

CHAPTER II

REVIEW OF RELATED LITERATURE

In this research, it is important to describe the theories related to the problems of this study in order to give relevant knowledge in the field. Therefore, in this chapter, the researcher reviews some theories and literatures related to the area of interest of this research.

2.1 Pronunciation

2.1.1 Definition of Pronunciation

Pronunciation is one of the important aspects in English, especially in oral communication. The non-native speakers of English who speak English have to be very careful in pronouncing some utterances or they may create misunderstanding. So, having clear pronunciation is necessary rather than having a native-like pronunciation. According to *Oxford Advanced Learner's Dictionary* (1995) pronunciation means a way in which a language is spoken, a way in which something is understood. Pronunciation refers to the production of sounds that we use to make meaning (Lado, 1964). It includes attention to the particular sounds of a language, aspects of speech beyond the level of the individual sound such as intonation, pause, stress, timing, rhythm. How the voice is projected (voice quality) and in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.

Pronunciation is the act or manner of pronouncing words; express of speech. In other words, it can also be said that it is a way of speaking a word, especially a way that is accepted. In the other words, pronunciation needs the production and reception of sounds of speech and the achievement of the meaning (Kristina, Diah.2006).

From the definitions above, it can be concluded that pronunciation is the particular way of speaking a word or phrase which is accepted or generally understood.

2.1.2 The Importance of Pronunciation

The ways we speak directly deliver something about ourselves to the people around us. Learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect. Such learners will avoid speaking in English and such as experience social isolation, teacher difficulties and limited opportunities for further study, which may affect their settlement in Thailand.

We also often judge people by the way they speak, and so learners with poor pronunciation may be judged as incompetent, uneducated or lacking in knowledge, even though listeners are only reacting to their pronunciation. Many adult learners find pronunciation one of the most difficult aspects of English to acquire, and need explicit help from the teacher (Morley 1994; Fraser 2000). Surveys of student needs consistently show that our learners feel the need for

pronunciation work in class (Willing 1989). Thus some sort of pronunciation works in class is essential.

It is important at this point in time to make a difference between speaking and pronunciation as it is sometimes wrongly applied. Simply put, pronunciation is viewed as a sub-skill of speaking. Fraser (2000) explains that being able to speak English includes a number of sub-skills of which pronunciation is “by far the most important” (other sub-skills of speaking include vocabulary, grammar, and pragmatics). She argues that “with good pronunciation, a speaker is clearly understood although they do some errors; with poor pronunciation, a speaker can be very difficult to understand, despite accuracy in other areas” (Fraser, 2000). On the other hand, teaching of pronunciation remains largely neglected in the field of English language teaching.

2.1.3 Teaching and Learning Pronunciation

Teaching pronunciation in high school is very essential in Thailand. Teacher should give more attention in teaching pronunciation and decide the area of sounds that become the basic need for students. Pronouncing words like native is difficult for most learners to achieve in a foreign language. Most of learners are satisfied with reasonably intelligible speech in the second language and this is an acceptable goal for the English Foreign Language teacher. The teacher should give guidance during the regular speaking lesson to students who are having difficulty with particular sounds. The particular sounds that students will find it difficult will differ for different language backgrounds.

2.1.3.1 The Objectives of Teaching Pronunciation

Here are some objectives of teaching pronunciation:

1) Ability

The pronunciation should enable learners to surpass the threshold level so that their pronunciation will not detract from their ability to communicate (Celce-Murcia, et al. 1996).

2) Consistency

The pronunciation should be smooth and natural.

3) Intelligibility

The pronunciation should be understandable to the listeners. (Kenworthy, 1987)

4) Communicative Efficiency

The pronunciation should help to deliver the meaning that is intended by the speaker.

Based on the goals above, the intelligibility is considered the main goal of pronunciation since the idea of pronunciation is to enable the listeners to understand what the speaker says. Kenworthy (1987) states that the main goal of pronunciation for the learners is can be comfortably intelligible. It means that the conversation between the speaker and the listener can be comfortable. It is not the condition where the speaker and the listener speak a native like pronunciation, but both of the speaker and the listeners understand each other.

2.1.3.2 The Problems of Teaching Pronunciation

2.1.3.2.1 The Learner

The first problem found in designing the pronunciation curriculum is perhaps the one most immediately evident to the learners themselves. We must really point out, the teaching of pronunciation is not just a linguistic matter and we need to take into consideration such factors as our learners' ages, exposures to the target language, amount and type of prior pronunciation instruction, and perhaps most importantly their attitude toward the target language and their motivation to achieve intelligible speech patterns in the second language (Wong 1987; Celce-Murcia 1996).

Many experts have given their ideas related to the problems of teaching pronunciation of the learner.

a) Age

Research in the field further indicates that children and adults believe sounds in a very similar manner (Celce-Murcia, 1996). The teachers need to redefine the goal of the pronunciation class as comfortable intelligibility rather than accuracy, and ensure that this goal is reflected in the methods and activities (Celce-Murcia, 1996).

b) Aptitude, Attitude, and Motivation

There are four characters that constitute language aptitude (Celce-Murcia, 1996):

- a. Phonemic coding ability: the capacity to discriminate and code foreign sounds such that they can be recalled.

- b. Grammatical sensitivity: the ability to analyze language and figure out rules.
- c. Inductive language learning ability: the capacity to pick up language through exposure.
- d. Memory: the amount of rote learning activity needed to internalize something (a new sound, a lexical item, a grammatical rule, the pronunciation or spelling of a word, etc.).

Some learners are in fact fairly balanced in these four characters, whereas others have strengths and weaknesses. Learner weak in phonemic coding ability would have much more difficulty achieving a readily intelligible pronunciation than those with high aptitude in this domain. Teachers and pronunciation syllabus need to be sensitive to such learner differences and not expect all learners to achieve the same level of success in the same amount of time.

2.1.3.2.2 The Teacher

The problems of the teacher related to pronunciation practice are stated below:

a) The Lack of Knowledge about Pronunciation

Sometimes, teachers are simply do not understand about pronunciation, so they often make mistake when they pronouncing words or utterances. They do not know how the sounds are produced, so they cannot explain to their students.

b) **The Lack of Motivation to Teach Pronunciation**

Many teachers ignore the importance of pronunciation in language learning.

They think that pronunciation is not as important as writing, reading, grammar, etc.

2.1.4 Techniques and Roles of Teaching Pronunciation

2.1.4.1 Techniques of Teaching Pronunciation

There are many techniques of teaching pronunciation. According to Celce-Murcia (1996), there are ten techniques of teaching pronunciation as follows:

- 1) **Listen and imitate:** A technique used in the Direct Method in which students listen to a teacher-provided model and repeat or imitate it.
- 2) **Phonetic Training:** Use of articulator descriptions, articulator diagrams, and a phonetic alphabet.
- 3) **Minimal pair drills:** A technique to help students distinguish between similar and problematic sounds in the target language through listening discrimination and spoken practice.
- 4) **Contextualized minimal pairs:** In the technique, the teacher establishes the setting and presents key vocabulary; students are trained to respond to a sentence stem with the appropriate meaningful response.
- 5) **Visual aids:** Enhancement of the teacher's description of how sounds are produced by audiovisual aids such as sound-colour charts, Fidel wall charts, rods, pictures, mirrors, props, etc. these devices are also used to cue production of the target sounds.

- 6) Tongue twister: A technique from speech correction strategies for native speakers.
- 7) Developmental approximation drills: A technique suggested by first-language acquisition studies in which second language speakers are taught to retrace the steps that many English-speaking children follows as they acquire certain sounds in their first language.
- 8) Practice of vowel shift and stress shift related to affixation: A technique based on rules of generative phonology used with intermediate or advanced learners.
- 9) Reading aloud/recitation: Passage or scripts for learners to practice and then read aloud, focusing on stress, timing, and intonation.
- 10) Recordings of learner's production: Audio and video tape of rehearsed and spontaneous speeches, free conversations, and role plays.

There are various arguments and support for the effectiveness of pronunciation training on learners' achievement in communicative competence. Morley (1998) states pronunciation plays an important role in overall communicative competence. Yong (2004) suggested that from the traditional ways of learning English, students neglected the basic knowledge of speaking. This may have been enough to meet the demands of English in the years when we had less communication with foreign countries. Yong (2004) states that understanding by reading or writing would no longer be sufficient for the development of the economy and that communicating face to face personally or through the internet needed to be understood.

According to Harmer (2001) the key to successful pronunciation teaching however is not so much getting students to produce correct sounds or intonation, but rather than to have them listen and notice how English is spoken either on audio or video tape or teachers themselves. It means, the teachers need to give more examples or show the students the way how to produce the correct sounds rather than ask students produce more sounds. The teacher might be a model to show how the sound produces than students imitate.

2.1.4.2 Roles of Teaching Pronunciation

2.1.4.2.1 The Roles of the Teacher

The roles of the teacher in pronunciation practice are very essential in improving student's pronunciation ability. It can be said that the teacher is the main key determine the success of teaching learning process. According to Kenworthy (1987) the roles of the teacher in pronunciation practice are as follows:

a) Helping Learners Hear

Part of the role of the teacher is to help the learners know the sounds. Learners will easily perceive English sounds by hearing any English dialogues or songs. The learners need to hear to the real sounds of English native speaker in order to make them understand the concept of English spelling sound. This process needs teacher assistance to guide the learners to the right English pronunciation concept and to avoid mistakes and errors that are probably made by the learners during the process.

b) Helping Learners Make Sounds

Some sounds of English do not permit to use or make transcript in other languages. Sometimes learners will be able to imitate the new sound, but if they cannot then the teacher needs to be able to give some hints which may help them to make particular sounds.

c) Providing Feedback

The teacher must provide the learners with information about their performance since the students may have a misunderstanding about the concept of English pronunciation.

d) Pointing out What is Going on

In order to have better understanding in pronunciation, the teacher needs to make the learners aware of the expressions they are produced or they may miss something important. For example they may not realize that when a particular word is stressed in different way may affect the message that is sent to the listener.

e) Mapping Activities

Learning pronunciation is complex, so the teacher must consider some factors to succeed the teaching learning activity. The teacher must find appropriate teaching approach, materials, media, etc. in designing the activities for learning.

f) Assessing Progress

The teacher must provide the information about the progresses made by the learners since the learner cannot easily asses themselves.

2.1.4.2.2 Roles of the Learners

Having listed the various aspects of teacher's role, it can be concluded that all learners need to do is respond, but it is not as simple as that. This kind of attitude ignores the fact that ultimately success in pronunciation will depend on how much effort the learner's willingness to take responsibility for his or her own learning. The teacher may be highly skilled at noticing mispronunciation and pointing these out, but if the learners take no action and do not try to monitor their own efforts, then the prospects of change or improvement are minimal.

2.2 Communicative Drilling

2.2.1 Definition of Communicative Drilling

Communicative drilling method is a method of teaching English that students listen to a model, provided by the teacher, or a tape or another student and repeat what they heard. For example is when the teacher says "Jack Black is very sad" the student will repeat it exactly same. Communicative drilling method can be used to show students' ability in using English in good way (Brahmantio, 2012).

2.2.2 Kind of Communicative Drilling

For communicative drilling technique there are many useful drills for purifying and teaching the correct and accurate pronunciation of the utterances and words. Here we will handle some of the common ones from Senel (2006).

2.2.2.1 Association Drill

This is one of the easiest ways to give the students practice on specific problem sounds while the manifest purpose of the drill appears to be vocabulary study. Concentrating on the phonemes /æ/ and /e/, teacher may ask the students for antonyms of the following words: sick, sit, thin, and more. The students would respond with well, stand, fat, less. In this type of drill it is useful to call the students' attention to the fact that the words they will select all contain /æ/ or /e/.

For example,

1. In which of the following word, do we have /æ/ sound?
a. bed b. bad c. but d. bear e. beer
2. In which of the following word, do we have /e/ sound?
a. bag b. mail c. get d. lake e. feet
3. In the following words do we have two /æ/ sounds?
a. handicap b. butterfly c. breakfast d. bankrupt e. walkman

2.2.2.2 Saturation Drill

This type of drill is suitable for all positions of the problematic sound. For example, the researcher takes /s/ sound as a problem sound. It can be drilled in its three positions by means of saturation drill.

Initial	Medial	Final
See	Leasing	Peace
Seep	Pistol	Niece
Seem	Classic	Purse
Seed	Faucet	Curse
Sip	Paucity	Less

2.2.2.3 Comparative Drill

In this type of drill, words almost similar in every respect except the one element to be drilled are placed in juxtaposition. Since we tend to confuse sounds that are similar these drills with stimulate accuracy in hearing, performance, and

judgment. Most standard texts in voice and diction are excellent sources of such drill material.

For example, this drill may be effective if two sounds are confused such as /æ-e/, etc. For example, comparative drill for /æ-e/ sounds:

sat-set
band-bend
sand-send
bad-bed
pan-pen

It will readily be seen that above drills have certain fringe benefits in that the words are arranged according to the vowel scale. Vowels that are commonly confused are best drilled in this type of drill. The students' own participation in composing such drills is worth the time it takes because he'll drill more intelligently and therefore establish new patterns more firmly and quickly. At the same time, it will give him/her a technique to apply to other areas where drill may be needed (Rochmis and Doob, 1970).

2.2.2.4 Substitution Drill

This type of drilling may be applied by substituting any sound instead of the other sound. Number of these activities may be increased and it is also possible to apply practice sounds and contrast sounds exercises such as:

1. Exercises to practice /a/ sound
 - a. The dog gave a sharp bark.
 - b. The argument started when the guard refused them entrance
 - c. The yard was so dark.
2. Exercise to contrast /a/ and /ʌ/ sounds.
 - a. That hut was certainly hot.
 - b. Did he rub or rob?
 - c. Hand this cup to the cop.

2.2.3 The Advantages of using Communicative Drilling

There are some advantages through communicative drilling (Brahmantio, 2012):

1. Especially for students, they can memorize what they have learnt. Teacher read words or phrases, and then students imitate it. This helps the students to notice the correct form and pronunciation that teacher has spoke. Later, students can memorize it because they repeat the words or phrases.
2. The students also get intensive practice in hearing and saying. When students learn new words or phrases, they may have difficulties to pronounce, so they hear it carefully and imitate sounds which are different from students' first language.
3. If students make a mistake to pronounce the word such as "why" and they pronounce it "wei", then the teacher will correct the mistake immediately, students get immediate correction and they get the right way how to pronounce it.
4. Related to students' correction on wrong pronunciation, students also notice the correct form or pronunciation in a words or phrase when they had a correction of their mistake.

2.2.4 The Disadvantages of using Communicative Drilling

There are some disadvantages through communicative drilling (Brahmantio, 2012):

1. Drilling method often makes students less creative and innovative. Drilling students by repeating words or phrases that teacher say make the students

just learn what they heard and imitated from the teacher. Students have no various words or phrases over what the teacher said. These mean that drilling is very controlled by teacher. The teacher has to handle and take over the drills. Why the teacher has to handle and takes over because it will prevent students to go on far too long.

2. While students have to say the same as the teacher said, it is sound monotonous for students because they have to repeat the same words or phrases again and again. Students will get bored when they learn something monotonous and less variation.

2.2.5 Procedures of Communicative Drilling

From the theories that have been described, it can be explained that the procedures are follows:

- 1) The students listen to the teacher says and then they repeat it. It is a must to let the learners listen to the words several times.
- 2) The teacher has to repeat the words three times or more. The repetition part is using kind of Communicative drilling.
- 3) The teacher should repeat the items with natural speed, since slow or fast stimuli will affect the pronunciation of the student and the speed of their response perhaps in addition to distorting the meaning also.
- 4) The teacher is the model and the learners will imitate her with the same speed and intonation.

2.3 Previous Study

In this study, the researcher takes review of related literature from the other papers, and the first title is “Improving Pronunciation Ability Using Cartoon Films”. It was conducted by Mustika Ratna Pratiwi (2010). In this research, the researcher focuses on whether cartoon films can improve students’ pronunciation ability and to what extent cartoon films can improve students’ pronunciation ability and what happens when cartoon films are used as a teaching learning media in pronunciation practice in the eighth grade students of SMP Negeri 1 Kaliwiro. The similarity from between the researcher and her is on the pronunciation ability and the different from the researcher’s research that the media and treatment for the students. She used cartoon film as media but the researcher use BBC video.

The second research was done by Patchara Varasarin (2007) with his thesis entitled “An Action Research Study of Pronunciation Training, Language Learning Strategies and Speaking Confidence”. This study is a collaborative action research investigation to develop pronunciation training and communicative competence for Thai students studying English in Thailand. This study investigated pronunciation training and language learning strategies, how they influenced the learning behaviour of Thai students studying English and improved their speaking confidence. The similarities of the researcher research the subject is Thai students and pronunciation problem. The different from the researcher’s research that the focus. He focused on the speaking confidence and the researcher focus on the pronunciation ability.

The next research was conducted by Sa'diah (2015) entitled "Improving Students' Pronunciation through Audio Lingual Method Using Repetition Drill". In conclusion she said that the result of the test shows that Audio Lingual Method with repetition drill is able to improve students' pronunciation of closing diphthong /ai/ and closing diphthong /ei/.

A research focuses on students pronunciation also was conducted by Alfioedarwati (2009) in her thesis entitled "The Influence of Pronunciation toward Listening Ability (A Case Study of Sixth Class of Semowo 02 Elementary School Kec. Pabelan Kab. Semarang in the Academic Year of 2008/2009)". The conclusion, there was no influence between pronunciation and listening ability, but both of them are really important in learning English.

Based on those researches, the researcher concludes that all of those researchers are had different and similarity with the researcher research. All of them not focus on the application of drill method to improve students pronunciation and the researcher will use communicative drilling to improve the students pronunciation at the 11th Matyum-Play in Sasana Bamrung School, Songkhla, Thailand.