxed, and neutrally spread. As in ..... <i>her, serve, word</i>
<b>ɔ:</b>	<b>Characteristics</b> The back of the tongue is raised to between the half-open and half-close positions. Lips are loosely rounded. As in ..... <i>call, all, law</i>

## (d) Open vowels

For open vowels, the tongue is low in the mouth. Moving from /æ/ through to /ɒ/, we also notice the different positions of the tongue; /æ/ is a front vowel, and /ɒ/ is a back vowel.

**Table 2.3. Open vowels**

<b>æ</b>	<b>Characteristics</b>  The front of the tongue is raised to just below the half-open position. Lips are neutrally open. As in ..... <i>h<u>a</u>t, att<u>a</u>ck</i>
<b>ʌ</b>	<b>Characteristics</b>  The centre of the tongue is raised to just above the fully open position. Lips are neutrally open. As in ..... <i>ru<u>n</u>, un<u>cl</u>e, fr<u>o</u>nt</i>
<b>ɑ:</b>	<b>Characteristics</b>  The tongue between the centre and the back, is in the fully open position. Lips are neutrally open. As in ..... <i>cl<u>a</u>ss, comm<u>a</u>nd, p<u>a</u>rt</i>
<b>ɒ</b>	<b>Characteristics</b>  The back of the tongue is in the fully open position. Lips are lightly rounded. As in ..... <i>do<u>g</u>, of<u>te</u>n, wa<u>n</u>t</i>

From the explanation above, it can be concluded that vowel is produced in mouth cavity. There are also four characteristics of vowel: the pure vowel sounds, close vowel, mid vowels, and open vowel.

## 2) Diphthong

According to Kelly (2000: 34) diphthong might be a combination of vowel sound that there is a glide (or movement of the tongue, lips and jaw) from one pure vowel sound to another.

Kelly also classifies the characteristics of diphthongs into two diphthongs.

(a) Centring diphthongs

Centring diphthongs end with a glide towards /ə/. They are called centring because /ə/ is a central vowel.

**Table 2.4. Centring diphthongs ending in /ə/**

<b>Iə</b>	<b>Characteristics</b>  The glide begins in the position for /ɪ/, moving down and back towards /ə/. The lips are neutral, but with a small movement from spread to open. As in ..... <i>beer, beard, fear, pierce, idea, here</i>
<b>ʊə</b>	<b>Characteristics</b>  The glide begins in the position for /ʊ/, moving forwards and down towards /ə/. The lips are loosely rounded, becoming neutrally spread. As in ..... <i>sure, moor, tour, obscure</i>
<b>Eə</b>	<b>Characteristics</b>  The glide begins in the position for /e/, moving back towards /ə/. The lips remain neutrally open. As in ..... <i>where, wear, chair, dare, stare</i>

(b) Closing diphthongs

Closing diphthongs end with a glide towards /ɪ/ or towards /ʊ/. The glide is towards a higher position in the mouth.

**Table 2.5. Closing diphthongs ending in /ɪ/**

<b>eɪ</b>	<b>Characteristics</b>  The glide begins in the position for /e/, moving up and slightly back towards /ɪ/. The lips are spread. As in ..... <u>cake</u> , <u>way</u> , <u>weigh</u> , <u>say</u> , <u>pain</u> , <u>vein</u>
<b>ɔɪ</b>	<b>Characteristics</b>  The glide begins in the position for /ɔ:/, moving up and forwards /ɪ/. The lips start open and rounded, and change to neutral. As in ..... <u>toy</u> , <u>avoid</u> , <u>voice</u> , <u>enjoy</u> , <u>boy</u>
<b>aɪ</b>	<b>Characteristics</b>  The glide begins in an open position, between front and centre, moving up and slightly forward towards /ɪ/. The lips move from neutral, to loosely spread. As in ..... <u>high</u> , <u>tie</u> , <u>buy</u> , <u>kite</u> , <u>might</u> , <u>cry</u>

**Table 2.6. Closing diphthongs ending in /ʊ/**

<b>əʊ</b>	<b>Characteristics</b>  The glide begins in the position for /ə/, moving up and back towards /ʊ/. The lips are neutral, but change to loosely rounded. As in ..... <u>go</u> , <u>snow</u> , <u>toast</u> , <u>home</u> , <u>hello</u> , <u>although</u>
<b>aʊ</b>	<b>Characteristics</b>  The glide begins in a position quite similar to /ɑ:/, moving up towards /ʊ/. The lips start neutral, with a movement to loosely rounded. The glide is not always completed, as the movement involved is extensive. As in ..... <u>house</u> , <u>loud</u> , <u>down</u> , <u>how</u> , <u>bough</u>

So it can conclude that diphthong is a speech in which during the production there is glide or movement from one vowel position to another vowel position. There are also two characteristics of diphthong. They are centring diphthong and closing diphthong.

### **3) Consonant**

Kelly (2000: 47-53) states that consonant is formed by interrupting, restricting or diverting the airflow in a variety of ways.

Consonants are consists of 24 kinds; [p], [b], [t], [d], [k], [g], [tʃ], [dʒ], [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [h], [m], [n], [ŋ], [l], [r], [j], [w]. There are three ways of describing consonants sounds:

#### **(a) The manner of articulation**

The manner of articulation refers to interaction between the various articulators and the air stream. The various terms used are explained in the following table:

**Table 2.7. The various terms of the manner of articulation**

<b>Manner of articulation</b>	
Plosive	A complete closure is made somewhere in the vocal tract, and the soft palate is also raised. Air pressure increases behind the closure, and is then released 'explosively', e.g. /p/ and /b/
Affricate	A complete closure is made somewhere in the mouth, and the soft palate is raised. Air pressure increases behind the closure, and is then released more slowly than in plosives, e.g. /tʃ/ and /dʒ/
Fricative	When two vocal organs come close enough together for the movement of air between them to be heard, e.g. /f/ and /v/
Nasal	A closure is made by the lips, by the tongue against the palate, the soft palate is lowered, and air escapes through the nose, e.g. /m/ and /n/
Lateral	A partial closure is made by the blade of the tongue against the alveolar ridge. Air is able to flow around the sides of the tongue, e.g. /l/
Approximant	Vocal organs come near to each other, but not so close as to cause audible friction, e.g. /r/ and /w/

(b) The place of articulation

Describing the consonant sounds in terms of the place of articulation gives more information about what the various articulators actually do. The various terms used are explained in the following table:

**Table 2.8. The various terms of the place of articulation**

<b>Place of articulation</b>	
Bilabial	Using closing movement of both lips, e.g. /p/ and /m/
Labio-dental	Using the lower lip and the upper teeth, e.g. /f/ and /v/
Dental	The tongue tip is used either between the teeth or close to the upper teeth or close to the upper teeth, e.g. /θ/ and /ð/
Alveolar	The blade of the tongue is used close to the alveolar ridge, e.g. /t/ and /s/
Palato-alveolar	The blade (or tip) of the tongue is used just behind the alveolar ridge, e.g. /tʃ/ and /dʒ/
Palatal	The front of the tongue is raised close to palate, e.g. /j/
Velar	The back of the tongue is used against the soft palate, e.g. /k/ and /ŋ/
Glottal	The gap between the vocal cords is used to make audible friction, e.g. /h/

**(c) The force of articulation**

The force of articulation, the following terms are used: fortis or strong, and lenis or weak. In spoken English, ‘fortis’ happens to equate with unvoiced sounds, which require a more forcefully expelled airstream than ‘lenis’ sounds, which in English happen to be voiced.

**b) Suprasegmental Features**

Kelly (2000: 3) states ‘Suprasegmental features, as the name implies, are features of speech which generally apply to groups of segments or phonemes’. The features which are important in

English are stress, intonation, and how sounds change in connected speech.

### 1) Stress

One of the syllables in each word will sound louder than others. The syllables indicated in capitals are the stressed syllables (Kelly, 2000: 66).

### 2) Intonation

The term intonation refers to the way the voice goes up and down in pitch when we are speaking. It is a fundamental part of the way we express our own thoughts and it enables us to understand those of other (Kelly, 2000: 86).

### 3) Pitch

The pitch of the sound (how high or low) is controlled by muscles which slacken and lengthen the cords for low tones, and shorten the cords, pulling them taut, for high-pitched tones (Kelly, 2000: 4).

In conducting communication with other, suprasegmental features must always pay attention to make the listeners understanding.

### **3. The Difficulties of Pronunciation**

#### **a. The Difficulties of Pronunciation**

The student of spoken English or any other spoken language is faced with difficulties of five kinds in the matter of pronunciation (Susanto, 2012: 2). They are as follows:

1) It is a matter of “ear-training”.

We must learn to recognize readily and with certainty the various speech sounds occurring in the language when we hear them pronounced; we must, moreover, learn to remember the acoustic qualities of those sound.

2) It concerns with certain characteristics of sound and syllables.

We must learn the proper usage and know the necessary details in regard to length, stress and pitch.

3) It is matter gymnastic of the vocal organs.

We must learn to make the foreign sounds with our own organs of speech.

4) It is a matter of memorizing.

We must learn to use those sounds in their proper places in connected speech. In learning to memorize can be facilitated by the use of Phonetic Transcription.

5) It is a matter of the student’s ability to distinguish and to pronounce isolated sounds, and to know the sequence of sounds to

use in a given word or sentence, and to know length, stress and pitch.

We must learn to catenae sounds, i.e. to join each sound of sequence on to the text, and to pronounce the complete sequence rapidly and without stumbling.

For the students who have difficulties English pronunciation probably it cannot be avoided directly. So the teachers need to work hard with the students and to make sure that the students can improve their difficulties.

#### **4. Testing pronunciation**

Heaton (1990) in Isnawati (2012: 49-50) includes pronunciation into testing speaking skill. There are three techniques of testing pronunciation.

##### **a. Pronouncing words in isolation.**

The importance of listening in almost all tests of speaking, especially those of pronunciation, should never be underestimated. It is impossible for students to pronounce words correctly unless they first hear and recognize the precise sound of that word.

##### **b. Pronouncing words in sentences.**

Students can also be asked to read aloud sentences containing the problematic sounds which we want to test. Sentences are, of course, preferable because they provide a context for the sounds.

c. Reading aloud.

Reading aloud can offer a useful way of testing pronunciation provided that we give a student a few minutes to look at the reading text first.

While Madsen (1983: 57-69) states that on pronunciation tests a variety of ways to evaluate students' production and identification of the sounds, stress patterns, and intonation of English.

a. Limited response

1) Individual testing: oral repetition

Oral-repetition items are useful for students who cannot read or write English, because they can simply listen to what their teacher says to them and then repeat it. Also oral repetition can test virtually all pronunciation features.

2) Group testing: hearing identification

Hearing identification as one kind of pronunciation test can be simple enough for little children and adult beginners. For beginners, the use of visuals in testing can emphasize the difference in meaning between words which sound similar. In this way testing can reinforce teaching.

3) Multiple-choice hearing identification

In addition, students who can read some English may be evaluated by using multiple-choice hearing-identification items. These may be in either paraphrase or appropriate-response form.

#### 4) Reading aloud

Reading aloud is a rather popular way to test the pronunciation of the students who can *read* English. Naturally it is an ideal way to test mastery of sound-symbol correspondence (for example, ‘said’ = /sed/, not /sayd/.

To measure students’ understanding, the teachers can give a test for the students. In testing pronunciation, the teachers can know how students’ pronunciation ability that it can build up students’ confidence to communicate if they pronounce correctly.

### **B. Drilling Technique**

#### **1. Definition of Drilling**

Drilling is one of the main ways in which pronunciation is practiced in the classroom. Richard and Schmidt (2002: 170) state that drill is a technique commonly used in older methods of language teaching particularly the audiolingual method and used for practicing sounds or sentence pattern in a language based on guided repetition or practice.

Drill is the teacher asks the students to listen to his pronunciation carefully and then ask them to speak the word individually in higher class and collectively in lower class. By intensive drill can provide learners to practice of using the pronunciation of the spoken language (Patel and Jain, 2008: 111)

According to Kelly (2000: 16) drilling simply involves the teacher saying a word or structure, and getting the class to repeat it. Drilling often follows on from the process, known as eliciting, of encouraging students to bring up a previously studied word, phrase or structures. The teacher's main role in drilling is that providing a model of word, phrase or structure for the students to copy. You can hear an example of drilling on the CD. Teachers generally drill 'chorally' first of all, which means inviting the whole class to repeat the item in unison. Choral drilling can help to build confidence, and gives students the chance to practise pronouncing the drilled item relatively anonymously, without being put on the spot. It is typically followed by individual drilling, where students are invited one by one to repeat. This gives the teacher the chance to ascertain how well individuals are able to pronounce the item being drilled. Teachers usually select individuals more or less at random; doing so is seen to help keep students on their toes.

From those definitions above, it can be concluded that the drilling is technique that students learn a target language by repetition and continuously in order to enable the students to reproduce sounds accurately like native speaker.

## **2. Drilling Activities**

According to Kelly (2000: 18-22) there are some activities in drilling such as minimal pairs and related activities, pronunciation and

spelling activities, taping students' English, listening activities, and reading activities.

**a. Minimal pairs and related activities**

The examples *rat/ræt/* and *rot/rɒt/* were used to show the phonemic principle in action; changing just one sound leads to a change in meaning. These are all example of minimal pairs-words or utterances which differ by only one phoneme. Teachers can use minimal pairs to good advantage in the classroom as a way of focusing on sounds which have been causing difficulties for students. Some ideas for activities based around minimal pairs are as follows:

- 1) Students can be given lists of words and work with a partner to decide which words have a particular sound.
- 2) Students might also listen to a succession of words, and decide how many times a particular sound is heard.
- 3) Sounds can also be contrasted by appearing in close proximity. The teacher can drill the utterances chorally or individually.
- 4) Teacher can also ask students to listen for the odd one out among a list of words that they are given.

**b. Pronunciation and spelling activities**

It makes a sense to tie pronunciation work closely in with spelling work, in order to investigate the different ways in which sounds can be presented on the page. Homograph and homophones can provide useful opportunities for such work. Homographs are

words which have the same spelling, but with different pronunciations (*Why don't you read this book? And I've already read it; wind / wind / as in weather, and wind / waɪnd/ as in what you do to a clock*). Homophones are words which have the same pronunciation, but have different spellings (*write and right; there and they're; fair and fare*). In this case of homophones, students listen to a sentence and have to choose which from a printed list of words in front of them is the word with the correct spelling for a particular word they heard in the sentence.

### **c. Taping students' English**

Taping learners' spoken English from time to time can pay dividends. Tapes can be made while students are engaged in language practice activities, and used for all manner of language difficulties, but especially those concerned with pronunciation.

### **d. Listening activities**

Listening comprehension exercises in course books are often designed to sound as realistic as possible, with the participants talking at a normal speed and using natural language. These can play a key role in helping students to notice the existence of a pronunciation feature. The listening exercise can then require students to listen out for this area of language and listen out for how it is used and pronounced in the context of narrative or, say, a conversation.

#### **e. Reading activities**

Like listening, reading is a receptive activity (i.e. students receive the language rather than produce it), and so it provides a suitable means of bringing language features to students' attention. Many teacher stage reading activities either by having an initial exercise to allow students to get the gist of the text they are reading, or by establishing the type of text being used, followed by some more detailed work to focus on specific details when the text is read again. At some stage, when a text is read aloud either by the teacher or the students, pronunciation work can be integrated. Such texts as poems, rhymes, extracts from plays, song lyrics etc.

So it can be concluded that every activities of drilling make the learning to be more important. It uses to train students' skill in English pronunciation.

### **3. Relationship between Audiolingual and Drilling**

Audilingual language learners are equipped with the knowledge and skill required for effective communication in the foreign people whose language they are learning and the culture of foreign people (Setiadi, 2006: 54). In the Audiolingual is drills the students in the use of acceptable pronunciation and grammatical correctness.

#### **a. Design**

Audiolingualists demanded a complete reorientation of the foreign language curriculum (Richards and Rodgers, 1986: 52-57).

### 1) Objectives

There are short-range and long-range objectives of an audiolingual program. Short-range objectives include training in listening comprehension, accurate pronunciation, recognition of speech symbols as graphic signs on the printed page, and ability to reproduce these symbols in writing (Brook 1964: 111). Long-range objectives ‘‘must be language as the native speaker uses it. There must be some knowledge of a second language as it is possessed by a true bilingualist’’ (Brook 1964: 107).

### 2) The syllabus

The starting point is a linguistic syllabus, which contains the key items of phonology, morphology, and syntax of the language arranged according to their order of presentation. Phonology includes the way sounds are used in individual languages. Here, the individual language is followed by imitation, repetition and memorization.

### 3) Types of learning teaching activities

Dialogues and drills form the basis of audiolingual classroom practices. Dialogues are used for repetition and memorization. Correct pronunciation, stress, rhythm, and intonation are emphasized. After a dialogue has been presented and memorized, specific grammatical patterns in the dialogue are selected and become the focus of various kinds of drill and pattern-practice

exercises. The use of drills and pattern practice is a distinctive feature of the audiolingual method. Various kinds of drills are used.

(a) Repetition

The student repeats an utterance aloud as soon as he has heard it.

The utterance must be brief enough to be retained by the ear.

Sound is as important as form and order.

Example.

This is seventh month. – This is the seventh month.

After a student has repeated an utterance, the student may repeat it again and add few words, then repeat that whole utterance and add more words.

(b) Inflection

One word in an utterance appears in another form when repeated.

Example.

I bought the *ticket*. -I bought the *tickets*.

(c) Replacement

One word in an utterance is replaced by another.

Example.

*Helen* left early. –*She* left early.

(d) Restatement

The student rephrases an utterance and addresses it to someone else, according to instruction.

Example.

Ask her how old she is. –How old are you?

(e) Completion

The student hears an utterance that is complete except for one word, then repeats the utterance in completed form.

Example.

I'll go my way and you go..... I'll go my way and you go *yours*.

(f) Transposition

A change in word order is necessary when a word is added.

Example.

*I'm* hungry. (so). – So *am* I.

(g) Expansion

When a word is added it takes a certain place in the sequence.

Example.

I know him. (hardly). –I *hardly* know him.

(h) Contraction

A single word stands for a phrase or clause.

Example.

Put your hand *on the table*. –Put your hand *there*.

(i) Transformation

A sentence is transformed by being made negative or interrogative or through changes in tense, mood, voice, aspect, or modality.

Examples.

He knows my address.

He doesn't know my address.

(j) Integration

Two separate utterances are integrated into one.

Example.

They must be honest. This is important. –It is important that they be honest.

(k) Rejoinder

The student makes an appropriate rejoinder to given utterances.

The student is told in advance to respond in one of the following way:

Example.

Thank you. –You are welcome.

(l) Restoration

The student is given a sequence of words that have been culled from a sentence but still bear its basic meaning. The student uses these words with a minimum of changes and additions to restore the sentence to its original form. The student may be told whether the time is present, past, or future.

Example.

Students/waiting/bus – The students are waiting for the bus.

#### **4) Learner roles**

Learners play a reactive role by responding to stimuli, and thus have little control over the content, pace, or style of learning. The fact that in early stages learners do not always understand the meaning of what they are repeating is not perceived as a drawback, for by listening to the teacher, imitating accurately, and responding to and performing controlled tasks they are learning a new form of verbal behavior.

#### **5) Teacher roles**

The teachers' role is central and active; it is a teacher-dominated method. The teacher models the target language, controls the direction and pace of learning, and monitors and corrects the learners' performance. The teacher must keep the learners attentive by varying drills and tasks and choosing relevant situations to practice structures.

#### **6) The role of instructional materials**

Instructional materials in the audiolingual method assist the teacher to develop language mastery in the learner. The teacher, however, will have access to a teacher's book that contains the structured sequence of lessons to be followed and the dialogues, drills, and other practice activities. When textbooks are printed materials are introduced to the student, they provide the texts of dialogues and cues needed for drills and exercises. Tape

recorders and audiovisual equipment often have central roles in audiolingual course. If the teacher is not a native speaker of the target language, the tape recorder provides accurate models for dialogues and drills. It provides the opportunity for further drill work and to receive controlled error free practice of basic structure.

In this study, drilling is technique in language teaching that it is part of audiolingual and used for practicing sounds or sentence by repetition or imitation.

### **C. Previous Studies**

Previous study is the result of research from the researcher before related with the study that the researcher conducts, there are three previous studies that are chosen as the standard to ease this thesis writing.

The first study was conducted by Ani Pujiastuti, it discussed about the students' pronunciation problems and lecture strategy in public speaking class of fourth semester students of English education program at STAIN Tulungagung. The finding of the study showed that the students had many problems in public speaking class such as students' problem in pronounce vowel, students' problem in pronounce consonant, and students' problem in pronounce diphthong. While the lecture has strategy to overcome students' problem such as when students can not pronounce well, the lecture directly

corrected their pronunciation and also the lecture make list of word then taught how to pronounce correctly.

The second study was conducted by Vevi, it discussed about the effectiveness of English songs as teaching media towards pronunciation ability of the fifth year students of Madrasah Ibtidaiyah Munjungan 1. The findings of the study showed that the students' difficulties of teaching and learning process is students who feel bored and they do not focus on the material. By English song can give good effect to the students that students' score is very good after taught using English song.

The third study was conducted by Richi, it discussed about study on the sixth semester students' ability of English education program of the State Islamic College of Tulungagung in pronouncing segmental sounds. The finding of the study showed that the students generally make error almost completely that the highest of errors frequency of occurrence is on the diphthong sounds, second is vowel sounds, and the lowest is consonant sounds. Besides that there is no activity after having class, for example discussion to solve any problem among students themselves or students and lectures.

The differences among to previous studies above with this study can be seen from the technique used. This technique helps the students achieve better pronunciation and also it can know how students' difficulties in learning English pronunciation by using drilling technique.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents about the research design, subject of the study, data and data sources, technique of data collection, technique of data verification, and data analysis.

#### **A. Research Design**

In qualitative research, the design is flexible and may change during the investigation if appropriate. Ary et.al., (2010: 424) classified qualitative approach based on the characteristics having a natural setting, using the human that is the researcher as a primary instrument, dealing with data that is in the form of words rather than numbers and statistics, and analyzing the data inductively.

According to Tarigan (1992: 105) descriptive research is a research which is describing the phenomenon naturally without manipulation or experiment. Furchan (1982: 415) stated that the purpose of descriptive research is describing variable or condition of “something” in a certain situation.

In this study, the research design used is descriptive qualitative which the researcher wanted to describe about students’ difficulties in learning English pronunciation by using drilling technique at the second grade of MTsN Aryojeding.

## **B. Subject of the Study**

This study studied about students' difficulties in learning English pronunciation by using drilling at MTs N Aryojeding. Therefore, the subjects of this study were English teacher and students of the second grade of Islamic junior high school on students' difficulties in teaching English pronunciation by using drilling technique.

## **C. Data and Data Source**

### **1. Data**

The qualitative research deals with data that are in form of words, rather than numbers and statistics (Ary: 2002: 425). Data in this research is a qualitative data. It means that the data will be in the form of words. Data that the researcher got in this research were in the form of: a) interview transcript (results of interview with informant of research), b) transcript of researcher's observation in the form of field note, c) some supported documents in the form of lesson plan and syllabus. These data are the important thing in conducting qualitative research because they contain information that is needed.

### **2. Data Source**

The sources of data are very significant in the research. Arikunto (2010: 172) says that data source is where the data are taken from. Data source in this study is students of class H at MTs N Aryojeding. The data sources were students and English teacher. From the students and English

teacher, the researcher got information students' difficulties in learning English pronunciation by using drilling technique.

#### **D. Technique of Data Collection**

Wiersma (1991: 84) states that methods of data collection include observation, interview, and the collection and review of related document. In data collection, the researcher used some technique. Technique of data collection deals with how the researcher gets the data.

In this study, the data is collected from conducting observation, documentation, and interview with students and English teacher of the second grade at MTs N Aryojeding as the subject. Technique of data collection that applied by the researcher in this research were:

##### **1. Observation**

Adnan (2011: 204) stated that observation is a generic term to refer to the process of data gathering. According to Ary et.al., (2002: 430), observation is the most basic method for obtaining data in qualitative research. So, observation is one of data collection method by observing anything happen in the field.

In this study, the researcher conducted observation to get the data about students' pronunciation difficulties in learning English pronunciation by using drilling technique. In doing observation, the researcher knew what students' difficulties in learning English pronunciation by using drilling technique. Here, the researcher used field note. Ary et. al., (2002: 430) stated that field note is the most common

method of recording the data collected during observation. So, field note meant as a proof of observation.

## **2. Documentation**

Documentation is used to collect data from non-human source. The term documents here refers to a wide range of written, physical, and visual materials, including what other authors may term artifacts (Ary et.al., 2010: 442). Therefore, documentation is a technique of collecting data that is indirectly given to research subject. In this study, the researcher took data by conducting documentation such as lesson plan and syllabus in learning English pronunciation.

## **3. Interview**

Ary et. al., (2010: 438) stated that interview is one of the most widely used methods for obtaining qualitative data. Interviews are used to gather data on subjects' opinions, beliefs, and feelings about the situation in their own words. Based on the type of questions, there are three kind of interview (Ary et.al 2010: 438) :

- a. Unstructured interview, which is a conversational type of interview in which the questions arise from the situation.
- b. Structured interview, the list of questions is generally more limited in length and most questions cannot be answered with yes or no or limited word responses.

- c. Semi or partially structured interview, in which the area of interest is chosen and questions are formulated but the interviewer may modify the formal/question during the interview process.

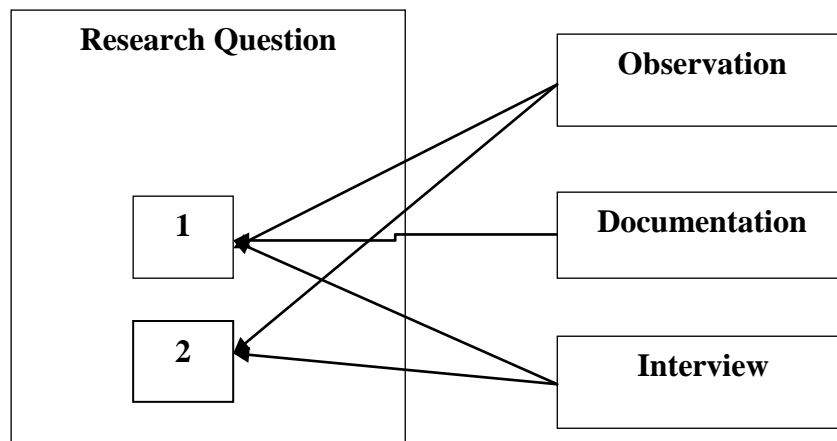
In this study, the researcher used semi structured interview. Applying semi structured interview could create informal situation and communicative relax to gain deeper information. This interview is done for interviewing students and English teacher. By interviewing the students and English teacher are done to get the data about students' difficulties in learning English pronunciation by using drilling technique. The instrument used in this interview is interview guide.

#### **E. Technique of Data Verification**

In this study, the researcher used triangulation to verify the data. Triangulation was done by combining some data collection technique. Moleong (2008: 330) stated that triangulation is data verification technique using something that could be in the form of theory, source etc. which is used only as checking needed or comparing the data. Here, the aim of triangulation is to increase one understanding of whatever being investigated.

In this research, the researcher used three data sources that are from observation, documentation, and interview to triangulate the proposed research problems.

It can be described as follows:



**Figure 3.1 The figure of the research problems were answered**

The figure above showed in how the research problems were answered. It is also implied that the proposed research problems were triangulated. The data of research problem number 1 about “how is teaching English pronunciation by using drilling technique” was collected by using three data sources; they were observation, documentation, and interview. Then research problem number 2 about “what are the students’ difficulties in learning English pronunciation by using drilling technique” was collected by using two data sources; they were observation, and interview. So, the data of the research problems number 1 and 2 were triangulated methodologically.

#### **F. Data Analysis**

According to Ary et.al., (2002: 465 data analysis is a process whereby researchers systematically search and arrange the data in order to increase their understanding of the data and to enable them to present what they learned to others. In this study, the researcher used technique of data analysis

based on Miles and Huberman that analysis as consisting of three concurrent flows of activity: data reduction, data display, and drawing conclusion and verification (Miles and Huberman, 1994: 10).

### **1. Data Reduction**

The first step in analyzing qualitative data is data reduction. Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcription (Miles and Huberman, 1994: 10). Firstly, the researcher collected the data about “teaching English pronunciation by using drilling technique” through observation, documentation, and interview and also the researcher collected the data about “students’ difficulties in learning English pronunciation by using drilling technique” through observation, and interview. Next, the researcher selected the data that appropriate with the formulation of research problems being investigated in the study. In other words, the researcher included relevant data and irrelevant data should be discarded. After collecting and reducing the data, the researcher displayed those data in the form of descriptive.

### **2. Data Display**

The second step in analyzing qualitative data is data display. Data display is an organized, compressed assembly of information that permits conclusion drawing and action (Miles and Huberman, 1994: 11). Data display is also a form of analysis. In this study, the data which will be displayed is the result of observation, documentation, and interview. In

displaying data based on the formulation of research problems. In this study, the writer arranged data systematically in order for drawing conclusion.

### **3. Conclusion Drawing and Verification**

The last step in analyzing qualitative data is drawing conclusion. The qualitative analysis is beginning to decide what things mean nothing regularities, patterns, explanations, possible configurations, causal flows, and propositions (Miles and Hurber, 1994: 11). The conclusion drawing is started after the data were collected by making temporary conclusion. If the temporary conclusion drawing could answer the research problems, the writer used it as final conclusion. On the other hand, it can be said that the conclusion is analyzed continuously and verified the validity to get the perfect conclusion about students' difficulties in learning English pronunciation by using drilling technique of the second grade at MTs N Aryojeding.

## **CHAPTER V**

### **DISCUSSION**

The fifth chapter of this thesis contains the discussion in this research. Here, the researcher presents her ideas in discussing of the research finding.

#### **A. DISCUSSION**

There is two research questions proposed in this study. The discussion focuses on the finding of the one proposed research questions. The discussion are teaching English pronunciation by using drilling technique and students' difficulties in learning English pronunciation by using drilling technique.

##### **1. Teaching English pronunciation by using drilling technique**

As the result of observation and interview, the teaching English pronunciation by using drilling technique covered into some parts as cited Kelly (2002: 16) that the teacher's main role in drilling is that of providing a model of the word, phrase or structure for the students to copy, hearing an example of drilling on the CD, inviting the whole class to repeat the item in unison. Here the teacher also applied parts of drilling but the teacher did not use media like CD. The first, the teacher such as giving material, listening what the teacher said, and practicing to pronounce English well.

As Kelly (2002: 16) in giving material, the teacher gave material based on the students' material at that time. The second, the teacher pronounced English words and the students listened what the teacher said. The third, the students practiced to pronounce English words by repeating three or more times.

## **2. Students' pronunciation difficulties in teaching English pronunciation by using drilling technique**

Based on the findings, the researcher knew what students' difficulties in learning English pronunciation by using drilling technique. In fact, they were classified in beginner level. They could not avoid the difficulties to pronounce English words. As we know that pronunciation was one of the important aspects in speaking. If we could pronounce words correctly, it would also influence our quality in communication with others.

Many students of junior high school in MTs N Aryojeding could not pronounce English words in reading a text. It could be caused by written English and spoken English were different things. As one objectives of study was describing students' difficulties in learning English pronunciation. As Susanto (2012: 2) cited that many of students at second grade could not distinguish how to pronounce between one word with another by using correct stress or pitch and memorize how to pronounce English words well.

Kelly (2000: 31-33) has classified aspects of pronunciation into three parts: vowel, consonant, and diphthong. Based on this statement, the researcher found that those aspects of pronunciation could be students' difficulties in learning English pronunciation especially students of junior high school in MTs N Aryojeding.

As cited Kelly (2000: 31-33) there were 12 kind of vowels; [i:], [ɪ], [ʊ], [u:], [e], [ə], [ɜ:], [ɔ:], [æ], [ʌ], [ɑ:], [ɒ]. From observation and interview the researcher found that the students have difficult to pronounce letter "a", "e", "O". Like letter "a" can be pronounced with vowel [æ], vowel [ə] or diphthong [eɪ]. For example, *catch*, *cat*, *passed by*, *arrive*, *fable* that most of the students often did mistakes to pronounce those words, they pronounced [ket] not [kætʃ], [ket] not [kæt], [pesed baɪ] not [pæsd baɪ], [ʌrif] not [əraɪv], [fʌbl] not [feɪbl]. In letter "e" the students also found difficulties to pronounce vowel [e] with [i]. Like letter "e" the students should pronounce using vowel [i] such as *evening*, *leave*, *eldest*, *entire* but the students pronounced incorrectly. They pronounced [evenɪŋ] not [ɪvnɪŋ], [lef] not [li:v], [eldest] not [eldɪst], [entʌr] not [ɪntaɪr]. Thus the students should pronounce word *evening* [ɪvnɪŋ] by using vowel [ɪ]; *leave* [li:v] by using long vowel [i:]; *eldest* [eldɪst] by using vowel [ɪ]; *entire* [ɪntaɪr] by using vowel [i]. Whereas in letter "O" the students also got difficulties to pronounce letter "O". As we knew that letter "O" could pronounce with vowel [ɔ], vowel [ə], vowel [ɑ:], diphthong [əʊ] or diphthong [aʊ]. For example: *full of*, *tomorrow*, *pond*, *know*, *mouse* that

the students pronounced those words incorrect. They pronounced [ful ɔf] not [fʊl əv], [təməɾə] not [təmpɾəʊ], [pɒnd] not [pɑ:nd], [nɔ] not [nəʊ], [mɔs] not [maʊs]. Like word *full of* that it should be pronounced [fʊl əv] by using vowel [ə]; *tomorrow* that it should be pronounced by using vowel [ɔ]; *pond* that it should pronounced by using [ɑ:]; *know* that it should be pronounced by using diphthong [əʊ]; *mouse* that it should be pronounced by using diphthong [aʊ]. Those were all vowels difficulties in learning English. It could be caused by pronunciation in Bahasa Indonesia was different from English pronunciation.

Kinds of diphthong were explained by Kelly (2000: 34-36) as there were eighth kinds of diphthong: [ɪə], [ʊə], [eə], [eɪ], [ɔɪ], [aɪ], [əʊ], [aʊ]. In this aspect, some students also found difficulties to differentiate vowel or diphthong in pronunciation. Such as, the word *trouble* that it should be pronounced [trʌbl] not [traubl] by using vowel [ʌ] not diphthong [aʊ]. Other example in word *saw* that that it should be pronounced [sɑ:] by using vowel [ɑ:] not diphthong [aʊ]. Then the students could not differentiate between diphthong [eə] and [ɪə]. For example, in word *near* that it should be pronounced [nɪə(r)] not [neər]. Then the students also could not differentiate diphthong [eə] or diphthong [ɪə]. For example, the word *near* that the students pronounced [neər] and they should pronounce [nɪə(r)] by using diphthong [ɪə] not [eə].

The last was consonant. Kelly (2000: 48-53) classified consonants into 24 kinds: [p], [b], [t], [d], [k], [g], [tʃ], [dʒ], [f], [v], [θ], [ð], [s], [z],

[ʃ], [ʒ], [h], [m], [n], [ŋ], [l], [r], [j], [w]. From the kinds of consonants, the students found difficulties to differentiate consonant [f] with consonant [v], consonant [s] with consonant [z], consonant [d] with [θ], consonant [j] with [dʒ], consonant [g] with consonant [f], and consonant [g] with consonant [t]. For examples, *arrived*, *full of*, *leave* that the students pronounced [ʌrifed], [ful ɔf], [lef] and they should pronounce [əraɪvd], [fʊl əv], [li:v] by using consonant [v]. Other example, the word *refused* that the students pronounced [rifused] not [rifu:zd]. Here the students should pronounce [rifu:zd] by using consonant [z] not consonant [s]. Then the word *these*, the students pronounced [dis] whereas the correct pronunciation was [θi:s]. They should pronounce by using consonant [θ] not consonant [d]. On the other hands, the students also pronounced *night* [naig] that it should be pronounced [nait] by using consonant [t] not consonant [g]. The last of students' difficulties, the students still have difficulties to differentiate consonant [j] with consonant [dʒ]. They often pronounced consonant [dʒ] in consonant [j]. For example, the word *legend* that it should be pronounced [ledʒənd] not [lejənd]. In this case, the students have not been accustomed to pronounce English words correctly, yet. It was relying on the opinion of Nunan (1999: 105), the influence of first language or mother tongue for Indonesian students have not been easy to be avoided. If the students wanted to make their speaking fluently, they should practice their pronunciation skill.

## **CHAPTER VI**

### **CONCLUSION AND SUGGESTION**

This chapter presents conclusion and suggestion of this study that is related to what the researcher analyzed and discussed. It summarizes about the teaching English pronunciation by using drilling technique and students' difficulties in learning English pronunciation. Then the suggestion is the researcher recommendation based on the result of the research.

#### **A. Conclusion**

Based on the result of the study according to the research problem the researcher concluded as follows:

The teaching English pronunciation by using drilling technique covered into some parts. They were the teacher such as giving material to the students, listening what the teacher said, and practicing to pronounce English well. The students' difficulties in learning English pronunciation came from many difficulties. They were matter of "ear-training", concern with certain characteristics of sound and syllables, matter gymnastic of the vocal organs, matter of memorizing, and matter of the students' ability to distinguish and to pronounce isolated sounds. In this research the researcher got two students' difficulties in learning English pronunciation, they were matter of memorizing and matter of the students' ability to distinguish and to pronounce isolated sounds.

## **B. Suggestion**

Based on the result of the research findings, the researcher would like to give some suggestions as follows:

1. For the English teacher

English teacher could be more creative to teach English especially English pronunciation because it will make the students enjoyable and comfortable in teaching and learning process.

2. For the students

By conducting this study, it is hoped that the students could improve their pronunciation. They should share their difficulties to their English teacher in learning English especially English pronunciation.

3. For other researchers

For the future researchers who want to conduct with the same subject, especially teaching English pronunciation, this research could be used as an additional reference. It will give significant advantages to guide the other researchers in conducting teaching English pronunciation.