CHAPTER I

INTRODUCTION

This chapter includes background of the study, formulation of the problem, the purpose of study, research hypothesis, significant of the study, scope and limitation and definition of the key term.

A. Background of the Study

One of the general objectives for foreign language teaching and learning is to teach the learner to be mastered in oral or written communication in the target language they learn. In Indonesia there are many problems that learners have when they deal with the pronunciation. Most of the learners have problems when they learn oral skill. Meanwhile Ur (1996:12) stated that speaking is one of the most important skills. It is need to have other skill by people to be mastered in speaking such as grammar competence, listening skill, vocabulary mastery and good pronunciation.

It is very common that many foreign language learners have problems in teaching and learning process. Such us, many English foreign learners have difficulties in pronunciation because of some factor. There are six factors that influence learners' pronunciation, mother tongue, age, amount of exposure phonetic ability, personality, and motivation (Kenworthy:1987). That is why it is difficult to teach pronunciation because the students are varied and they are all influenced by their own mother tongues. It also happens of students at Senior High School students of the MAN 3 Tulungagung have difficulties in pronunciation English words.

Therefore, it needs appropriate technique in teaching pronunciation. Even though, English has been taught since Elementary school, many students in senior high school still face problems in comprehending their pronunciation to carry out communication. It is not surprising in English word can obtain a lot of meaning. It means that based on the pronunciation of the word itself. In other words, we can say that different pronunciation will have different meaning.

Pronunciation is an important skill in learning English as it creates not only that positive first impression of the speaking and but always conveys correct message between the speaker and the listener. In other words, pronunciation helps the speaker to more clearly understood. Without correcting will make ambiguity, misunderstanding, and different meaning. Clear pronunciation makes the listener easy to understand and produce intelligible sound. Nunan (1999: 105) states that this probably due to the fact the influence of the first language seems to be more apparent in the case of pronunciation than for grammar and vocabulary.

Teaching pronunciation involves a variety of challenges. For instance, there is no adequate time to provide proper attention in this aspect of English (Judy 2008:1). In addition, in Indonesia context the teaching-learning English has limited time, based on PERMENDIKNAS (Regulation of the Minister of National Education. Furthermore, students' mother language that is Indonesian influencing students in pronouncing English. The difference between phonemics of English and Indonesia based on student's difficulties in learning pronunciation. Another factor that affecting the teaching and learning process of pronunciation is students' age, young learners can acquire good pronunciation more easily than adult

learners. Besides that the exposure of the target language, the amount and type of priority of the language instruction, motivation and the role of mother language also affect the teaching of learning process of pronunciation.

The student of senior high school especially in MAN 3 Tulungagung can't pronounce English well, and in fact they are not paying attention that their pronunciations in correctly. They still face many difficulties pronounce each word well. They can't distinguish how to pronounce English words in short conversation, only some students who can pronounce it correctly. In this school, the teacher did not apply communicative drilling in teaching pronunciation because the teacher still uses the classical method. Meanwhile the researcher also found some problem, they were; the students are influenced by their own mother tongue and the technique can not cover the students' pronunciation optimal.

Based on the interview of the English teacher most of the students in this class had problem in pronunciation particularly vowel diphthong /eɪ/ and /aɪ/. This problem might occur because the students seldom practiced closing diphthong when they were studying English in the classroom. In Indonesian they might find diphthong such us /baik/, /naik/, /kait/, etc. But the way how to pronounce them is not the same with closing diphthong.

The students thought that learning English was quite difficult, especially in element of speaking. They lack of pronunciation vowels sound in words *flour / 'floʊə / and flower /flower/.* In addition students also have difficulty in differentiating and pronouncing consonant sound in the words *see / si : i/ and sea / si : /.* Meanwhile, the researcher also found some problems in the class condition

during the lesson. The problems were: it was so noisy in the class, the students' concentration was easily distracted by other things around them, and they were also passive in joining class activities. Students were not interesting with pronunciation.

It was a problem which was needed to be solved because the students would often found closing diphthong in English either in speaking or reading aloud. Good speaking and reading should be supported by good pronunciation. Brown (2001: 259) says that pronunciation is the key to gaining full communicative competence. In this case, the researcher will use communicative drill to improve the students' pronunciation in diphthong. The Audio lingual method was one of methods that were good for teaching pronunciation because the techniques of this method emphasize on oral practice, one of the techniques was communicative. In this research the researcher chose the communicative drill. One of the techniques that are used to teach pronunciation is drilling technique. According to Senel that drilling technique refers to behaviour approach where students learn. Drilling technique is very useful to teach pronunciation because it can create concrete and accurate pronunciation. The technique used in this study is communicative drill in which it is drilling technique that uses words that differ by a single sound in the same position. Communicative drill is one of the techniques in active learning. It is one of the types from Audio Lingual Method and also a part of Communicative Language Teaching, communicative drills as stated by Paulston and Bruder (1976). Communicative drill is considered to help students overcome their difficulty in pronunciation English sound.

This technique would help to train the movement of the organs of speech such us lips, tongue and jaw to produce sound because communicative drill in this Audio Lingual Method that students should add new information about real world at the end of the question or drill. Boughton et al cited in Byrne (1983:85) stated "in foreign language teaching, pronunciation is the area where it is generally agreed that imitation is the essence of the learning". According to Harmer (2001:185) the key to successful pronunciation teaching however is not so much getting students to produce correct sounds or intonation, but rather than to have them listen and notice how English is spoken either on audio or video tape or teachers themselves. It means, the teacher needs to give more examples or show the students the way how to produce the correct sounds rather than ask students produce more sounds. Drilling was a key feature of Audio lingual method to language teaching which placed emphasis on repeating structural patterns through oral practice. In this method great importance was attached to pronunciation (psychomotor skill).

To prove strategy is the effective to be used can be seen from the previous studies. The first is article written by Riswanto and Haryanto conduted research entitled *Improving Students' Pronunciation through Communicative Drilling Technique at Senior High School (SMA) 07 South Bengkulu, Indonesia.* The method of this research is classroom action research (CAR). The respondents of this research are X2 students of SMAN 07 South Bengkulu which consist of 30 students. Based on result of data analysis there is improvements on students' pronunciation achievement in each cycle. This research indicates 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.

The second is a study written by Nurina Ulfa conduct research entitled *A Comparative Study between Communicative Drill and Role Play towards Students' Speaking Achievement at the First Grade of SMAN 7 Bandar Lampung*. This research was quantitative research using Two Groups Pre-test Post-test Design. After getting the data, the researcher analyzed it using Paired Sample t-test. The result showed that the mean score of post-test in the Communicative Drill class was 76.85 and the mean of post-test in the Role Play class was 87.42. Alpha (α) was 0.00 and it showed that it was lower than 0.05 ($\alpha <0.05$). It means that Role Play had higher gain than Communicative Drill in teaching speaking. The aspect that increased the most in Communicative Drill was fluency and pronunciation in Role Play. On the other hand, Communicative Drill needed the students to do the conversation based on the guided reply, so it made them difficult to develop their own conversation.

The third is article by Fianico Sukmana Rozy conduct research entitled The Implementation Of Communicative Drilling Technique To Teach Reading Descriptive Text For The Sixth Grader Student Of Elementary School. This research was qualitative research using the subject of his observation. The data collection technique used for this research was field note which was used to obtain the data of the implementation of communicative drilling in teaching reading of descriptive text. The researcher also gets the score of the students' daily assessment that included from the teacher to find out the

students' reading task. The communicative drilling were appropriate one because it could motivate the students to read and make such a joyful environment in the teaching learning process. Furthermore, by using the communicative drilling, the students could comprehend the content of descriptive text well and also their vocabularies and grammatical ability could increase. It can be proved by seeing the result of the students' reading task after the use of communicative drilling.

Based on the previous studies above it can be concluded that communicative drilling is effective to be used in teaching and learning process, especially in pronunciation achievement. In relation the condition above, the writer intended to apply communicative drilling to improve students' pronunciation achievement at the eleventh grade students of MAN 3 Tulungagung. Based on the explanation above, the researcher conducted study entitled:

The Effectiveness of Using Communicative Drilling On The Eleventh Grade Students' Pronunciation Achievement At The MAN 3 Tulungagung.

 B. Formulation of the Research Problem

Based on the background study, the problem of this study formulated as follows;

Is there any significant difference scores on pronunciation taught with and without using communicative drilling on the eleventh grade students' pronunciation achievement at the MAN 3 Tulungagung?

C. The purpose of Study

Based on the research problem, the study is intended to:

To know any significant difference scores on pronunciation taught with and without using communicative drilling on the eleventh grade students' pronunciation achievement at the MAN 3 Tulungagung?

D. Significant of the study

By conducting this study, the writer hopes that the results of this study will give significant contributions to:

1. The teacher

   Teachers know the level of students' ability in pronunciation achievement. The result can become an input to determine the step and technique for teaching pronunciation. So the teacher can reach the maximum teaching to improve the quality of English teaching pronunciation achievement.

2. The Student

   The English student can improve the ability of pronunciation achievement, the student will be easy to pronounce by using communicative drill technique, and using communicative drill technique can be motivation in pronunciation achievement.

3. Other researchers.

   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.

E. Research Hypothesis

The hypothesis of this research are:

H_o :Null hypothesis, there is no significant difference scores on pronunciation taught with and without using communicative drilling on the eleventh grade students' pronunciation achievement at the MAN 3 Tulungagung?

H_a : Alternative hypothesis, there is significant difference scores on pronunciation taught with and without using communicative drilling on the eleventh grade students' pronunciation achievement at the MAN 3 Tulungagung?

F. Scope and Limitation of the Research

The scopes of the study are limited to the subject and object investigated. The subject of this study is 11th grade of MAN 3 Tulungagung. The object of this study is to know the effectiveness of communicative drilling toward students' pronunciation achievement.

G. The Definition of the Key Terms

In this part, there is explanation from the title and research questions mentioned in the previous items. The definition of the key terms is as follow;

1. Pronunciation

Harmer (2007: 281) states pronunciation is the way we make sound 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.

2. Communicative Drilling

   Paulston and Bruder (1976) Communicative drill is a drill that students should add new information about real world at the end of the question or drill. Communicative drill refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable.