

CHAPTER 2

LITERATURE REVIEW

This chapter explains a brief explanation of the theories that support the research. these theories relate to the accuracy of pronunciation in language learning, and Drilling technique in language teaching.

2.1 Pronunciation

Pronunciation refers to the way in which a word or a language is spoken, encompassing the articulation of sounds, stress patterns, intonation, and rhythm. These elements combine to produce recognizable and comprehensible speech. The key aspects of pronunciation include sounds, such as vowels and consonants, which are fundamental to proper speech production. According to Astina (2011), pronunciation refers to the way words are spoken, encompassing their accepted sounds and articulation. Linguists often use the International Phonetic Alphabet (IPA) to accurately represent these sounds. Stress is another crucial component, with word stress highlighting certain syllables within words and sentence stress emphasizing particular words to convey meaning. Intonation, the rise and fall of pitch, can significantly affect the meaning of sentences, such as indicating questions in English through a rising intonation at the end. Rhythm, involving the timing and flow of speech, also plays a vital role, with stress-timed languages like English relying on the regular occurrence of stressed syllables to create natural pauses and flow.

2.1.1 Pronunciation Accuracy in Language Learning

2.1.1.1 Importance of accurate pronunciation in learning new language

Pronunciation plays a crucial role in the process of acquiring a new language, particularly English. Language is largely dependent on pronunciation since it directly impacts people's ability to communicate and be understood by others. Accurate pronunciation guarantees that words spoken have the

intended meaning, which promotes productive communication.

Based on Communicative Language Teaching (CLT) theory, the primary goal in acquiring a second language is centered on enhancing 'communicative competence' (Priya & Prasantha Kumar, 2020). It involves delivering the appropriate sound, accent, and articulation when speaking syllables distinctly or indistinctly. It should take into account additional aspects like accent, comprehensibility, and prosodic elements of pronunciation (Including stress, intonation, and rhythm), commonly referred to as supra-segmental features (Handoko, K.C., Mindari, 2016).

Therefore, it holds significance in preventing misunderstanding when listening to or comprehending speakers. Thus, pronunciation as a fundamental component in foreign language learning, fundamentally influences communicative competence and learner performance (ALLAOUA & Rania, 2017). Thus, pronunciation directly impacts communication clarity, listening comprehension, and fluency. Therefore, the students must enhance their pronunciation accuracy as a key for effective communication with native speakers or speakers of other languages. The way we produce words shouldn't just be about getting each sound or word right. Instead, it should be seen as a vital aspect of communication, woven into classroom activities (Gilakjani, 2016).

Thus, the enhancement of pronunciation accuracy is important for students as it ensures clear and effective communication with others. Moreover, pronunciation is important for the interactional dynamics in the communication process (Hirokawa et al., 1986). Accurate pronunciation ensures that speech is easily understood, reducing miscommunication. According to Priya & Prasantha Kumar (2020), accurate

pronunciation isn't just about sounds of words, stress, Intonation, rhythm, and changes in tone in connected speech are also essential. Precise pronunciation is essential due to the presence of numerous English words that share very similar sounds, known as minimal pairs (Handoko, 2015).

Furthermore, pronunciation is a cognitive skill in which some individuals typically have more natural talent than others, but everyone can learn to a certain level if provided with the right opportunities. Thus, the aim of teaching pronunciation isn't to make learners sound exactly like native English speakers, which is only attainable for a select few who are exceptionally talented and drive more practical approach is to help learners pronounce the language clearly without effect their understanding of the message (Akhatovna, 2011).

The importance of pronunciation in learning a new language cannot be overstated. The ability to pronounce words and sentences correctly is the key to effective communication in the target language. With proper pronunciation, one can be more easily understood and also gain greater confidence in speaking. Good pronunciation also aids in better understanding of the language, as errors in pronunciation can obscure intended meanings. Therefore, in the language learning process, it is important to emphasize sufficient practice in pronunciation to ensure participants can develop their communication skills more effectively.

2.1.1.2 The Features of Pronunciation Accuracy

Many applied linguists argue that pronunciation essentially involves both segmental and supra-segmental features, although they prioritize them differently. In the case of comfortable intelligibility, for instance, pronunciation instruction encompasses the characteristics of speech sounds

(consonants and vowels), stress, rhythm, intonation, and connected speech. According to Vančová (2019), there are two features of pronunciation; segmental and suprasegmental features.

a. Segmental features

The sound's segmental elements include vowels and consonants. Vowels are sounds produced from the mouth without any speech organs obstructing the passage. In simpler terms, they are pronounced with an open mouth.

There are two kinds of vowels, long vowel (/i:/, /ɪ:/, / a/, / u:/, / o:/) and short vowel (/f /i/, /e /, /æ/, /ɒ/, /ʌ/, /u /, /o/) In addition to the mentioned types of vowels, there are also diphthongs. A diphthong is a sound formed by two vowels pronounced closely together within the confines of a syllable. There are diphthongs (/ei/, /ai /, /oi/, /au /, /oɪ /, /iɪ/, /au/, /uɪ/, /eɪ/).

Another segmental aspect is consonant, several consonant phonemes closely resemble the alphabet, but it is essential to verify, as there might be a considerable number that is unfamiliar or potentially misleading (Tika, 2019). There are twenty-four consonants; (/p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/, /tʃ/, /dʒ/, /m/, /n/, /ŋ/, /l/, /r/, /w/, /y/)

b. Suprasegmental features

While for suprasegmental aspect, there are; intonation, stress, and rhythm. First, Intonation. In simple way, intonation is the tune of what someone say. Intonation plays a crucial role in aiding understanding while speaking. Thus, intonation can turn a statement into a question or transform a polite request into a rude command. Intonation also allows the expression of the speaker's emotions, making them sound happy, sad, sincere, angry, confused, or defensive.

Second, stress. Stress refers to the emphasis on a specific

syllable in a word or sentence; this is important so that other words are not misunderstood or sound strange. Additionally, to grasp the concept of word stress, it is crucial to understand what syllables are. Stress plays a crucial role in English because different stress patterns can distinguish meanings and intentions. Every word is composed of syllables, and each word can have one, two, three, or more syllables. The word stress in English can be depicted by dividing syllables into three levels: strong, medial and weak, or strongly stressed, lightly stressed and unstressed

Third, rhythm. In some languages, each syllable is given almost the same length, while in others, syllables vary in length. In English, strong beats are referred to as stress – the core of the rhythmic pattern. Misunderstandings may arise, or communication may break down due to these variations. Therefore, for more effective communication, it is crucial to master the rhythm of English. In conclusion, English rhythm is based on stress. A rhythm unit is formed by a stressed syllable, along with unstressed syllables that may occur before or after that stress.

The accuracy of pronunciation is one of the most vital aspects of language learning. The ability to pronounce words and phrases correctly not only enhances an individual's communication skills but also boosts confidence in speaking. When someone can produce sounds similar to a native speaker, they can be more easily understood and accepted by audiences speaking in the target language. By pronouncing words correctly, one can ensure that the message conveyed is not distorted or misunderstood. Therefore, in the context of language learning, focusing on pronunciation accuracy while paying attention to features of the target language's pronunciation is crucial to ensure that participants can develop their communication skills effectively and gain the confidence needed to speak in real communicative situations.

2.1.1.3 Challenges Faced by Students in Achieving Pronunciation

Accuracy

According to ALLAOUA & Rania (2017), pronunciation accuracy could be something very important to be improved. However, there are a lot of challenges faced by the foreign language students when they pronounce the word, that is are the influence of the first language. The process of learning a new language can indeed be somewhat challenging, influenced by the strong influence of the mother tongue or native language, which can be quite dominant. Thus, there are a lot of aspects that influenced by the mother tongue. When discrepancies arise between one's native language and the language being learned regarding the rules governing how sounds come together to form words, difficulties arise as a result of these disparities. Furthermore, as stress and intonation patterns in a language are dictated by its rhythm, learners might inadvertently carry over these patterns into the foreign language.

Another problem identified by Astina (2011), that challenges students is related to pronunciation or sound. In fact, one of the issues students' faces is regarding pronunciation or sound. Additionally, students also have difficulty in imitating and producing correct sounds in the language, such as specific vowel or consonant sounds, different accents, or intonations. The problem that arises is the difficulty for students to eliminate these issues. For example, there are differences in some word sounds between one's mother tongue and English sounds. Several of these acquisition processes resemble those identified in the initial stages of phonological development in one's native language, suggesting a potential reactivation of strategies employed during the early phases of first language learning.

Furthermore, improving students' pronunciation accuracy is

a crucial aspect (ALLAOUA & Rania, 2017). However, foreign language students encounter several challenges in achieving this accuracy. These challenges collectively underscore the complexity and multifaceted nature of achieving accurate pronunciation in foreign languages, impacted by linguistic, developmental, and individual psychological elements.

The challenges faced by students in achieving pronunciation accuracy can be significant in the language learning process. One of the main challenges is the phonetic differences between their native language and the target language. Students are often accustomed to sound patterns from their native language, which can be vastly different from those in the target language. Additionally, incorrect pronunciation habits can also pose a significant challenge. Students may have developed habits of pronouncing certain words or sounds inaccurately, and changing these habits can be difficult. Therefore, it is important for teachers to identify these challenges and seek effective strategies to overcome them so that students can improve their ability to pronounce words and phrases correctly.

2.2 Drilling Technique in Language Teaching

The drilling method in language teaching involves repetitive practice of language elements, such as vocabulary, grammar structures, or pronunciation, to reinforce learning and develop fluency. Learners engage in systematic repetition of language items, often in response to prompts or cues from the teacher, with drills structured to gradually increase in complexity.

2.2.1 Repetition Drill

Repetition Drill is a method that is employed in language classroom for an extensive period, originating from the Audio-Lingual Method which uses drill as the technique that prioritizes repetitive oral exercise to reinforce structural pattern (Mardhiyah,

2019). Repetition drill is a pedagogical technique where the learner learns pronunciation by repeating words, phrases, or sentences multiple times. Repetition Drill proves highly valuable for enhancing students' memory and improving their pronunciation accuracy. Using repetition, the villagers can imitate the accurate pronunciation and adopt the speech patterns of a foreign speaker, minimizing the risk of misunderstandings (Satriani & Hasbi, 2021).

Furthermore, this particular drill encourages students to faithfully replicate the teacher's model. Repetition drill gives the students opportunity to do the exercise and helps them to increase students' confidence. Moreover, repetition drill offering learners the chance to receive instant feedback assists them in recognizing the accurate form or pronunciation of a word or phrase, and this subsequently enables learners to accurately pronounce words (Mendrofa & Wijaya, 2022).

The previous definition confined the concept of repetition drill to students' repetition of sentences, phrases, and words demonstrated by the teacher. It can be seen as the frequent repetition of physical tasks, mostly, to automate the body systems involved with those tasks easily and seamlessly, associated with commands. Sometimes, it takes the form of stimulus-response, where the commands serve as stimuli while the actions serve as responses (Duff, 2021). In addition, the immediate feedback offered by this method aids in honing precise language production, allowing students to grasp and replicate accurate word form and pronunciations efficiently. Thus, the dialogues or a sentence included specific expressions related to the class materials.

The importance of repetition drills in language learning cannot be overstated. Repetition drills are a method that has been proven effective in improving pronunciation skills and mastering vocabulary. By engaging in repetitive drills, students have the

opportunity to correct their mistakes and strengthen the connection between the sounds and meanings of words in the target language. These exercises also help students internalize language structures and patterns more effectively. It is important for educators to design varied and engaging repetition drills to keep students involved and stimulated. By considering these aspects, repetition drills can become a highly effective tool in supporting students' language learning process.

2.2.2 Repetition Drill in Behaviorist Theory

The Behaviorist theory is a theory developed by B.F. Skinner that emphasizes the crucial role of stimuli and responses in shaping behavior. According to this theory, the repetition of stimulus and responses can form habits and strengthen the association between the given stimulus and the resulting response. The simplicity and engagement of learning this theory is a mechanical habit and is the result of the frequent reinforcement of the sequence of stimulus and response that has a major impact on language teaching (Bunga, 2021).

The relationship between behaviorist theory and repetition drill exercises lies in the principle of behaviorism being applicable by providing stimuli in the form of pronunciation exercises (such as words or phrases) and instructing students to respond by repeating the pronunciation repeatedly. Thus, this theory considers that learning brings about changes in students' behavior, such as generating oral products, and the teacher's task in this process is to control stimuli and the learning environment so that the desired changes can be achieved (Budiman, 2017). This repetition aims to strengthen the connection between the stimulus (pronunciation exercises) and the response (repetition of pronunciation).

The behaviorist theory emphasizes the significance of applying positive reinforcement and consistency to shape desired

behavior. In the context of repetition drill, positive reinforcement involves acknowledging correct pronunciation or gradually improving students' skills. Furthermore, clear feedback plays a role in assisting students in understanding and correcting their mistakes, contributing to the development of accurate stimulus-response associations.

Additionally, Behaviorist theory is conditioned verbal behavior that consists of stimulus-response associations (Purdue, 1970). Thus, by applying the principles of behaviorism through repetition drill exercises, students will be trained to achieve precise pronunciation and develop improved pronunciation habits. The use of stimuli and responses is expected to strengthen neural connections in the brain, enabling students to pronounce the words more easily and accurately during conversation classes.

According to behaviorist theory, repetition plays a key role in shaping desired responses in learning. Through repetitive drills, students are guided to respond to stimuli in the desired way repeatedly. This allows for the formation of strong associations between stimuli and responses, thereby reinforcing the practice. In repetition drills, students are given the opportunity to practice repeatedly, enabling the formation of new habits and improvement in language skills. Therefore, repetition drills in behaviorist theory are considered effective tools in shaping and reinforcing desired behaviors in language learning. By providing structured and directed repetition drills, teachers can assist students in achieving higher levels of language proficiency.

2.2.3 The Principle of Efficiency of Repetition drill

According to Turner (1997), there are analysis ways in assessing the efficiency of repetition drills:

a. Expected terminal behavior

The expected terminal behavior means that language

learning is habit formation. Learning occurs through analogy and transfer of identical patterns; these exercises are a very important step in language learning.

b. Response control

Response control refers to the ability to manage the response or feedback from learners during the repetition exercises. It involves monitoring and assessing the responses given by students. In the context of drills, students' responses to specific repetitions are observed to ensure proper comprehension, accurate pronunciation, and familiarity with the material being learned. Teachers or facilitators typically employ response control to ensure that students are following and comprehending the exercises effectively.

c. The type of learning process involved

The type of learning process involved in the principle of repetition drill refers to the kind of learning process engaged during the repetition exercises. It pertains to how students assimilate and process the information presented in the drills, whether through mechanical repetition, meaning-making, or active communication. It signifies whether the learning process leans more towards mechanical aspects, meaning creation, or communicative aspects when dealing with these repetition exercises.

d. Utterance response

Utterance response refers to the learners' reactions or responses to the phrases or sentences repeated by the teacher or instructor. It involves how students react or respond to what has been demonstrated by the teacher during the repetition exercise. This response can consist of repeating words, phrases, or sentences taught and can indicate the level of understanding and the students' ability to follow the repetition instructions.

This principle is rooted in the idea that planned and directed repetition can significantly enhance learning effectiveness. In the context of repetition drills, this principle emphasizes the importance of focused repetition to achieve maximum learning outcomes in a relatively short time. By organizing repetition drills efficiently, students can strengthen neurological connections that facilitate language mastery more quickly and effectively. By planning drills that target areas needing improvement and providing appropriate feedback, instructors can maximize the benefits of each practice session. The efficiency principle of repetition drills suggests that by employing a structured and well-organized approach, students can attain higher levels of language proficiency in a shorter period of time.

2.2.4 The Use and the Procedures of Repetition Drill in the Teaching Process

Similar to regular class preparations, the use of repetition drills also requires classroom preparation, such as the necessary materials (Khakim, 2015). According to Hájková (2014), the process of learning follows three parts: (1) A stimulus, (2) A Response, (3) A Reinforcement. Moreover, in its application the teacher needs to deliver the material clearly and ask students to repeat it until the desired accuracy is achieved. Repetition drills are beneficial for students' pronunciation because through repetition, better pronunciation is developed.

Repetition Drill entails delivering educational content through systematic training of students via oral, written, or practical activities. This method aims to equip students with strong proficiency in learning. Repetition drills are a commonly used method in language learning to reinforce pronunciation and vocabulary mastery. In the teaching process, drill repetition typically

begins with the instructor providing examples of words or phrases to the students, and then asking the students to repeat after them. The instructor then provides immediate feedback on the students' pronunciation, correcting errors and providing positive reinforcement for correct repetition. This procedure is often repeated several times to ensure that students gain understanding and strong proficiency in pronunciation. Additionally, repetition drills can also be expanded to include usage in sentence or dialogue contexts, which helps students understand and apply language structures better in real-life situations. By organizing repetition drills effectively, instructors can provide a systematic and targeted approach to language learning, helping students make significant progress in language mastery.

2.3 Study of Relevant Research

The research related to the use of repetition drills has been widely discussed in several related titles. One of the studies conducted by Hájková (2014), has shown that repetition drill could significantly increase students' pronunciation accuracy. However, this research suggests to other researchers to use the study as additional reference for further research with different places so this research can be a motivation for other researchers especially about the recommendation the use of the effective learning technique for improving students' pronunciation accuracy.

In addition, another study conducted by Sari (2019), this is a study that examines the effects of using drilling on students. The results of the study show that there is a significant effect on changes in pronunciation accuracy between students who use this technique and those who do not. Moreover, there is an improvement in pronunciation in the experimental class as seen from the scores of the post-test. Therefore, it can be said that the drilling technique is quite effective for training pronunciation accuracy in second-grade students of junior high school.