

CHAPTER II

RIVIEW OF RELATED LITERATURE

This chapter presents the highlight of what be covered in this study. Those are Pronunciation Achievement, Teaching Technique, Communicative Drilling, and Review of Previous Studies. The explanation of them will be stated as followed.

A. Pronunciation

1. Definition of Pronunciation

Pronunciation as one of the English components, pronunciation is considered as the tool improving ability of communication in oral form. There are no two person of the same nationality who pronoun their own language exactly alike. English pronunciation of Manchester is different form that Exeter, Edinburgh, or London. American speech too is very different (Nurhayati, 2011:2)

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 (Hornby 2003:1507). Asked on this definition, pronunciation is focused on peoples' way express the word or words in spoken language. Pronunciation also defined as how people express a word that created speech which can be understood by others. It is related to the definition of pronunciation from Longman Dictionary of Contemporary English, pronunciation is the way in which language or a particular is pronounced and particular person's way of pronouncing a word or words.

Acharya (2010:86) on his written in CET Journal explain that pronunciation is the use of sound system in speaking and it is made up of vowels consonants, stress, rhythm and juncture and their sequences. According to Yates pronunciation is the production of the sound that we use to make a sense of segmental aspects and supra segmental aspects. It means when people deliver messages to others by their voice, it means that the message could be received by others clearly and understandably. The speakers should be clear to what they say by the speakers. The segmental and supra segmental aspects of pronunciation plays important role speakers. The segmental aspect of pronunciation includes consonant and vowels. The supra segmental aspect of pronunciation includes stress, rhythm, and intonation. On the other side Ur believed that pronunciation is the use of the words to express appropriate meaning trough sounds that said correctly or construct the sentence in a way that sound acceptable (Penny 1996:103). From the definitions above it can be concluding that pronunciation is the way of meaning and accuracy to be understood by others in communication or in the process of teaching learning English.

2. The main features of Pronunciation

In order to study how something works it is often useful to break it down into its constituent parts. The following diagram shows a breakdown of the main of pronunciation

Features of Pronunciation Diagram

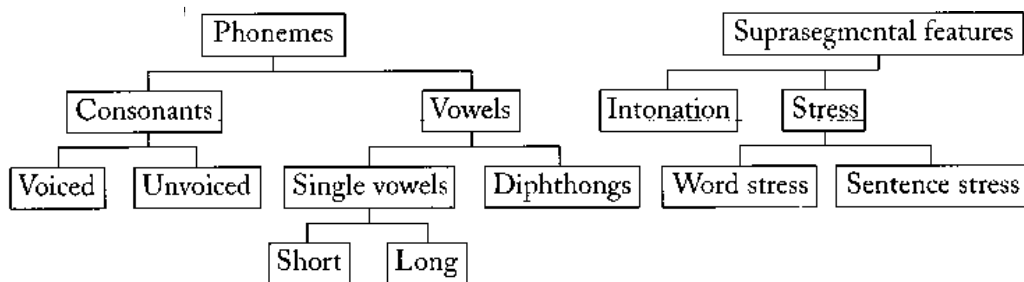


Figure 1: Taken from Kelly (2000:1)

Based on diagram above, Kelly (2000:1) has divided the main features of pronunciation into two categories. The first is phonemes, there are two branches of phonemes, they are consonant and vowels. The consonant consist of voiced and unvoiced, while vowels consist of single vowels and diphthongs, and the second is suprasegmental features. There are two kind of suprasegmental features, they are intonation and stress. Stress consist of word stress and sentences stress, for detail explanation of the phonemes and suprasegmental features, will be stated follows:

a. Phonemes

In describing the sound – system of any language, it is necessary to understand what the phonemes is. According to Nurhayati (2011: 5), phoneme is a class of sounds. A phoneme is one of set of abstract unit that can be used for writing language down in systematic and unambiguous way. E.g. town-down /taun/-/daun/. Yule (2006:44) also states that phoneme is each one of these meaning-distinguishing sounds in language. The basic phonemes of English are listed in the consonant and vowels.

1) Consonant

In teaching pronunciation, English consonants can be grouped according to the sounds produced. Before we discuss one by one, we must know the meaning of consonants generally. Consonants are kind of the sound that produced by interrupting, restricting or diverting the airflow in some ways. Consonants can be grouped of vocal cords, place of articulation, and manner of articulation. The description of each group is stated as follows:

First, sound. In their state of vocal cords, the vibration of vocal cords indicates the consonant, the position of vocal cords causes the difference between voiced and voiceless sound. When the vocal cords are spread apart, the air from the lungs passes between them unimpeded and it does not make the vocal cord vibrate is called voiceless. So, voiceless consonant is a consonant produced without vibration of the vocal cords. The following are voiceless consonants [p], [t], [k], [f], [s], [ʃ], [tʃ], [h] and [θ]. Meanwhile, voiced is when the vocal cords are drawn together, the air from the lungs repeatedly pushes. So, a voiced consonant is a consonant produced with vibration of the vocal cords. In English the following consonants are voiced: [b], [d], [g], [v], [z], [ʒ], [dʒ], [ŋ], [l], [r], [j], [w], [m], [n], and [ð].

According to the explanation above, consonant sound may be voiced or voiceless. It became important to distinguish between voiced and voiceless consonants in English pronunciation, such as by identifying many pairs of consonants which are essentially the same except for this element of voicing. Kelly (2000:2) gives an example /f/, as in fan, and /v/, as in van.

In Addition, Kelly (2000:47) describe that consonant sound in terms of the force of articulation, the following terms are used : fortis or strong, and lenis or weak. When a consonant is produced with a strong air stream, we have a strong (fortis) consonant. It usually happens in voiceless sounds. On the other hand, when a consonant is produced with a weak air stream, we have lenis (lenis) consonant that usually occurred in voiced sounds.

Second, the consonant sound of English can also be classified according to the place of articulation. It refers to the place in the vocal tract where the flow of air is obstructed. The place of articulation (speech organ) as follows:

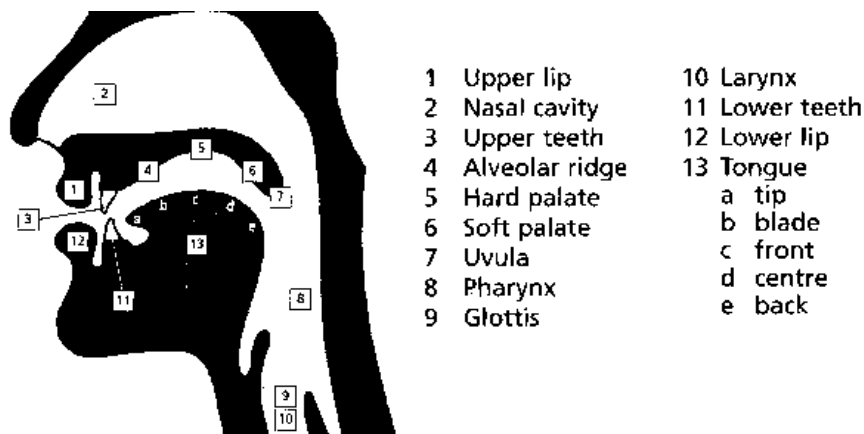


Figure 2: Taken from Kelly (2000:4)

By looking the picture, Kelly (2000:6) summarized in the following table:

Table 2.1 Place of Articulation

Place of Articulation	
Bilabial	Using closing movement of both lips, e.g. /p/ and /m/.
Labiodental	Using the lower lip and upper teeth, e.g. /f/ and /v/.
Dental	The tongue tip is used either between the 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. /dʒ/ and /tʃ/.
Palatal	The front of the tongue is raised close to the 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].


Third, the English consonant sound can be classified according to the manner of the articulation. It is defined as the way speech organs produced speech sounds. Based on the manner of articulations, the consonants are classified into some types. They will be explained in the following table (Kelly, 2000:6):

Table 2.2 Manner of Articulation

Manner of Articulation	
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/.
Fricative	When two vocal organs come close enough together for the movement of air between them to be heard, e.g. /f/ and /v/.
Affricative	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. /dʒ/ and /tʃ/.
Nasal	A closure is made by the lips, or 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/.

Voicing, place of articulation, and manner of articulation are together summarized in the following table (Kelly, 2000: 7):

Table 2.3 English Consonants Phonemes

English Consonants Phonemes								
	Front 				Back			
	Bilabial	Labio-dental	Dental	Alveolar	Palato-Alveolar	Palatal	Velar	Glottal
	-V +V	-V +V	-V +V	-V +V	-V +V	-V +V	-V +V	-V +V
Stops	p b			t d			k g	
Fricatives		f v	θ ð	s z	ʃ ʒ			h
Affricatives					tʃ dʒ			
Nasals	m			n			ŋ	
Lateral				l				
Glides	(w)				r	j	ɰ	

In learning consonant sounds, we also recognize the term “consonant cluster”. Consonant clusters are groups of two or more consonants that belong to one syllable. Kelly (2000:57) describe that consonant cluster is consonants sound which occur together. Consonant cluster can appear at the beginning, in the middle, or at the end of a word, for example, in beginning *scratch* /skrætʃ/, in the middle *matchbox* /mætʃbɒks/, and in the end *glimsed* /glimpst/.

2) Vowel

In teaching pronunciation to know about vowel. Kelly (2000: 29) describe that vowels are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overall shape of the mouth. Meanwhile, Yule (2006 : 38) states that vowel sounds are produced with a relatively free flow of air. Jones in Nurhayati (2001: 10), vowels are speech-sounds in which the air stream can pass freely through and out of the mouth. (e.g. [a:], [i:], [u:], [o:], etc.). Kelly (2000 :2)

added that vowel sounds are all voiced, and may be single (like /e/, as in *let*), or a combination, involving a movement from one vowel sound to another (like /eɪ/, as in *late*); such combinations are known as diphthongs and an additional term used is triphthongs which describes the combination of three vowel sounds (like /aʊə/ in *our* or *power*).

In articulating vowel sounds, Kelly (2000: 29) describes that vowels are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overall shape of the mouth. Kelly also states that the characteristics of vowel include the following:

(a) The pure vowels 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 below shows the close vowels and the characteristics.

Table 2.4 Close Vowels

i:	<p>Characteristics The front of the tongue is slightly behind and below the close front position. (the ‘close’ position is where the tongue is closed to the roof of the mouth.) Lips are spread. The tongue is tense, and the sides of the tongue touch the upper molars.</p> <p>As in ... <i>be<u>ad</u>, ke<u>y</u>, chee<u>se</u>, sce<u>ne</u>, pol<u>ice</u>, peo<u>ple</u>, qu<u>ay</u></i></p>
I	<p>Characteristics 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.</p> <p>As in ... <i>hi<u>t</u>, sau<u>sage</u>, bi<u>ggest</u>, rhy<u>thm</u>, moun<u>tain</u>, bu<u>sy</u>, wo<u>men</u>, sie<u>ve</u>.</i></p>
U	<p>Characteristics The part of the tongue just behind the centre is raised, just above the half-close position. The lips are rounded, but the loosely so. The tongue is relatively relaxed.</p> <p>As in ... <i>bo<u>ok</u>, go<u>od</u>, wo<u>man</u>, pu<u>sh</u>, pu<u>ll</u>.</i></p>
u:	<p>Characteristics The back of the tongue is raised just below the close position. Lips are rounded. The tongue is tense.</p> <p>As in ... <i>fo<u>od</u>, ru<u>de</u>, tru<u>e</u>, wh<u>o</u>, fru<u>it</u>, so<u>up</u>.</i></p>

(c) Mid Vowel

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 tongue; /e/ is a front vowel, and /ɔ:/ is a back vowel. The table below shows the mid vowels and their characteristics.

Table 2.5 Mid Vowels

E	Characteristics 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, left, said, instead, read (past), head.</i>
Ə	Characteristics The centre of the tongue is between the half-open position. Lips are relaxed, and neutrally spread.
	As in ... <i>about, paper, banana, nation.</i>
ɜ:	Characteristics The centre of the tongue is between the half-close and half-open position. Lips are relaxed, and neutrally spread.
	As in ... <i>shirt, word, further, pearl.</i>
ɔ:	Characteristics The back of the tongue is raised between the half-open and half-close positions. Lips are loosely rounded.
	As in ... <i>taught, bought, board, broad, horse.</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 2.6 Open Vowels

æ	Characteristics The front of the tongue is raised to just below the half-open position. Lips are neutrally open.
	As in ... <i>hat, attack, antique, plait.</i>
ʌ	Characteristics The centre of the tongue is raised just above the fully open position. Lips are neutrally open.
	As in ... <i>run, uncle, front, come.</i>
ɑ:	Characteristics The tongue, between the centre and the back, is in fully open position. Lips are neutrally open.
	As in ... <i>far, part, half, class, command, clerk, aunty.</i>
ɒ	Characteristics The back of the tongue is in the fully open position. Lips are lightly

	rounded.
	As in ... <i>dog</i> , <i>often</i> , <i>cough</i> , <i>want</i> , <i>because</i>

The description of the vowels' characters in the above table is also present in the following diagram. It is very useful to point the position of the tongue for describing the differences between vowel sounds, and these are summarized:

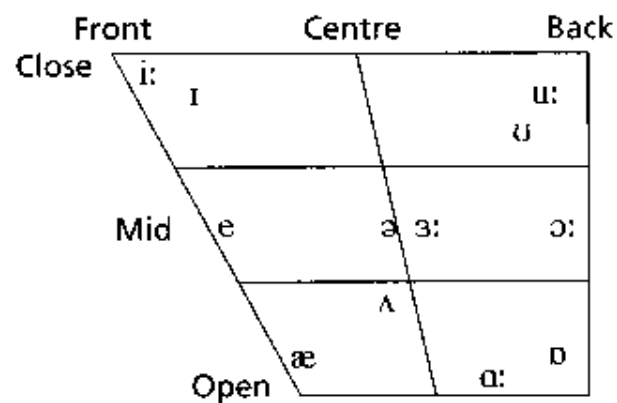


Figure 3 : Taken from Kelly (2000: 5)

From the explanation and the diagram above, it can be concluded that a vowel is articulated or produced in the mouth cavity. There are also four characteristics of vowels; they are the pure vowel sounds. Close vowel, mid vowel, and open vowel.

3) Diphthong

In teaching pronunciation, besides consonants and vowels, we must also recognize about diphthongs. According to Kelly (2000: 34), a diphthong might be a combination of vowel sounds that there is a glide (or movement of the tongue,

lips and jaw) from one pure vowel sound to another. In diphthong, the first sound of each phoneme is longer and louder than the second sound in English, not in other language. If we listen the word ‘house’ /haʊs/ (the diphthong in this word is /aʊ/), we can hear that the /a/ part of the sound is longer than the final /ʊ/ part.

English is usually described as having eight diphthongs, and they can be grouped in the following way: the first is **centring** diphthongs end with a glide towards /ə/. They are called ‘centring’ because /ə/ is central vowel. Then, the second is **closing** diphthongs end with a glide towards /ɪ/ or toward /ʊ/.

The following table is classifying in the characteristics of diphthong:

(a) **Centring Diphthong**

Table 2.7 Centring Diphthong

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

(b) Closing Diphthongs

Table 2.8 Closing Diphthongs.

Closing diphthongs ending in /ɪ/.	eɪ	Characteristic The glide begins in the position for /e/, moving up and slightly back towards /ɪ/. The lips are spread.
		As in ... <i>cake, way, say, pain, they, vein.</i>
	ɔɪ	Characteristic The glide begins in the position for , moving up and forward toward /ɪ/. The lips start open and rounded, and change to neutral.
As in ... <i>avoid, voice, enjoy, boy.</i>		
Closing diphthongs ending in /ʊ/.	aɪ	Characteristic The glide begins in a open position, between front and centre, moving up and slightly forward toward /ɪ/. The lips move from neutral, to loosely spread.
		As in ... <i>high, tie, buy, cry, eye, kite.</i>
Closing diphthongs ending in /ʊ/.	əʊ	Characteristic The glide begins in a open position for /ə/, moving up and back toward /ʊ/. The lips are neutral, but change to loosely rounded.
		As in ... <i>go, snow, home, hello, although.</i>
	aʊ	Characteristic The glide begins in a open position quite similar to /a:/, moving up toward /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 ... <i>house, loud, down, how, bough.</i>		

b. Suprasegmental Features

Suprasegmental features are features of speech which generally apply to groups of segments, or phonemes (Kelly, 2000: 3). The features that are important in English are intonation and stress.

1) 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 another (Kelly, 2000 :86).

Intonation refers to the pattern of the change of pitch over a word or speech. Intonation is important in signaling the meaning of message when the speaker speaks. Ur also stated that intonation is an important aspect of English pronunciation, intonation often making a difference to meaning or implication. Intonation is the rises and the falls in tone that make the tune of utterance. This is also explained by Kelly that intonation is a fundamental part of the way we express our own thoughts and it enables us to understand others. Intonation is not only determining the meaning of the spoken message, but also related to the grammar function, to the speaker's attitude, and speaker's intentions of the speech.

There are five major patterns of intonation there are: fall, rise, fall-rise, rise fall, and level. Falling pattern usually indicates that the speaker has finished the speech. Rising intonation indicates a question or continuation. On yes-no question the intonation will be rising while on "wh" question intonation will be falling A fall-rise intonation indicates an expression that will be followed by information. A rise-fall intonation is usually to indicate the strong feeling of surprise or agreement or disagreement. A level intonation indicates boredom, routine, or pettiness. Intonation as one of the features of pronunciation is as important as stress and intonation indicate meaning, attitude and grammatical function of a

speech. Intonation can indicate whether the sentence is a question, order or information.

2) Stress

The second features of suprasegmental feature of pronunciation is stress. According to Jones (1983, as cited in Nurhayati, 2011: 70), stress is the degree of force with which a sound or syllable is uttered. One of the syllable in each word will sound louder than others. The syllable indicate in capitals are stressed syllable (Kelly, 2000: 66).

Every stressed syllable, in a word in isolation, also has a change in the **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 :4).

3. The goals of the teaching pronunciation.

One of the goals of teaching pronunciation is to pronounce English accurately in order to be understood by the listener. Harmer in his book explains that teacher need to be sure that the students can be understood when they speak English (Harmer 1991:21). This means that their pronunciation should be sufficient for that purpose. Although students may not need to have perfect accent yet they can always be understood when they speak. Ur Also stated that the aim of pronunciation is not to achieve a perfect imitation of a native accent, but simply to get the learner to pronounce accurately enough to be easily and comfortably comprehensible to other speakers.

Bowe in Rosane Silveira provides three realistic goals for the teaching of pronunciation

- a. Ability to communicate orally at ease and efficiency,
- b. Ability to produce the basic contrasts of the target language sound system,
- c. Ability to understand fluent speech as produce by native speakers (Silveira 2002:98).

When people speak they should know whether reviews their speech can be understood by the listener or not and predict whether the word or sentence is efficiently delivered or not. This is why the ability to communicate orally at ease and efficiency become the goal of teaching pronunciation because this goal affects the fluency in communication.

Learners are involved in learning English pronunciation to recognize the sound system of target language. Harmer explains that learners need to use stress and rhythm correctly if they want to be understood. They need to be able to recognize intonation and they can make various sounds that occur in English language. If students have been Able to Recognize and produce the sound system of the target language, they may be Able to practice the pronunciation of English accurately. The spoken sounds of English are constantly changed by the communication pressures. Many English students struggle with the inadequate training of listening comprehension. The students are unable to process important grammatical signals or effectively process contracted speech. Furthermore, the difficulty of understanding spoken is also possible in the speech. Senel stated Rivers idea that everybody had experience when listening to a foreigners'

speaking language, of having great difficulty in understanding what they are trying to say, not because of their lack of knowledge of vocabulary and language structure, but because the sounds they produce peculiar and the voice rose and fell in unexpected places (Mufit Senel 2006:112).

According to Richard (2008. p.19), the mastery of speaking skills in English is a priority for many second-language or foreign-language learners because in learning target language, many learners often evaluate their improving spoken language proficiency. Before stepping to speaking skills, teachers should pay attention to their students' pronunciation whether the pronunciation is accurate or not. If pronunciation is not taught earlier, students may find difficulties to distinguish the sound. There are some macro skills in speaking skill which need attention: fluency, accuracy, vocabulary, and pronunciation (Sholeh & Muhaji, 2015).Pronunciation should be taught since the students start learning vocabulary in the same time. It is very important for students who learn target language especially English. However, Fraser (1999) states pronunciation is the aspect of language that receives least attention. The teacher is not sure as to how best to help learners. Besides, almost all students feel learning pronunciation as a priority and an area in which they need more guidance. Considering the target achievement in Indonesian curriculum, teachers do not have enough time to teach pronunciation or to pay attention to the students' errors.

Whenever teaching learning process is under way, many teachers often correct students' pronunciation. However, many teachers do not know what they

should train in improving students' pronunciation. Thus, the writer would like to propose the main steps of teaching pronunciation as follows:

a. Warming up and introducing the sounds of language

There are some particular sounds that are not available in bahasa Indonesia. For example, sound /tʃ/ in 'church'. This sound is not available in bahasa Indonesia. Most local students have problem in pronouncing this sound because their mother tongue does not have these particular sounds. Inspired by a video of Chan, M (2013) in Youtube, 'Pronunciation is a physical act: Let's do warm-up exercises!', the teachers and students do a little warming up by moving their mouth and making funny face in order to flex the muscles of mouth in the pre-instructional activity. This is a very important activity before the teachers continue introducing some phonemes to the students because some students feel awkward to pronounce some phonemes. Introducing phonemes with their transcription to the students may help students to distinguish each sound. Whenever the students have been familiar with phonemes of English, they easily learn the pronunciation of a word.

b. Giving physical example

Still related to the video, the teacher explains the sound by showing her lips and tongue position to the students. This action can be directly understood by the students because the students know how the position of their lips and tongue to pronounce sound. What is meant by giving physical example by the author in the video includes the followings:

1. Uses mirror to know the position of lips and tongue.
2. Feels the vibration of vocal chords.
3. Feels the puff air from mouth by using paper.

The teacher give example how to produce sound with those physical examples above and the students may also practice and experience how the sound can be produced, how they distinguish the voiced-voiceless by feeling the vibration of their vocal chords, and the reaction of the paper when they pronounce consonants to distinguish whether the consonants are considered as weak or strong consonants. The Audio-Lingual method was developed in the United States during World War II. It was proposed by American linguists in 1950s. As Mart (2013) states that the purpose of this method is to use the target language communicatively. According to this method, speech is given priority in foreign language teaching. Larsen-Freeman (2000) also states that students will achieve communicative competence by forming new habits. As its purpose, this method can be applied by drilling technique which gives good pronunciation to the students as habit. Hence, as Larsen-Freeman (2000) states that the more something is repeated, the stronger the habit and the greater the learning. These are five advantages of using the Audio-Lingual Method (ALM), adopted from Rhalmi (2009):

1. Listening and speaking skills are emphasized and rigorously developed
2. The use of visual aids has proven effective in vocabulary teaching
3. The method is just as functional and easy to execute in larger groups
4. Correct pronunciation and structure is emphasized and acquired, and

5. It is grounded on a solid theory of language learning.

Supporting media in teaching pronunciation, there are many ways of teaching that the teachers need to pay attention to improve students' pronunciation. Considering the writer focus on seventh graders, the supporting media below may help teachers to facilitate what should be taught in their ages. These supporting media focus on pronunciation of a word or utterance, intonation, stressing, and some expression that are often used in daily life. Those are:

- a. CALL (Computer-Assisted Language Learning)

Recently, computer technology, which is used in language learning, is known CALL (Computer-Assisted Language Learning). In a research that has been carried out by Tsubota, Kawahara, & Dantsuji (2004) it can be concluded that the role of CALL in learning language class is significant. Although the teachers can teach pronunciation, the teachers also have problems to control the students in class—because teaching pronunciation is essentially one-on-one activity and it also can be time-consuming. It is practically impossible in large classes consisting of 40 or more students. CALL can also help students to improve their pronunciation by a guidance of the teacher. Not only as a guide for students, but it can also detect students' error in pronouncing, provide some differences of words in one of the pronunciation component, for example minimal pairs, falling rising intonation, etc. depends on its software.

- b. Picture/Moving picture(s)

Providing picture might be the best way to explain something. In teaching pronunciation, teachers may use picture to explain the movement of organ of

speech; how the position of the tongue and lips when someone produces sound(s). From article of Hibbing and Erickson (2003), picture may clarify students' comprehension. The article provided all comments from the students which describe picture as object in their research.

- 1) A picture helps me by showing what's going on.
- 2) In my textbooks when they show pictures it helps me see what they are talking about.
- 3) If you look at a picture, it puts more ideas in your head
- 4) If you have a picture, it may take a thousand words to get the true meaning of the picture

These comments from the students have clarified that picture has stronger meaning rather than just description. When teachers start to explain the position of mouth cavity in order to pronounce some sounds or words, picture can also help teacher to make it clear for students' comprehension. Sometimes, people use picture if words do not work.

c. Recording

As usual in pronunciation class, recording is a common tool to support teaching and learning activity. Some recordings focus on the intonation of sentence in the conversation.

4. Problem in the teaching pronunciation.

Teaching pronunciation involves variety of challenges there is no adequate time to provide proper attention in this aspect of English (Gilbert 2008:1). In Indonesia English only taught four hours in a week at senior high school.

Furthermore, students' mother language is influencing students in pronouncing English. The limited time that English teacher has in their teaching process make pronunciation teaching tends to be neglected. The pronunciation suffer from neglect may not due be to teachers lacking interest in the subject but rather to felling a doubt as to has to teach it. Then he suggest that to teach pronunciation teacher need a good grounding in theoretical knowledge, practical classroom skills, and access to good ideas for classroom activities.

The Problems Encountered by Pronunciation Teacher in teaching pronunciation especially for EFL learners, some problems might often appear. As in the research of Sholeh & Muhaji (2015) some problems that appear in college level are not very much different in junior high schools. As far as the writer concerns, the problems are still related to the teaching pronunciation for foreign language. Below are the problems as stated by Sholeh & Muhaji (2015) that happen in pronunciation class.

a. A strong impact of mother tongue

It is difficult for most students to avoid the impact of their mother tongue. This impact not only causes students hard to pronounce English words naturally, but also makes them speak English with their mother tongue accent. For example, they speak English but with the pronunciation and intonation of Javanese.

b. Consonant or vocal mispronouncing

Students often mispronounce consonants or vocals because the students are difficult to distinguish the difference between English phonetics and

Indonesian phonetics. For example, the sound of ‘G’ is pronounced as /dʒ/ in English. However in Indonesia the sound of ‘G’ is pronounced as /g/. This difference often results in the students making pronunciation errors. For example, a student speaks in English but the pronunciation of the consonants and vocals uses Indonesian phonetic.

c. Difficulty in pronouncing suffix of words ex: ‘-s’ and ‘-ed’

Suffixes like ‘-s’ and ‘-d’ also tend to cause difficulty to students in pronouncing words. Frequently, these suffixes should get the significant sound in pronunciation. Unfortunately, these sounds are rarely heard to be pronounced when students are having conversation.

d. Minimal pairs and Homographs

Many study cases confirmed that minimal pairs and homographs are one of the problems that commonly appear within pronunciation class. Mispronouncing related to both minimal pairs and homographs are a serious problem in communication. Some examples of minimal pairs: sheep-ship, eat-it, foot-food, back-bag, and many more. For homographs, one example is word ‘read’ in these following sentences: (1) ‘I can read your writing’, and (2) ‘She picked up the letter and read it’. Both words should be pronounced in different ways even though ‘read’ has identical spelling (Sholeh & Muhaji, 2015).

e. Organ of speech disorder

In some particular cases, it is hard for the students to pronounce correctly because of organ of speech disorder. Pronunciation that is produced by the

students who has speech disorder is hard to understand because it is not clear in particular sound(s). Sometimes, the pronunciation which is not clear can be misinterpreted by the listeners. In other words, it can create misunderstanding. For example, when a student with speech disorder says 'run!', he/she pronounces /wʌn/ instead of /rʌn/, and the listeners hear it as 'one' not 'run'.

Many factors that affecting pronunciation teaching for examples, students' age, environment, and student personality (ability, attitude, and motivation) these factors can be difficult for students in learning pronunciation and slowing down teaching and learning process of pronunciation. One factor that affects language students in learning pronunciation is student's age. If somebody started to learn foreign language during their childhood, they tend to be able to pronounce foreign language with a native like accent. As Krashen in Senel mentioned acquires to begin exposure to a second language during childhood generally achieve higher second language proficiency than those beginning as adult.

Students have their own factors that affecting teaching pronunciation, their motivation, ability, and attitude can be difficult or facilitate them in learning pronunciation. If students are highly motivated to have better pronunciation, they can develop a concern for pronunciation. They will more pay attention to discriminate the sound target language and try to produce better utterance. However, factors as intelligence and self confidence have contributed to the formation of motivation. For example to motivate less intelligence students will

be more difficult than the intelligent ones because these students cannot appeal to their needs.

Students' mother tongue might be the most important factors that affecting students in learning foreign language. Every language in the world has different varieties and different accents. Learners of a language speak the target language in a different way. Many errors occur when foreign students pronouncing English words. Learners' errors derive from various causes Ur explains three causes of pronunciation errors.

- a. A particular sound may not exist in the mother tongue, so that the students are not used to forming it and therefore tends to substitute the nearest equivalent they know, for example the substitution of /d/or/ z/sometimes this
- b. A sound does exist in mother tongue, but not as a separate phoneme, the student does not perceive it as a distinct sound that make a difference in meaning.
- c. The students have not learned the stress pattern of the word or sentence, even though they have learnt the actual sounds right, thus sometimes they using intonation from their mother tongue which is inappropriate for the target language.

These problems often occur in teaching learning process of pronunciation. In Indonesia most occur when the students seldom hear the real sound or the word and they tends to substitute the new sound with the sound that they used to use in daily communication. Additionally the differences of English and Bahasa

Indonesia phonemes make students often substitute and mispronounce the sound of the phoneme.

B. Teaching technique

In teaching, the teacher should use the technique to achieving the teaching goal, and the strategy must be different from one another. According to Syaiful Bahari Djarmah, (1996; 72), teacher will not be able to do his task if he does not master any methods of teaching which has been formulated by the psychologist and education scientist.

There are many kinds of teaching strategy which can make students more interactive and active in the class which can be easy to understand the material which the teacher explained. The teacher can use the technique of learning to the students that can easier to receive and practice what the teacher wants, and it can be applied based on their level or ability.

According to Brown (2003:14) Technique is a specific activity manifested in classroom that is consistent with a method and therefore in harmony with an approach as well. From the technique teacher hopes that students will understand about the material that teacher explains can be active and interactive.

Paulston and Bruder (1976:15), argues that there are three classes of drills: mechanical, meaningful, and communicative, and that these can be distinguished from each other if they are analyzed in terms of (1) expected terminal behavior, (2) degree of response control, (3) type of learning process involved and (4) criteria for the selection of utterance response.

1. Mechanical drill

A mechanical drill is defined as a drill where there is complete control of the response, where there is only one correct way of responding. Because of the complete control, students need not even understand the drill although they respond correctly, in the first Spanish drill below. Repetition drills are the most extreme example of this class of drill. Substitution drills also lend themselves particularly well to this. There are two kinds of mechanical drills, mechanical memorizing drills and mechanical testing drills.

2. Meaningful drill

If the teacher is unsure of whether a drill is mechanical or meaningful (the borders are not completely clear), it can be tested with a nonsense word. In a meaningful drill there is still control of the response although it may be correctly expressed in more than one way and as such is less suitable for choral drilling. There is a right answer and the student is supplied with the information necessary for responding, either by the teacher, the classroom situation, or the assigned reading; but in all cases the teacher always knows what the student ought to answer. Everyone is always aware that these drills are only language exercises and that any answer will do as well as another as long as it is grammatically correct and conforms to the information supplied.

3. Communicative drill

Paulston and Bruder's (1976), the key difference between meaningful and communicative drills is that "in the latter the speaker adds new information about the real world. They also argue that "in teaching languages we need to

take each pattern systematically through a sequence of mechanical, meaningful, and communicative drills, not leaving out any one step. Communicative drills provide John Carroll's "problem-solving" situation in which the student must find appropriate verbal responses for solving the problem, 'learning' by a trial-and-error process, to communicative rather than merely to utter the speech patterns in the lesson. We are clearly working within a level of language that involves thought and opinion, and teaching it in a way which necessitates an understanding of the essential elements of what is being learned. It is a very different experience from mechanical drilling. It is practice in performance by practice in generating new utterances in order to internalize the rules of the grammar.

C. Communicative Drilling

1. Definition of Communicative Drilling

According to Haycraft (36:1978) communicative drill is quite different from the so called meaningless and mechanical drills use in a traditional grammar oriented class by some teachers, in which the primary focus is on the form of the language. It is communicative content. The students have to process the language and they have the opportunity to interact with the input. The language that they hear will be grammar and match it to the expression or utterance according to the grammar. Then, when the students produce utterance, they will follow the grammatical rules. This kind of drilling is quite the same with the other drilling types, but the emphasis is that at the end the students can include any other information which contains the communicative value.

As stated by Paulston and Bruder in 1976: 20, the difference between communicative drill and meaningful drill is that in the communicative drill the speakers should add new information about the real world in the end.

Guided Reply

1. Do you read the Daily News editorials?

No {
 The Times is the paper whose editorials I read.
 The paper whose editorials I read is The Times.

2. Are you familiar with Burma's problems?

No {
 Thailand is the country problem I am familiar with.
 The country whose problems I am familiar with is Thailand.

3. Did you fly over here on a United Airlines plane?

4. Are you taking Professor Wiley's course?

Communicative drills provided by John Carroll (1953) in Paulston and Bruder (1976) are "problem-solving" situation in which the student must find appropriate verbal responses for solving the problem, learning "by a trial-and-error process, and to communicate rather than merely to utter the speech patterns in the lesson It is a practice in performance by practice in generating new utterances in order to internalize the rules of the grammar.

Another example is guessing game. The teacher has something in mind (things, job, event, etc.) and the students must guess that thing by using yes no question as stated by Janah (2013):

Students: Is it in the class?
 Teacher: Yes, it is
 Students: Is it blue?
 Teacher: No, it is not.
 Students: Is it black?
 Teacher: Yes, it is
 Students: Is it in the front of the class?
 Teacher: Yes, it is
 Students: Is it black board?
 Teacher: Yes, it is

From the statement above, the researcher can design better communicative activities based on communicative drill, so that the learner can produce various utterance.

2. The Purpose of Communicative Drill

The purpose of communicative drills is only partially to teach grammatical patterns. The purpose now includes teaching the use of language for communication, where the focus is on what is said rather than on how it is said. The simplest way to construct communicative drills is simply to instruct the students to answer truthfully in question-answer or rejoinder types of drills. The

one necessity for communicative drills is that the students contribute new information to the class. In the following drill, the student may or may not give an answer which includes the teaching point (BE + adjective):

T : Describe the weather in your country

S : (It's beautiful.)

(Wonderful)

But all that is necessary is that the students respond conversationally and grammatically in an appropriate fashion, that is, after all, what we are trying to teach them in these drills. In our experience, these are the drills which the students like best and which they have most fun doing. It may seem obvious to an experienced teacher, but we would like to emphasize the importance in these drills for the teacher to listen to and react to what the students' say. In a real act of communication one reacts to provocative statements, and so it should be in the classroom. For example, in a class we observed once, a student replied to another's question: "I drive a Rolls Royce all year." We could see raised eyebrows on the part of the other students, but the teacher went right on as if this had not been heard. While it is possible that this student came from a wealthy family, it is also possible that she was answering the first thing that came into her head. Such random answers defeat the purpose of the communicative element in this stage of drilling, and the teacher should gently insist that students answer truthfully. In order to do so, he must listen to the student's answer.

More important, on the interpersonal level, the students must feel that what they have to say is of significance to someone, and the teacher, by reacting,

sets the tone and atmosphere in the classroom. It is also important to point out that there may be times when he answers to communicative drills seem to create embarrassing situations. For example, in class once a student's response to the question whether he had ever been in an accident was: "Yes. I was driving and my best friend was killed." At such times the best reaction is the same form of sympathetic response one would make outside of the classroom: "How sad," or "How awful for you," and then change the topic. Communicative drills are still only drills and students need to go beyond them to real interaction, activities.

3. Teaching of Communicative Drilling in Pronunciation

This research conducted teaching speaking using Communicative Drill as the technique. Fang Zhi (1998) as quoted by Janah (2013) explains the procedures to teach speaking using communicative drills:

1. In pairs, students interview each other about what special skills each of them has.
2. If the initial questions are not adequate for the students to get a comprehensive idea of the special abilities of his/her partner, the student is being interviewed should provide more information voluntarily.
3. Students report to the whole class what abilities his/her partner has.

This method is one of the techniques that is used in this technique in this method is drilling. Drilling technique refers to behaviourist approach where the students are suggested to be used to with foreign language the students learn. In behaviourist, there are two crucial elements of learning. They are stimulus and reinforcement. Stimulus refers to mark of appropriate and inappropriate and

repetition encouragement. Moreover, reinforcement is the vital element in learning process because it increases the likelihood that the behaviour will occur again and eventually became habit. Consequently, the students have habit to use the target language. Furthermore, in this case drilling technique involves or includes: repetition, inflection, transformation and many others. On the other explanation, Senel (2006) stated that drilling technique is very useful in teaching pronunciation because it can create correct and accurate pronunciation. In teaching pronunciation that communicative drilling focus on the form of the language. The students have opportunity to interact with the input that they hear will be grammar and match it to the expression or utterance according to the grammatical rule. And the students can include any other information which contains the communicative value.

Pearson (1998) also states two procedures to teach speaking using communicative drills:

I. ID Game

1. Attach a picture or name of a famous person to the back of each student.
2. The students then walk around the class asking each other yes/no questions (e.g. Is it a man? Is he American? Is he a sportsman? etc.)
3. They can ask only one question to each student at a time until they have enough information to guess correctly who their person is.

II. A Day in the Life of (Someone's name)

Put word or picture prompts on the board such as get up – time? Breakfast – food? Drink? Get to school – how? How long? Etc. One volunteer student sits at

the front of the class and other students find out about his/her day by asking yes/no questions. They cannot move on to the next question until a positive answer is received. For example, Did you get up at 7.00? No. Did you get up at 7.30? No. Did you get up at 7.45? Yes. Did you eat cornflakes for breakfast? Etc. (This can be adapted to present questions by asking about the student's daily routine. This can then be followed up by repeating the same procedure in pairs.) The students can then report their findings to another student. (Thus, drilling the past simple or present simple depending on which is used in the original activity.)

4. The advantages and disadvantages of Communicative Drill.

The advantages of Communicative Drill as quoted from Janah (2013):

- a. The advantages of Communicative Drill;
 - It helps the students memorize the language by the teacher's control.
 - It makes the teacher can correct any mistakes that students make and encourage them to concrete on difficulties at the sometime.
- b. The disadvantages of Communicative Drill;
 - Drilling often makes the students not very creative. In all drills, learners have no or very little choice over what is said.
 - The teacher needs to handle the drills, so that the students are not over used and they do not go on far too long. One of the problem of communicative drills is that they are quite monotonous.

D. Review of Previous Study

According to Syafi'I (2007:122), relevant research is required to observe some previous researchers conducted by other researchers in which they are

relevant to our research. Besides, we have to analyze what the point is focused on inform design, found and conclude in the previous research:

1. Research from Fara Zikara

In 2015, Fara Zikara Putri conducted a research entitled “The Effectiveness of Minimal Pair Drill toward Students’ Ability in Pronunciation Similar Sounds of Words”. This study was to obtain empirical evidence about the Effectiveness of Minimal Pair Drill toward Students’ Ability in Pronunciation Similar Sounds of Words. The method of this study was a quasi-experimental. The result of the data analysis shows that the value of t-count was 2.52 while the value of the table in the significance level of 5% was 2.02. Therefore, the score of the count is higher than the table or $2.52 > 2.02$. It means that the alternative hypothesis (H_a) is accepted and the null hypothesis is rejected (H_o). Based on the research, it can be drawn conclusion that minimal pairs drill is effective to improve students' ability in pronouncing.

2. Research from Riswanto and Endang Haryanto

In 2012, Riswanto and Endang Haryanto conducted a research entitled “Improving Students’ Pronunciation Ability through Repetition of Drill (A Classroom Action Research at the Second Grade Students of MTs NU Salatiga in the Academic Year of 2013/2014)”. This research is mainly aimed to improve student’s pronunciation ability through repetition of drill in second grade of MTs NU Salatiga. The researcher found that the students active in learning process. The result of this study is each cycle the score of student s pronunciation ability is improving. From cycle 1 posttest higher than pretest: $90,46 > 67,83$. In cycle 2

post test is higher than pretest 92, 32>82, 96. This indicated applying repetition of drill could improve student's pronunciation ability.

3. Research from Nurina Ulfa

In 2016, Nurina Ulfa conducted a 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. The researcher chose two classes as the sample of experimental classes to conduct the research. The data were collected from the result of pre-tests and post-tests in both classes. Then, both classes were given three treatments each, the first class was using Communicative Drill and the second class was using Role Play. 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. Role Play was an interesting activity which made students develop their own imagination to be someone else to have conversation. 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

4. Research from Fianico Sukmana Rozy

In 2013, Fianico Sukmana Rozy conducted a research entitled "The Implementation Of Communicative Drilling Technique To Teach Reading Descriptive Text For The Sixth Grader Student Of Elementary School" The researcher used descriptive 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. Based on the researcher observation, he found that the teacher implemented the communicative drilling in different ways in every meeting. It could reduce the students' boredom. 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. Moreover, the topics of material were interesting, they were communicative drilling of My House, and My Family that were existed around them so the students were very familiar and have an enthusiasm to read. 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.

Considering all of studies above, I assume that there are still many teaching technique to improve students' pronunciation achievement. The different of previous study are the researcher use Quasi, using communicative drilling technique, the population in eleventh grade. The research about application of communicative drilling technique toward students' pronunciation achievement will be conducted.