

CHAPTER I

INTRODUCTION

1.1 Background of The Study

According to Elizabeth Bates(1976;1),” Language is a tool.” It is a chief instrument which we need in order to carry out communication in our life. Donald J.Foss(1978;3) supports this idea and identifies “ Language is the most important tool of communication that individuals have at their purpose”. As a tool , language plays a great important role in our life. We need it to do something, that is communication. We will not be able to communicate with others unless we use language. Even those who cannot read or write, speak or hear any sounds, still need a language to communicate with others; they use “ a sign language” or any kinds of special tool to send their messages . Their special tools are also considered as “a language”.

As a means of communication, language is primarily speech. To be able to communicate with others, a speaker must be able to hear or respond to the spoken words. They can communicate with each other though the speaker or the hearer is not able to read or write. That is why spoken language is considered primary. According to Brooks (1964:24), “Since many languages do not have a written form and we learn to read and write, it was argued that language is primarily what is spoken and only secondary is written “. So, spoken language is prominent in order to do communication with others. The spoken

language is primary. All human beings can speak, but many of them cannot read and write (Finocchiaro , 1969:6).

Lim Kiat Boey (1975:2) states that "Language is a speech", meaning that it is a system of sounds related to system of meaning. Sounds will make up a word and that word has a special meaning which is taken arbitrarily by the people of a certain environment. For example, "anjing" is called "dog" in English and called "aso" in Philipino. It shows that people in a certain environment have very much in common in their understanding. So, the communication is carried out by means of signals especially sound signals in the form of words, connected into groups and spoken with a rhythm and with intonation which both contribute to their meaning.

As communication is the goal of language, people who want to be able to communicate in a language should learn that language. Similarly, students who want to be able to communicate in English, should learn the language. The students have to learn how to pronounce English sounds correctly in order to be able to communicate well and to avoid misunderstanding. So misunderstanding can be avoided if the students know how to pronounce the sounds correctly. Moreover, it will give a better result if the teaching of pronunciation is taught in their early age. From the very beginning they will be taught how to pronounce English sounds correctly, so in their future they will not find difficulties in pronouncing the English sounds and they will be able to communicate with others without causing misunderstanding. It shows that understanding in communication is important. Without understanding each other, people will not

communicate. For example, you want to point at the “tree” over there , but you say “three”. What will happen is that the listener will get confused ,because the sounds / t / and /th / are different in the ways they are written and pronounced. That is why it is really important that the students as the beginner learners have to be taught how to pronounce English sounds correctly.

According to the English Curriculum 1994, teaching English to primary students starts at the fourth grade of primary school. In that grade, students begin learning English as a foreign language . The government considers English important to teach because the students need it in order to anticipate their environment which has been interfered with technology and knowledge from outside Indonesia. Yet, in reality most primary students cannot produce the sounds of English correctly. Sometimes they know the meaning, but they do not know how to produce the sounds correctly. Such a problem might appear because they find out some differences between the sounds of English and the sounds of their native language, that is Indonesian. Of course the English teacher cannot omit the differences , but he can use a special method to overcome the problem. Often the difficulties also come up because they do not have enough practice in pronunciation. Therefore, they need a lot of constant practices through drills. As Finocchiaro (1969:6) points out, “ Automatic control is a result we hope to achieve after intensive and extensive practice”. Drills can be considered as a practice in which the students imitate the teacher as the model and repeat what he has said. Through imitation of the spoken material

over and over , either in class or in laboratory, the students will find it easy to pronounce the English sounds.

Whether drilling can improve the students' pronunciation has aroused the writer's interest to conduct this research.

1.2 Statement of the Problem

In line with the background, the research question guiding the writer in this study is formulated as follows :

* Can drilling technique improve the pronunciation of Foundation I students of Flory English Centre in learning English ?

1.3. The Objective of the Study

The study was made with the purpose to find out whether drilling technique could improve the pronunciation of Foundation I students of Flory English Centre in Surabaya.

1.4 The Significance of the Study

The result of the study is expected to give some contribution to the teachers especially English teachers concerning the appropriate technique in teaching pronunciation to elementary school students. The writer hopes that English teachers will be able to make use of drilling in order to teach the students English sounds.

1.5 The Assumption

Drilling is considered to hold an important role in teaching pronunciation for elementary school students. This study was made with the assumption that through drilling, the students' pronunciation will be improved..

1.6 Scope and Limitation of the Study

Being aware of how broad and complex the study is, and how limited the time was, the writer thought it necessary to limit the scope of the study. The writer realized that there are various techniques used in improving students' pronunciation such as games, pictures and other medias. Here, the writer limits this study only to use drilling as a means of teaching pronunciation in an English course due to the fact that in a course , there will be enough time to teach pronunciation through drilling. Besides that, the writer also realized that there are many other English phonemes which do not exist in Indonesia, for examples /θ /, /tʃ /, -g /, /-d /, /-b /. Because of the limited time at that the writer had, so in this study, the writer limited the study only for the three phonemes, they are /θ /, /tʃ / and / ʃ /.

It is generally agreed that the number of the segmental phonemes differs from one language to another. The English phonemic system, for example has " 9 vowels, 3 diphthongs and 24 consonants" stated by Francis (1958;128), whereas the Indonesian phonemic system has 6 vowels, 3 diphthongs and 17 consonants stated by Sumedi(1963 ;7).

Due to the fact that the supra-segmental phonemes are as important as the segmental phonemes, this thesis will be limited to the latter only, and the writer decided to study on the consonants. The subjects of the study are elementary school students (the third-fourth grades) who are sitting in the Foundation 1 level of Flory English Centre. Meaning that, in that grade, the students have learnt English in their school since in the Elementary School Curriculum states that English is taught starting in the fourth grade. However, there are some schools which start to teach English in the third grade. The writer took the Foundation 1 students with the consideration that all the Foundation 1 students are in the third or fourth grade of elementary school. Moreover, they have the same ability in English. The writer had given a test in order to know their mastery in English. That is why the writer considered this class as the suitable class for taking the data.

For the pre-test / post test materials, the writer took it from the students' book. The writer did not test the reliability of the test materials because the writer assumed that the test has been valid already. The book has been nationally and widely used, moreover the books are arranged by a reliable team and based on the 1994 Curriculum.

1.7. Theoretical Framework

The theories that will be used in this thesis are: the nature of language, second language learning, teaching pronunciation, the nature of drill, four basic steps in presenting the pronunciation lesson and the advantages of teaching

pronunciation through drilling. According to Kral, Thomas J (English Teaching Forum, 1980;13)” repetition drill will be an essential way to give the students chance to practice to produce English sounds”. As Finocchiaro (1969:115-116) states that “ Drills should be preceded by repetition drill”. Paulston and Brudders (1976:4) claim that repetition drills are useful because they help the students in building up their memory.

1.8. Hypothesis

There are two hypotheses which is used in analysing the data. One is called the Null Hypothesis and the other one is called Alternative Hypothesis.

1. Null Hypothesis (H₀) : The drilling technique does not give any influence on the pronunciation of the students.
2. Alternative Hypothesis (H_a) : The drilling technique gives influence to the pronunciation of the students.

1.9. Definition of Key terms

To avoid misunderstanding, the writer found it useful to define several key terms used in this study. Hopefully, the reader will have a clear picture of what this study is trying to present.

- 1.9.1 Mechanical drill : Paulston(1960:5) defines mechanical drill as a drill where there is complete control of the response, where there is only one correct way of responding.

- 1.9.2 Repetition drill : drilling with constant repetition from the students
(the writer's own description).
- 1.9.3 Foundation I : the third level in Flory English Centre. The level are :
Pre-School, Introductory, Foundation I, Foundation II
etc The students who sit in Foundation I level are
about 9-10 years old and are the elementary schools
students.
- 1.9.4 Pronunciation : is one of the elements of the abilities which is involved
in making up conversational competence. (Long and
Richards)

1.10 Organization of the Thesis

This thesis consists of five chapters. Chapter One presents the background of the study, statement of the problem, the objective of the study, the significance of the study, the assumption, scope and limitation of the study, definition of the key terms and the organization of the thesis. Chapter Two deals with review of related literature, while Chapter Three is about the research methodology.

Meanwhile Chapter Four presents the data analysis and interpretation of the findings and Chapter Five is about the conclusion of the study that consists of Summary and Suggestions.