

CHAPTER I

INTRODUCTION

This chapter discusses on the background of the study, statement of the problem, purpose of the study, significance of the study and definition of key terms.

1.1 Background of Study

Pronunciation is an important factor of English teaching and learning process, especially for speaking skill. The learners are expected to master it because it is not enough for them to learn words or vocabularies, grammar, listening, reading, and writing, but they also have to study pronunciation or speaking. Pronunciation is crucial for English conversation since it is needed to avoid misunderstanding.

Pronunciation is one of important aspects in English. Fraser (2000) and Yates (2001) state that teaching in ESL programs have some difficulties meeting the pronunciation learning needs of students, and have indicated that many teachers tend to avoid with pronunciation because they lack confidence, skills and knowledge.

In senior high school, students will study pronunciation in speaking class. Ideally, the learners should be aware how to pronounce words and can communicate English fluently. In fact, they still find difficulties in this case. It is caused by their habit that is speaking their mother tongue when they learn English and they would not have to try to speak English. Thai students choose to use Thai

speech patterns or styles when speaking English (Varasarin, 2007). The movements of his speech organs have been set to produce the speech sounds of their mother tongue; it will be difficult for them to change the habit of moving his speech organs in such a way as to produce the foreign sounds (Ramelan, M.A. 1985). Lu (2002) also insists that non standard pronunciation and intonation will produce psychological nervousness in speakers, which is likely to also block their efforts to seek clarification or to paraphrase using alternative expressions with phonetically different pronunciation and intonation.

The researcher has found English teaching learning process in Sasana Bamrung School Songkhla, Thailand still uses the conventional method where in a classroom teacher stands in front of class and explains the material then gives the assignment for the learners. Students are not pronounced the words well. When the teacher asks the students to speak in front of the class, with very little or poorly trained pronunciation skills, they have problems either making themselves understood or understanding others. Some will be so quite in the classroom because they are afraid of making mistakes and feel shy.

As for learners, they wish they could speak English fluently but most of them think that English is too difficult for them to be competent because of interference from the mother tongue (Thai) particularly in pronunciation and being too shy to speak English. Sukamolson (1989) argues that Thai students have problems of listening to dialogues and texts as well as problems of pronunciation. English curriculum in Thai schools cannot meet the demands for English. The skills needed most are listening and speaking which have focus in Thai English

books but are not the focus skills in tertiary education English curriculum (Wiryachitra, 2001).

The researcher finds that learners of the 11th of Sasana Bamrung School Songkhla, Thailand still produce wrong pronunciation. For example, this is my new cup (ini cangkir baru saya), 2). This is my new cap (ini topi baru saya). Both of the words (cup and cap) above have different pronunciation, but students pronounce it with the same sounds, they said cup to pronounce cap. Certainly, it is a serious problem because it will be misunderstanding for hearers.

From that problem above, the researcher thinks that communicative drilling as a method to improve students' pronunciation ability. As Hornby (2001) states that drill is trained by practical experiences, usually with much repetition in the English vowel sounds. Based on that statement, the researcher decides that communicative drilling is a method that appropriate to train or exercise for pronunciation.

The important of learned the ways to improve the pronunciation and realised weakness, then, practise and apply the rules to the future (Staff's report, 2000). Pronunciation is one of the important skills that should be well mastered, but the students have not the perfect pronunciation yet. Senel (2006) stated that drilling technique is very useful in teaching pronunciation because it can create correct and appropriate pronunciation. For the reason, the researcher is interested to use communicative drilling method to improve students' pronunciation of 11th grade students in Sasana Bamrung School, Songkhla, Thailand.

1.2 Problem Statement

Based on the background study, this study is expected to be able to answer the following question:

- How can communicative drilling improve students' pronunciation in Sasana Bamrung School at 11th grade Matyum-Play?

1.3 Purpose of Study

Purpose of the research is to know how communicative drilling can improve in teaching pronunciation. Generally the objective of this research is to improve students' pronunciation skill on the 11th grade of Sasana Bamrung School, Songkhla, Thailand. The objectives of this study especially are to explain:

- To know whether communicative drilling can improve the students ability in pronunciation on 11th grade of Sasana Bamrung School, Songkhla, Thailand.

1.4 Significance of Study

The researcher hopes that this research will give information about students pronunciation skill in reading text. The researcher also hopes that it will be useful for teachers and students.

1. Theoretical Significance

The positive result of this research is to find how communicative drilling can improve pronunciation ability.

2. Practical Significance

The positive result of this research for the students can support their English pronunciation; in order to be able to speak English well. Furthermore, it can be add their interest in English class.

For the English teacher it can be additional contribution to develop language teaching method and this research can contribute the teachers in their English class, so they are able to improve the quality of teaching and learning process.

The school have benefits to increase the quality of the students to learn foreign language as the goal of education.

For the researcher, it helps to evolve the knowledge and to apply the theories that related to this research.

1.5 Scope and Limitation

Scope of the study focuses on the students pronunciation ability. The research will focus on pronouncing /ɑ:/, /ʌ/, /æ/, and /e/ The limitation of the study only on the 11th grade of Sasana Bamrung School, Songkhla, Thailand. This is implemented when the researcher conducted abroad PPL-KKN (Teaching Learning Program and Obligatory Social Action Internship for Advanced University Students) in Thailand that hold for 5 months since 2nd November 2014 until 23rd March 2015.

1.6 Definition of Key Terms

To avoid misunderstanding about the problems, the researcher defines keywords as follows:

1. Pronunciation:

Pronunciation is the way in which a language is spoken or the manner in which someone is saying a word explains four vowels /ɑ:/, /ʌ/, /e/, and /æ/.

2. Communicative Drilling:

It is a method of teaching English that the students listen to the model and the students will repeat the same.

3. Improve

To make better or increase the productivity or value of the students to learn English pronunciation especially for four vowels.