

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents about the students' difficulties and also lecturer's problem in teaching pronunciation, pronunciation, the features of pronunciation, strategy of teaching pronunciation, and previous studies.

A. Students' difficulties

1. The definition of difficulty

Difficulty means the problem faced by someone in finishing something. Everyone has difficulties in their life. The difficulties are implanted in human's life. It includes in producing sounds aspect. It becomes difficult things for the people to change the habit of moving their speech organs such as the way to produce the foreign sounds (Ramelan, 1999). It is understandable since the movements of the speech organs have been set to produce the speech sounds of his own language. Therefore, someone who learns his/ her foreign language feels difficult in producing foreign sounds. All of people use the same speech organs to produce the sounds that become accustomed to producing (Kelly, 2006). For addition, there are varieties of the set sounds based on people's environment. For example, a child brought up in an English-speaking environment will develop the phonemes of English, while a French speaking child will develop a different set, and so on. In other words, an Indonesian-speaking child, of course will develop the phonemes of Indonesian which are difficult to change their speaking habit (Kelly, 2006).

The difficulty encountered by the students in learning a foreign language are caused by the different elements found between their language and the

target language. Further the degree of difficulty in learning is also determined by the degree of difference between the two languages (Ramelan, 1999).

So, based on explanation above, it can be concluded that everyone has difficulties in producing foreign sounds because their speech organs are set for speaking activity based on speaking environment. It becomes different thing if the people learn their foreign language. They will face any problems because the foreign language is not same with their daily language.

2. Factors of students' difficulties

The common pronunciation problems in learning a foreign language are such as follows: Firstly, the problem concerns with identification of the foreign sounds. The learners have to remember their acoustic qualities so that they will be able to directly identify them in an utterance. Secondly, the problem is concerned with the production of sounds by their speech organs. They should be able to hear and identify the acoustic quality of the foreign sounds in order to be able to produce them. The last problem concerns with the production of suprasegmental features like stress, pitch, and intonation (Ramelan, 1999).

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

a. It is a matter of ear-training

English learners have to try in identifying the various types of speech sounds when they hear the native's speaker pronounce the words. Then English learners must remember about the true way of pronouncing words.

b. It concerns with certain characteristics of sound and syllables

English learners have to know for each sounds' characteristic and how to practice it. English learners have to know the detail length, stress and pitch of the words.

c. It is matter gymnastic of the vocal organs

Most of English learners feel difficult in producing foreign sounds because their vocal organs are not common with the foreign sounds, so that's way, after knowing the characteristics of sounds, English learners have to try in making or producing foreign sounds with their own speech organ.

d. It is a matter of memorizing

English learners must learn to use those sounds in their proper places in connected speech. Usually, they feel difficult when they memorize the phonetic symbol of each word. So, in memorizing the words' transcription, it can be facilitated by using Phonetic Transcription.

e. 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

English learners must learn to catenate 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 in English pronunciation. It probably cannot be avoided because it may be crucial things focusing on learning English pronunciation. So, the lecturer has to work hardly in teaching his/ her students and also the lecturer must make sure that the students can improve their pronunciation.

While Harmer (2007) states that there are some problems faced by students when they learn about pronunciation. They are as follows:

1. What students can hear

Some students have great difficulty hearing pronunciation features which we want them to reproduce (Harmer, 2007). Frequently, speakers of different first languages have problems with different sounds. Sometimes, students' hearing sensitivity is low in processing native's pronunciation. It because some native speakers speak some words or sentences too fast. Then, it can be the words spoken by native speaker is the new words that never heard by English learner before. So, students' responses are low in hearing what native speaker means.

2. What students can say

Learning a foreign language often presents the learners with the problem of physical unfamiliarity (i.e. it is actually physically difficult to make the sound using particular parts of the mouth, uvula or nasal cavity) (Harmer, 2007). It happens because their habitual in producing first language's sounds are different with producing target language's sound. So that is why, their physical speech organs are difficult to pronounce some words.

3. The intonation problem

Some of teacher and many students find it extremely difficult to hear tunes or to identify the different patterns of rising and falling tones (Harmer, 2007). It because each English word has characteristic in intonation. So that is why English learners must pay attention in pronouncing words. They must know the intonation of each words when they speak in target language.

B. Lecturer's problem

According to Kelly (2000), there are two main problems in teaching pronunciation:

1. Pronunciation tends to be neglected

There are two reasons about pronunciation tends to be neglected. Firstly, the lecturers are lack interest to teach pronunciation. Secondly, the lecturers do not know how to teach pronunciation due to having lack of knowledge of pronunciation theory (Kelly, 2000). By those reasons, it can be concluded that teaching pronunciation is not easy. The lecturers must master all aspect of pronunciation skill and also how to teach pronunciation at beginner until advance level of English pronunciation learners.

2. When pronunciation is not neglected

It tends to be reactive to a particular problem that has arisen in the classroom rather than being strategically planned (Kelly, 2000). The lecturers need to improve their practical skill in teaching pronunciation.

For addition, the students show considerable enthusiasm for pronunciation. The students feel enthusiastic, because pronunciation is something that would help them to communicate well. Therefore, both lecturers and learners consider that pronunciation is very important in a language learning process.

So, it can be stated that the lecturer must be creative in teaching English pronunciation. The lecturer must prepare the strategy well in teaching activity and also the lecturer must be creative in creating fun activity along teaching and learning activity are going on. It because fun activity can increase students' interesting of the lesson.

C. Pronunciation

Pronunciation has the important role in speaking activity. Pronunciation is the production of significant sound used by a particular language as part of the code of the language and it is used to achieve meaning in context (Seidlhofer, 1994). It means that pronunciation is the speech production that creates meaning.

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). While Harmer (2007) states that pronunciation is about the way in making sounds of the language and placing the stress, pitch, and intonation in order to the listener understand about the speaker's feeling and meaning.

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).

From experts' explanation above, it can be concluded that pronunciation is the way of producing sounds in speaking activity by noticing the symbol that representing the various sound. While teaching English pronunciation is the way in guiding the students to understand the sounds produced by native speaker and also make the students to master pronunciation well. So, that they can improve their skill of English communication.

1. The 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 (Kelly, 2000). There are several kinds of segmental features, they are such as follows:

1) Consonant

Kelly (2000) 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) Manner of articulation

The various terms used are explained in the following explanation (Kelly, 2000):

Table 2.1: manner of articulation

No	Manner of articulation	Explanation	Examples
1	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”.	/p/ and /b/
2	Affricative	A complete closure is made somewhere in the mouth, and the soft palate is raised. Air pressure increases behind the	/tʃ/ and /dʒ/

		closure, and then released more slowly than in plosives.	
3	Fricative	When two vocal organs come close enough together for the movement of air between them to be heard.	/f/ and /v/
4	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.	/m/ and /n/
5	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.	/l/
6	Approximant	Vocal organs come near to each other, but not so close as to cause audible friction.	/r/ and /w/

Based on the table above, it can be concluded that every articulators have each function in process producing sounds. It is supported by Kelly (2000) who states that the manner of articulation refers to interaction between the various articulators and the air stream. There are six manner of articulation of consonant sound such as plosive, affricative, fricative, nasal, lateral, and approximant.

b) The place of articulation

The various terms used are explained in the following explanations (Kelly, 2000):

Table 2.2: the place of articulation

No	The place of articulation	Explanation	Example
1	Bilabial	Using closing movement of both lips.	/p/ and /m/
2	Labiodental	Using the lower lip and the upper teeth.	/f/ and /v/
3	Dental	The tongue tip is used either between the teeth or close to the upper teeth or close to the upper teeth.	/θ/ and /ð/
4	Alveolar	The blade of the tongue is used close to the alveolar ridge.	/t/ and /s/
5	Palatoalveolar	The blade (or tip) of the tongue is used just behind the alveolar ridge.	/tʃ/ and /dʒ/
6	Palatal	The front of the tongue is raised close to palate.	/j/
7	Velar	The back of the tongue is used against the soft palate.	/k/ and /ŋ/
8	Glottal	The gap between the vocal cords is used to make audible friction.	/h/

Based on explanation in the table above, it can be said that there are eight places of where the consonant sounds are produced. They are such as bilabial, labiodental, dental, alveolar, palato alveolar, palatal, velar, and glottal. so that describing the consonant sounds in terms of the

place of articulation gives more information about what the various articulators actually do.

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 (Kelly, 2000).

2) Vowel

Vowels are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overall shape of the mouth (Kelly, 2000). The pure vowel is the single vowel or monophthongs whose articulation at beginning and end is relatively fixed, and which does not glide up and down towards a new position of articulation (Kelly, 2000).

According to Kelly (2000), the characteristics of vowel include the following explanation bellow:

a) Close vowel

For close vowels the tongue is quite high in the mouth. Moving from /i:/ through to /u:/, the speakeris also noticed that the different positions of the tongue; /i:/ is a front vowel, and /u:/ is a back vowel (Kelly, 2000). These are the following explanations:

Table 2.3: close vowel

No	Close vowel	Characteristics	Example
1	/i:/	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.	Bead, key, cheese
2	/ɪ/	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.	Hit, busy, women
3	/ʊ/	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.	Book, good, push
4	/u:/	The back of the tongue is raised just below the close position. Lips are rounded. The tongue is tense.	Food, rude, soup

Based on the table above, it can be concluded that there are four kinds of close vowel such as /i:/, /ɪ/, /ʊ/, and /u:/. For each close vowel have the different characteristics in producing it.

b) Mid vowel

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

vowel (Kelly, 2000). These are the explanations about mid vowel's characteristics:

Table 2.4: mid vowel

No	Mid vowel	Characteristics	Example
1	/e/	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.	Egg, said, any
2	/ə/	The centre of the tongue is between the half-close and half-open positions. Lips are relaxed, and neutrally spread.	Paper, banana, lawyer
3	/ɜ:/	The centre of the tongue is between the half-close and half-open positions. Lips are relaxed, and neutrally spread.	Her, serve, word
4	/ɔ:/	The back of the tongue is raised to between the half-open and half-close positions. Lips are loosely rounded.	Call, all, law

Based on the table above, it can be said that there are four kinds of close vowel. They are such as /e/, /ə/, /ɜ:/, and /ɔ:/. Then, each close vowels have each characteristics in producing it.

c) Open vowel

For open vowels, the tongue is low in the mouth. Moving from /æ/ through to /ɒ/, the speaker is also noticed that the different positions of the tongue; /æ/ is a front vowel, and /ɒ/ is a back vowel (Kelly, 2000). These are some explanations about the characteristic of open vowel:

Table 2.5: open vowel

No	Open vowel	Characteristics	Example
1	/æ/	The front of the tongue is raised to just below the half-open position. Lips are neutrally open.	Hat, rat, attack
2	/ʌ/	The centre of the tongue is raised to just above the fully open position. Lips are neutrally open.	Run, uncle, front
3	/ɑ:/	The tongue between the centre and the back, is in the fully open position. Lips are neutrally open.	Class, command, part
4	/ɒ/	The back of the tongue is in the fully open position. Lips are lightly rounded.	Dog, often, want

Based on the table above, it can be said that there are four kinds of open vowels which have each characteristics in producing it. The four open vowels such as /æ/, /ʌ/, /ɑ:/, and /ɒ/.

So, based on explanation above, it can be concluded that vowel is the vocal sounds produced by open the vocal cords so that's way there is no air pressure on the glottis, in the other words, vowel is produced by the mouth cavity. There are also three characteristics of vowel: close vowel, mid vowels, and open vowel.

3) Diphthong

According to Kelly (2000) 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 (2000) also classifies the characteristics of diphthongs into two diphthongs. They are such as follows:

a) Centering diphthong

Table 2.6: centering diphthong

No	Centering diphthong ending in /ə/	Characteristics	Example
1	/ɪə/	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.	Idea, beer, beard, fear, here
2	/ʊə/	The glide begins in the position for /ʊ/, moving forwards and down towards /ə/. The lips are loosely rounded, becoming neutrally spread.	Sure, moor, tour, obscure
3	/eə/	The glide begins in the position for /e/, moving back towards /ə/. The lips remain neutrally open.	Where, stare, wear, chair, dare

Based on the table above, it can be concluded that there are three kinds of centering diphthong. They are such as /ɪə/, /ʊə/, and /eə/. Then, each centering diphthong has the characteristics in producing it.

b) Closing diphthong

Closing diphthongs end with a glide towards /ɪ/ or towards /ʊ/. The glide is towards a higher position in the mouth (Kelly, 2000).

i. Closing diphthongs ending in /ɪ/

Table 2.7: Closing diphthongs ending in /ɪ/

No	Closing diphthong ending in /ɪ/	Characteristics	Example
1	/eɪ/	The glide begins in the position for /e/, moving up and slightly back towards /ɪ/. The lips are spread.	Cake, way, weigh, say, pain, vein
2	/ɔɪ/	The glide begins in the position for /ɔ:/, moving up and forwards /ɪ/. The lips start open and rounded, and change to neutral.	Toy, avoid, voice, enjoy, boy
3	/aɪ/	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.	High, tie, buy, kite, might, cry

Based on the table above, there are three kinds of closing diphthong ending in /ɪ/. They are such as /eɪ/, /ɔɪ/, and /aɪ/. Then, for each closing diphthong ending in /ɪ/, they have each characteristics about how to produce it.

ii. Closing diphthongs ending in /ʊ/

Table 2.8: closing diphthong ending in /ʊ/

No	Closing diphthong ending in /ʊ/	Characteristics	Example
1	/əʊ/	The glide begins in the position for /ə/, moving up and back towards /ʊ/. The lips are neutral, but change to loosely rounded.	Go, snow, toast, home, hello, although
2	/aʊ/	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.	House, loud, down, how, bough

Based on the table above, it can be concluded that there are two closing diphthong ending in /ʊ/. They are such as /əʊ/ and /aʊ/ which have each characteristics in producing it.

So, based on the explanation above, it can be concluded that diphthong is a sound formed by combination of two vowels in a single syllable, in which the sound begins as one vowel and moves to another vowel. There are also two characteristics of diphthong. They are centring diphthong and closing diphthong.

b. Suprasegmental Features

“Suprasegmental features, as the name implies, are features of speech which generally apply to groups of segments or phonemes” (Kelly, 2000, p. 3). The features which are important in English are stress, intonation, and how sounds change in connected speech. Kinds of suprasegmental features are such as follows:

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).

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).

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).

When the speaker conducts communication with other, suprasegmental features must be paid attention in order to the hearer can understand easily about what the speaker means and it is not make the ambiguity in interpreting the means.

D. Strategy of Teaching Pronunciation

1. Teaching by Games

Game is the activity which has a specific rule that must be obeyed by participants to achieve the target of the game (Smaldino, Russel, Heinic, & Molenda (in Nurhayati, 2015)). Games are fun activity in teaching and learning activity especially in English pronunciation. It is supported by (Nurhayati, 2015) who states that in a game, the learners are attracted in the competition situation and the learners are interacted to be the winner. So, it can be said that by the game, the learners are asked to be active in every section because the learners are encouraged to take active role in learning process. The learners focus on the activities with pronunciation as the topic of the games.

As a result, games provide learners with a chance to take their own learning. By using games, the lecturers can create contexts which enable unconscious learning because learners' attention is on the message, not on the pronunciation itself. Therefore, when they completely focus on a game as an activity, students acquire English pronunciation in the same way that they acquire their pronunciation in their mother tongue (Cross, 2000).

Moreover, game can help the learners to increase their inner skill, it can make the learners express their creativity confidently (Sudiargo et al. (in Nurhayati, 2015)). So that's way, games can bring real-life situations to the direct simulation in the classroom which provides learners with an opportunity to use the pronunciation.

Celce-Murcia (in Kurniati, 2016) argues that in games, language use takes precedence over language practice, and in this sense games help bring the classroom to the real world, no matter how contrived they

maybe. To state this differently, by putting learners in real life situations, games make a connection with their all usage of English pronunciation.

There are many advantages of games such as follows:

- a. Focus on students' attention on specific structures, grammatical patterns, and vocabulary items.
- b. It can function as reinforcement, review and enrichment.
- c. It can involve equal participation from both slow and fast learners.
- d. It can be adjusted to suit the individual age and language levels of the students.
- e. It contributes to an atmosphere of healthy competition, providing an outlet for the creative use of natural language in an on-stressful situation.
- f. It can be used in any language teaching situations and with all skill areas(reading, writing, speaking or listening).
- g. It provides immediate feedback for the lecturer.
- h. It ensures maximum students' participation for a minimum of lecturer preparation.

So, by using game, the lecturer can create many advantages for students' cognitive and psychomotoric skill and also for the lecturer him/her self. The game is very helpful for the lecturer to observe students' pronunciation mastery.

2. Teaching by Audiovisual Media

Audiovisual is the teaching language method using tools such as short video, television, etc. So that the teaching is being attractive (Iskandarwassid and Sunendar, 2011). While Munadi (in Kurniati, 2016) audiovisual media is media that involves the senses of hearing and vision at the same time in one process. Munadi (in Kurniati, 2016) also said that

there are two types of audiovisual media. The first type is Pure Audio Visual Method, in this type is equipped with sound and image equipment functions in a single unit, such as movies, television and video. The second is Impurely Audio Visual Media. It is familiar with slides, opaque, and other visual equipment when given the sound elements of the recording tapes are used simultaneously in one time or the learning process.

In teaching English foreign language for high levels of students is not easy. The lecturers should provide pleasant atmosphere to invite the motivation and interest of the students. The motivation and interest of students are very important in learning achievement. So that is why, the lecturer need motivational and interesting media in teaching English.

It is also supported by Hemei (in Kurniati, 2016) who states that students like audiovisual media because video presentations are interesting, challenging, and stimulating to watch. Video shows them how people behave in the culture whose language they are learning by bringing into the classroom a wide range of communicative situations. Another important factor for the lecturers that make it more interesting and enjoyable because it helps to promote comprehension. For the first things that students should know in learning English is pronunciation. Knowing it's pronunciation also covers the knowing of it's spelling, stressing and how to speak correctly and fluently in communication.

So that is why, using audiovisual can help students to learn English pronunciation easily and enjoyable. The students not only hear the sound but also see some interesting sights simultaneously. This method gives real experience to the learners because the learners learn the lesson by seeing, listening, observing, and analysing directly. The lecturer can use many kinds of audiovisual to teach students in the class; such as Video Cassette,

Computer Program, Audio Book, or the teacher him/herself. The use of audiovisual itself is not only for addition, but also it has function as helping tools to create the learning situation more effective.

a. The Step of Teaching by Audiovisual

There are several steps in teaching by using audiovisual such as follows (Hamid, 1987):

- 1) The lesson is started by playing filmstrip and its tape. The tape recorder gives the dialogue arranged in the form of sound systematically. While the filmstrip shows the visualisation. So, the visualisation and oral record complete each other and make semantic unit.
- 2) The lecturer explains the lesson explicitly by showing the demonstration, listening selectively, and question answer activity.
- 3) The dialogue from recorder and filmstrip is repeated for several times.
- 4) For exploring step, the students are asked to remember the comments or even making modification scenario by using their own words and then it is applied to their friends by questioning and answering or roleplay.

So, this method is very responsive and has high responsibility because it uses technology in learning activity. Nevertheless, this method has the difficulties in catching the implicit meaning. The students can make errors in interpreting the meaning in the dialogue.

b. The Advantages and Weaknesses of Using Audiovisual

Teaching by using audiovisual has several advantages and weaknesses such as follows (Anderson, 1994):

- 1) It can be used for several times.

- 2) It can be used for all student who has different leaning. By this method, the material shows by using audio and visual, so that is why this method can accommodate all students in leaning in audio, visual, and audiovisual.
- 3) It can be used for serving material which physically cannot attend in the classroom.
- 4) It can represent dangerous material if in the form tangible things.
- 5) It can serve the object detailly.
- 6) It is not need dark room to show material.
- 7) It can be make slow motion or fast motion.
- 8) It can make the lesson more attractive because it shown by using media.
- 9) Students' listening and speaking skill will increase

While the weaknesses of teaching by using audiovisual are such as follows:

- 1) It is difficult to revise.
- 2) It is expensive relatively.
- 3) It needs the special skill.
- 4) It can make students feel bored because there is drilling activity inside that repeat material several times.
- 5) The increasing skill of students is only in speaking and listening while writing and reading skill cannot increase maximally.
- 6) It need more time and good planning for preparing material and also preparing the suitable video based on material delivering.

3. Teaching by Drilling

Drilling is one of the strategy in teaching pronunciation in the classroom. This strategy commonly is used for increasing students' understanding about the material. Harmer (2007) states that drilling is

mechanical ways in getting students to demonstrate and practice their ability to use specific language items in a controlled manner. While Richard and Schmidt (2002) 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 lecturer 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). According to Kelly (2000) 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 lecturer's main role in drilling is that providing a model of word, phrase or structure for the students to copy. learners can hear an example of drilling on the CD. Lecturers 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 practice 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. lecturers 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 a way of standardising pronunciation of a language item and developing fluidity. So, it is purposed in order to the learner can produce the sounds as

similar as with the native speaker. This technique can be applied by repeating and imitating. Besides that, drilling is a technique that has been used in foreign language classroom which emphasis on repeating structural pattern through oral practice to demonstrate students' ability in using language items in a controlled manner.

a) Drilling Activities

According to Kelly (2000) 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.

1) 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:

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

2) 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 / wand/ 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.

3) 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. So, in this activity, teacher tape students speaking activity, then students listen that tape while teacher give correction about their mispronunciation words.

4) 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. So, in this activity, students are asked to listen the material, then present it in the form of conversation or monologue.

5) Reading activities

Like listening, reading is a receptive activity (i.e. students receive the language rather than produce it), and it provides a suitable means of bringing language features to students' attention. Many teacher stages 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 activity of drilling makes the learning to be more important. It uses to train students' skill in English pronunciation.

While in this resaearch, the lecturer uses drilling as teaching strategy that focusses on listening activity. So, the students' activity in the class are listen to the materials. Then, they are asked to focus on it. So that they can practice the pronunciation well.

b) Kinds of Drill

Haycraft (1978) states that after presentation and explanation of the new structure, the students may use controlled practice in saying useful and correct sentence patterns in combination with appropriate vocabulary. These patterns are known as oral drill. They can be in flexible: students often seem to master a structure in drilling, but are then incapable of using

it in another context. There are several types of drill, they are as follows
(Haycraft, 1978):

1) The repetition drills

The lecturer says models (it can be words or phrases) and the students repeat it.

Example:

Lecturer: It didn't rain, so I needn't have taken my umbrella

Students: It didn't rain, so I needn't have taken my umbrella

2) The substitution drills

Substitution drill can be used to practice different structure or vocabulary items (i.e. one word or more word is changed during the drill)

Example:

Lecturer: I go to school. He?

Students: He goes to school

Lecturer: They?

Students: they go to school

3) The question and answer drill

The lecturer gives students practice with answering question. Students should answer the lecturer's question quickly. It also possible for the lecturer to let the students practice to ask question as well. This gives students practice with the question pattern.

Example:

Lecturer: does he go to school? Yes?

Students: Yes, he does

Lecturer: No?

Students: No, he does not

4) The transformation drills

The lecturer gives students a certain kind of sentence pattern, an affirmation sentence for example. Students are asked to transform this sentence into negative sentence. Other example of transformation to ask of student are changing a statement in to question, active sentence into passive sentence, or direct speech into reported speech.

Example (positive into negative):

Lecturer: I clean the house

Students: I don't clean the house

Lecturer: she sings a song

Students: she doesn't sing a song

5) The chain drills

The lecturer begins the chain by greeting a particular student, or asking the question. That student responds, then turn to the students sitting next two him/ her. The first students greet or ask question of the second student and chain continues. A chain drill allows some controlled communication, eventhough it is limited. A chain drill also gives the lecturer an opportunity to check each students' speech.

Lecturer: What is the colour of sky?

The colour of sky is blue

What is the colour of banana?

Students A: the colour of banana is yellow

What is the colour of leaf?

Students B: The colour of sky is blue

What is the colour of eyes?

Students C: the colour of eyes is black and white

6) The expansion drills

This drill is used when a long line dialogue is giving students trouble. The lecturer breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line. Then following lecturer's cue, the students expand what they are repeating part at the end of the sentence (and works backward from there) to keep the intonation of the line as natural as possible. This also directs more student attention to the end of the sentence, where new information typically occurs.

Example:

Lecturer: My mother is a doctor

Students: my mother is a doctor

Lecturer: She work in the hospital

Students: She works in the hospital

Lecturer: My mother is a doctor. She works in the hospital

Students: My mother is a doctor. She works in the hospital

Lecturer: She take cares the patient

Students: She take cares the patient

Lecturer: My mother is a doctor. She works in the hospital. She takes cares the patient

Students: My mother is a doctor. She works in the hospital. She takes cares the patient.

Based on researcher's investigation, the lecturer uses repetition drill in teaching activity. In this case, the lecturer speaks English words based on the material in the recording. Then, the lecturer asked the students to repeat it. It is done for several times until the students can pronounce well.

c) **The Advantages and weaknesses**

Haycraft (1978) also said that there are advantages and weaknesses in drilling, they are as follow:

1) The Advantages

Drilling helps the students to memorize language by lecturer's control. Then, the lecturer can correct any mistakes that students make and encourage them to concrete on difficulties at the sometime. It also provides the students with intensive practice in hearing and saying particular words or phrases. It can help the students to get their tongues around difficult sounds or help them imitate intonation that may be rather than different from their first language. Then, it can help students to notice the correct pronunciation of the words or phrases. Noticing is an important stage in developing students' language competence. Moreover, it can provide an opportunity for students to get immediate feedback on their accuracy in term of the lecturer or peer correction.

For the lecturers, it can help them in term of classroom management, enabling students to vary the pace of the lesson or to get all learners involved. Moreover, it can help the lecturer recognize if the new language causes problem in term of pronunciation.

2) The weaknesses

Drilling often makes the students uncreative. In all drills learners have no or vary little choice over what is said so drills are form of very controlled practice. The lecturer needs to handle the drill activity, so that the students do not over used and they do not go on far too long. One of the problem of drills is they are fairly monotonous.

d) The Procedure

Teaching by drilling has some steps in classroom activity. By these steps, the lecturer can control students' learning activity, they are as follows (Haycraft, 1978):

- 1) Firstly, the students hear a model dialogue (either read by teacher or on tape) containing the key of structure/ material which focuses on the lesson. The students repeat each line of the dialogue individually and chorus. The lecturer pays attention on the pronunciation, intonation, and fluency. Correction of the mistakes of pronunciation is direct and immediate. The dialogue is memorized gradually, line by line. A line may be broken down into several phrases if necessary. The dialogue is read aloud in chorus, one half saying one speaker's part and another half respond it.
- 2) The dialogue is adapted to the students' interest or situation, through changing certain key words or phrases. This is acted out by students.
- 3) Certain key structure from the dialogue are selected and use it as the basis for pattern drills of different kinds. These are first practiced in chorus and then individually. Some grammatical explanations may be offered at this point, but this kept to an absolute minimum.
- 4) The students may refer to their textbook and follow up reading, writing or vocabulary activities based on the dialogue may be introduced.
- 5) Follow up activities may take place in language laboratory, where the further dialogue and drill work is carried out.

E. Previous studies

Hassan (2014) conducts a study that investigates about problems in English pronunciation experienced by learners whose first language are Sudanese. This study focuses on investigating the students of secondary level. Furthermore Mikulastíková (2012) investigates about the importance of teaching pronunciation of English language at secondary school. The next study conducted by Riswanto & Haryanto (2012) finds about teaching English pronunciation by communicative drilling technique at senior high school (SMA) 07 south Bengkulu, Indonesia. Another study conducted by Fachrunnisa (2015) who does an investigation about Indonesian-Javanese students' pronunciation of English monophthongs. This study purposed to describe how to students of English debate club in SMKN 7 Yogyakarta pronounce monophthongs vowel. Furthermore, Laurea (2014) conducts a research who examines about teaching English pronunciation in primary schools in Italy. This thesis discusses the teaching of English pronunciation in primary schools in Italy. Another study conducted by Schaetzel (2009) who examines about teaching pronunciation to adult English language learners. Next study conducted by Machackova (2012) who investigates about teaching English pronunciation to secondary school students with focus on "th" consonants. Furthermore, Tlustosova (2006) finds about teaching English to children with specific learning difficulties.

Based on researcher's observation about those previous studies above, it can be concluded that the subject of study is different with this thesis. In this thesis, researcher choose university students and also the lecturer to be investigated. Moreover, the students and the lecturer are in specific class. The class is pronunciation practice class. This class is the newest class of English department in IAIN Tulungagung.

The next study conducted by Varasarin (2007) that uses classroom action research as the research methodology. It investigates about pronunciation training and language learning strategies, how the strategy influence learning behaviour of Thai students studying English and improve speaking confidence. Furthermore, Alipanahi (2014) examines about the effectiveness of technology in teaching English pronunciation. This research uses experimental research in research methodology.

So, those previous studies are different with this study. In this study, the researcher uses qualitative research as the methodology.

Next study conducted by Sa'diah (2015) who examines about improving students' pronunciation through audiolingual method by substitution drill. Furthermore, Wulan (2013) who examines about improving students' pronunciation using story telling. The next study conducted by Kurniati (2016) who investigates about teaching pronunciation by using games and audiovisual media. Another study conducted by Nurhayati (2015) who observes about improving students' English pronunciation ability through go fish game and maze game.

So, those previous studies are different from this study, because in this study, the lecturer uses repetition drill and also combination activities of audiovisual and drilling as the strategy in teaching activity.