

CHAPTER 1

INTRODUCTION

This chapter provide an extensive overview of the study. It contains the background, formulation of the study, the operational definition, the aim of the study, and significant of the study.

1. Background of the Study

Pronunciation is a basic thing in English, it is an important thing that must be considered in communication because the intonation, sounds, and patterns can influence the understanding of the other person. Therefore, teachers must meet appropriate pronunciation standards because apart from being non-native English speakers, they are also learners, where in this research the participant is a teacher because the teacher is the learning model in the classroom. Nevertheless, in Indonesia, pronunciation has not yet received similar attention. Many students struggle significantly with pronunciation (Purwanto, 2019). Besides that, the difficulty in pronunciation for speakers of one language may arise from features that are easily managed by speakers of another language. This challenge can stem from the presence of distinct sets of phonemes in each language (Vančová, 2019).

Based on the writer's observation in an English language learning center, pronunciation becomes a focal point in the learning process, crucial for enhancing oral communication in one of the conversational classes. This is important to avoid mispronouncing words. It indicates that non-formal education is also crucial in supporting students' skills. Non-formal education serves as a reinforcement or supplement that can support formal education with the aim of improving the quality of education (Johnson & Dominika, 2022). Non-formal education becomes a distinct choice as a means for learning outside of school hours, where students will learn with a tutor with the goal of enhancing a specific skill or knowledge. In non-formal education, students are given more opportunities to explore and intensify the learning process.

Moreover, the advantage of non-formal education lies in its ability to adapt to the needs and interests of students, providing a more flexible system that allows learners not to feel rushed and depends on the pace of the student's learning (Johnson & Dominika, 2022).

Therefore, the phenomenon that occurs in one of the conversational classes at an English learning center in Tasikmalaya shows that pronunciation accuracy is crucial for every student to master. In the classroom learning, the use of repetition drill becomes the main technique in delivering material and improving pronunciation. Thus, in this case, a repetition drill can stone students to speech accuracy with repetition abrasion to improve some aspects of pronunciation accuracy. In reality, students face difficulties when saying some English words and pronouncing certain sounds. Based on the problems faced by the students above, the teacher who serves as the main instructor in the class has the responsibility to conduct lessons that can minimize such issues. The teacher believes that by implementing relevant techniques and meeting the students' needs, it will help them overcome the problems.

There are a lot of techniques in teaching or practicing pronunciation. One of the most popular classroom techniques that is often used in language class is the repetition drill method. Repetition drill method is a familiar classroom technique that is used to practice a new language that focuses on teaching English pronunciation for EFL learners. Additionally, drill is characterized as a method involving structured oral repetition of sentence, language segments, or individual words in the target language (Hájková, 2014). According to Allen and Campbell, drilling is a technique that is still used by many teachers when introducing new language items to their students. Based on behaviorist theory, a drill has two parts, there is what the students hear (stimulus) and what they have to say (response). This method makes the teacher a center in the process of teaching and learning, the teacher drills a word or sentence and the learners repeat it.

Moreover, drilling is a good technique that is suitable in teaching pronunciation or increasing students' language skill. According to Hájková

(2014), there are some types of drilling: (1) Repetition drill, students repeat an utterance aloud as soon as they have heard it, (2) The Simple Substitution drill, teacher's state a line from the dialogue, and then use a word or phrase as a 'cue'. When repeating the line, must substitute into the sentence in the correct place, (3) The Variable Substitution Drill, (4) The Progressive Substitution Drill, (5) The Question and answer drill, students should answer or ask questions quickly, (6) Transformation drill, a sentence is transformed by being made negative or interrogative or through changes in tense, (7) The Situationalized Drill, (8) The Chain drill, students ask and answer each other in a circular chain around the classroom, (9) Expansion drill, when a word is added, it takes a certain place in the sequence, (10) True Sentences, (11) The mumble Drill, it helps in the retention of vocabulary, (12) Communicative Drills.

Repetition drill is a quite familiar teaching technique used in this foreign language classroom (Ardima, 2020). One non-formal education institution utilizes repetition drill as a means to enhance students' pronunciation accuracy. It turns out that the use of repetition drill is one of the most frequently employed techniques to introduce new vocabulary or improve students' pronunciation accuracy. Moreover, the implementation of repetition drill in this conversational class positions the teacher as a model with supporting teaching aids such as a whiteboard, educational videos like phonics stories, and

Based on the previous study, conducted by Mendrofa & Wijaya (2022), regarding the benefits of using repetition drills to enhance speaking ability, it shows that repetition drills can help build learners' confidence and fluency in speaking. Furthermore, repetition in the repetition drill technique improves students' pronunciation and enhances their confidence during speaking practice. Another previous study, the study conducted by Tika (2019), this study held for seventh-grade students at the junior high school explained the improvement of students' pronunciation through the use of the drilling technique. The results showed an enhancement in students' pronunciation, proving that the implementation of the drilling technique in the classroom demonstrated a significant improvement in students. Furthermore, the research also revealed

that the drilling technique is an effective and suitable method for enhancing pronunciation ability. Based on this study, students will be able to apply their knowledge through interactions with both peers and teachers to practice pronouncing words.

However, it was found several problems such as the lack of attention to the use of technique in pronunciation teaching resulting in limited knowledge about integrating pronunciation instructions in language classes (Derwing & Munro, 2005). Also, the students were still accustomed to using their mother tongue to pronounce the word. There is still limited research on the current research that discusses the impact of using English language teaching techniques, especially in the term of pronunciation. In line with the dynamics of education, previous research highlighted the success of the drilling technique in improving pronunciation among students in formal schools such as junior high schools. Thus, considering the changing educational context and current learning needs, the research is updated to evaluate the use of the drilling technique across different educational levels. Additionally, this study conducted in non-formal educational institutions to obtain a broader perspective on the use of repetition drill techniques in the context of evolving education.

From those explanations above, the researcher conducted a Repetition Drill technique in the research. This technique is a simple technique that's proven to be effective for learning English, especially pronunciation. Therefore, the aim of this study is to explore how the utilization of repetition drill as a technique in English language instruction impact to the accuracy of students' pronunciation.

2. Formulation of the Problem

Research question used to support research:

“How does the Repetition Drill impact on students' pronunciation accuracy in an English Conversational class?”

3. Operational Definition

3.1 Impact

In this study, impact is defined as the changes resulting from the process of using repetition drill techniques that can be felt and observed by teachers and students in the classroom. Therefore, the impact in question is the impact achieved from the teachers' and students' perspectives on the use of repetition drill in the classroom regarding the use of repetition drill technique in conversation class to improve pronunciation accuracy.

3.2 Repetition Drill Technique

Repetition occurs when the teacher and learners model the language, and the learners repeat the words together multiple times. The aims of repetition drill are to enhance students' pronunciation accuracy, where the teacher will say the word or sentence 3-4 times and ask student to repeat it until the pronunciation accuracy is filled. The procedure conducted is as follows: (1) The teacher will write on the whiteboard or display words or sentences through a PowerPoint presentation or video using a projector, (2) The teacher will pronounce the words and ask students to listen carefully, (3) The teacher will ask students to repeat the sentences the teacher pronounced earlier, (4) The teacher will correct by reiterating the words and providing examples of the intended pronunciation sounds, (5) The teacher will ask students to pronounce several challenging words three times. Additionally, the same process occurs in learning using an educative video, such as a phonics story. The difference is that the initial model is the video itself, but the reinforcement is still carried out by the teacher as the primary model.

3.3 Pronunciation Accuracy

Pronunciation accuracy is defined as the extent to which students produce sounds, stress patterns, and intonation of words and sentences in the target language consistently. The pronunciation measured in this study pertains to the accuracy and clarity of phoneme pronunciation in words or sentences with precise sound production. Key elements considered in improving pronunciation accuracy in the conversational class include;

phoneme (vowels and consonant), stressing, intonation, and articulation.

3.4 Conversational Class

Conversational class is one of the classes in the English language learning course, where the goal is to enhance communication skills. This class is composed of one homeroom teacher and 9 students. The materials presented in this class are based on students' needs, and the techniques used during the learning process require students to participate more actively than in regular classes. In addition, this class emphasizes the mastery of content and pronunciation skills as the key elements in communication.

4. Aim of the Study

The purpose of this research is to investigate the impact of repetition drill as an English language teaching technique based on teacher and students' perspectives.

5. Significance of the Study

This research is expected to be useful for various aspects in the context of language learning.

5.1 Theoretical Significance

The theoretical field in this study provides a new atmosphere and a significant contribution in learning English foreign languages. The study improves the knowledge and theory that could be practiced in teaching English pronunciation techniques and strategies for improving pronunciation accuracy.

5.2 Practical Significance

This study will provide information and instructional models for the readers, especially the teacher, about the recommended technique to learn pronunciation to increase students' pronunciation accuracy.

5.3 Empirical Significance

This study will provide insight into how teachers and students view the use of repetition drill technique as a learning technique in conversational classes to improve pronunciation accuracy.