CHAPTER 1

INTRODUCTION

A. Background of Study

Language plays are very important role in the society. There are many languages used in the international form, but the most frequently used is English. Then, English is applied in many aspects of life, for instance, book are written in English, information about technology is often using English, and etc.

Several countries have stated English as their mother tongue which make English an important language in the world. It is stated by C.L. Barber "However, English has become a world language because of its establishment as mother tongue outside England, in all continents of the world" (1978; 224). That's why Indonesian government obliges English is taught in every school from elementary school until university.

In English language teaching, there are four language elements namely: structure, vocabulary, pronunciation and spelling. Those elements are taught in order to develop the students' skill in the language learning. One of those that should be noticed is pronunciation. It is considered as a difficult element method that can be applied in learning pronunciation.

Pronunciation is one of the aspects that supports one's speaking skill for communicating with others. Someone can speak fluently if he can distinguish and pronounce word accurately. Duppenthaler said: "pronunciation along with grammatical accuracy is one of the main factors by which native speakers of

English judge the proficiency level of non-native speakers" (1991:32). However, they will be able to learn from the mistakes they were done.

Indonesia has many different cultures and local languages, for example are the languages of Sundanese, Javanese, Ambon, Manado, Batak, Bugis and others, so many languages there are in this world.

When someone wants to learn to understand the language, sometimes they encountered some difficulties in pronunciation, with regard to how they acquired the language of L1 (first language). In connection with all activities someone in mastering of their mother tongue they used to get their through formal and informal education, while the L2 (second language) lasts after they master will learn the language of L1, as described in his book, the teaching of language acquisition, Tarigan (1984), "second language acquisition is the process of conscious or unconscious in learning a second language after mastering one"s native language, both scientifically". Basically, they have two different languages, the first is their native language and their mother tongue want to get to them is understandable.

In our country, some students want to learn English as well as they can, with a good pronunciation which can be understood by the native and other person. As it was known that there are a lot of native languages, beside Indonesian in our country. Thus, the major problem of the students "and pronouncing sound is their first language. On the other hand, native language as their first language has a strong effect related to their pronunciation.

The phenomenon occurred to the students of MTs Sunanul Huda Leuwiliang Bogor. It is found that some students in that school still have many difficulties to English pronunciation. They are speaking in English but use Sundanese dialect in their conversation.

Students should practice in speaking continually. It is expected can minimize their mistakes in pronunciation. This study is aimed at improving students" ability in pronouncing; especially in English pronunciation. Repetition drill is a techniques that still used by many teachers when introducing new language items to their students. The teacher says models the word or phrase and the student repeat it. According to Kelly "Drilling aims to help the students achieve better pronunciation of language items, and to help them remember new item" (2000:16). Repetition drill is a process that differs from the usual definition of word. For these reasons the writer would like to conduct a study on **"IMPROVING SUNDANESE STUDENTS' ABILITY IN ENGLISH PRONUNCIATION THROUGH REPETITION DRILL: A Quasi-Experimental Study at the Eighth Grade Students of MTs Sunanul Huda Leuwiliang Bogor"**.

B. Research Questions

The writer conduct the research at MTs Sunanul Huda Leuwiliang Bogor, it is intended to try to make some questions as follows:

1. How is the Sundanese students" ability in English pronunciation given repetition drill?

2. How is the Sundanese students" ability in English pronunciation without given repetition drill?

3. How is the significant difference between the improvement of Sundanese students" pronunciation by using repetition drill technique and without using repetition drill?

C. Purpose of the Research

The purposes of the research are stated as follows:

1. To know the Sundanese students" ability in English pronunciation given repetition drill.

2. To know the Sundanese students" ability in English pronunciation without given repetition drill.

3. To know the significant difference between the improvement of Sundanese students" pronunciation by using repetition drill technique and without using repetition drill.

D. Significances of the Research

1. Students

The Sundanese students can improve their ability in English pronunciation.

2. Teacher

The teacher can improve their teaching in English pronunciation given repetition drill.

3. Reader

It will be useful for the reader to know the importance of repetition drill to improving Sundanese students" ability in English pronunciation.

E. Rationale

In English there are four language skills that should be mastered, they are: listening, speaking, reading, and writing. According to Tarigan (1984:1-3), "English language skill has four components; listening, speaking, reading, and writing skills.

One of the four skills speaking this is used to deliver some ideas, whishes, and needs to other people. According to Harris (1969:81), speaking is a complex skill requiring the simultaneous use of the number of different abilities which often develop at different rates.

In English language teaching, there are four language elements namely: structure, vocabulary, pronunciation and spelling. In communication the most important thing is the message can be accepted well by the interlocutor. The communication will run well, if the participants understand each other: they understand the message being communicated.

On the contrary, when they are not able to deliver the message well, the interlocutor cannot understand their message. In this case, the communication is unsuccessful. This condition happens because the participants encounter the errors

in speaking. The errors could result from several factors, such as shy to speak, less confidence, lazy, lack of vocabulary, and lack pronunciation (dialect).

Furthermore, there are many factors that cause the students errors in speaking. Generally, the causes of speaking are divided into two factors: internal and external factor (Syah, 1995:173)

1. Students" internal factors. It is a condition of students, consist of:

   a. Cognitive factor such as low intellectual students

   b. Affective factors such as the unstable emotion and behavior

   c. Psychomotor factors such as the disturbed organ of sensor (eyes as sense of sight and ear as sense of hearing)

2. Students" external factors consist of supported environment situation and condition to students speaking activity, such as:

   a. Family environment such as unharmonious family relation

   b. Society environment such as slums area and naughty peer group

   c. School environment such as a bad condition and location of school such as near to a market, a low quality of instruments of student and teacher condition.

Relating to this research, the factors that cause students errors in speaking English will be limited and specified into internal factors (cognitive and psychology) and external factors (school environment: teaching method, teaching media, facility, and source).

Pronunciation is always important, not only for the beginning students but also at all times when the student learn a new language. Especially for Sundanese

students" they often bring their own dialect to the new language. To practice their speech organ the teachers have found out the way to practice pronunciation, studying pronunciation should be fun and interesting.

Drilling means listening to a model, provided by a teacher, or a tape or another student, and repeating what is heard. Repetition drills is a kind of drills in which the students repeat the teacher's model as accurately and as soon as possible. In this case, this technique used in order to enable the students to use proper stress, rhythm and intonation which lead them to good pronunciation. It is very useful at the beginning stage of language learning to built up the "kinetic memory" that is for training the students" perceptual motor skills. The teachers can use picture or any instrument to support the English teaching process. Stren also stated:
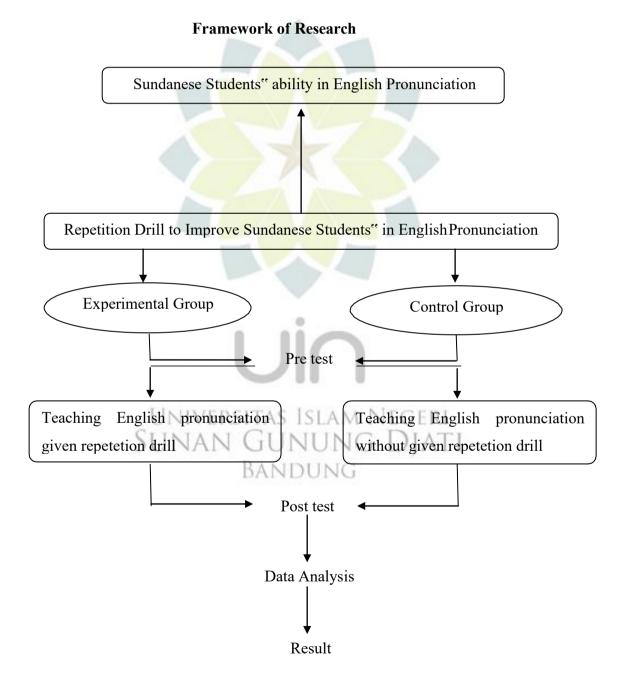
> "In language teaching we must practice and practice, again and again, just watch a small child learning his mother tongue; language learning is mainly of matter of imitation. You must be a mimic, just like a small child. He imitates everything, first practice separate sounds, then words, then sentences. That is a natural order and is therefore right for learning a foreign learning"(1970: 58).

Repetition drills is one of the techniques in audio-lingual method. This technique emphasizes on how students learn a target language by repetition in order to enable the students to reproduce it automatically. The students will achieve this ability by forming new habits in the target language because learning is viewed as habit formation. Besides, the teacher, in this case, has an important role in leading and controlling. He also plays a part in being or providing a good model of imitation for the students. The learning materials are graded based on the level of complexity. Consequently, the beginners are only presented by the simple ones. Finally, the students" errors are really avoided because it viewed as a

formation of bad habits. Thus, when errors occur, the teacher immediately

corrects the errors.

Based on the statement above, to make it easier to understand, it is

summarized into the table as follows:

Table 1.1

Framework of Research

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┌─────────────────────────────────────────────────────────┐
│   Sundanese Students" ability in English Pronunciation   │
└─────────────────────────────────────────────────────────┘
                             ▲
                             │
┌─────────────────────────────────────────────────────────────┐
│ Repetition Drill to Improve Sundanese Students" in English  │
│ Pronunciation                                                │
└─────────────────────────────────────────────────────────────┘
         │                                    │
         ▼                                    ▼
   ( Experimental Group )              ( Control Group )
         │                                    │
         └──────────►  Pre test  ◄───────────┘
         │                                    │
         ▼                                    ▼
┌──────────────────────────┐      ┌──────────────────────────┐
│ Teaching   English       │      │ Teaching   English       │
│ pronunciation given      │      │ pronunciation without    │
│ repetetion drill         │      │ given repetetion drill   │
└──────────────────────────┘      └──────────────────────────┘
         │                                    │
         └──────────►  Post test  ◄───────────┘
                             │
                             ▼
                       Data Analysis
                             │
                             ▼
                          Result
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F. Hypothesis

According to Arikunto (2010:110) states that hypothesis is a tentative answer to the problem of research, until proven trough all data collected. Aen (2009:17) states that hypothesis study is indicated the relationship between two or more variables, in the form of sentence statement, briefly defined, deep and clear. Hypothesis must be logical base and a giver of aim to data collection so hypothesis can be making clear of questions will be research.

The working hypothesis of the research can be formulated as follows:

1. Hypothesis positive (Ha) accepted if t count > t table: it means there is significant improvement in English pronunciation trough repetition drill.

2. Hypothesis negative (Ho) accepted if t count < t table: it means there is no significant improvement in English pronunciation trough repetition drill.

G. Research Methodology

1. Method of Research

This research uses a quantitative data. Quantitative research that applies a statistic approach which emphasizes on numbers. The design which is used in this research is an experimental research design. In this research, the writer uses quasi-experimental research design. Creswell (2009: 313) states, quasi-experimental designs do not include the use of random assignment. Then Creswell also states, in this design a popular approach to quasi-experimental, the experimental group A and the control group B selected without random assignment. Both group take a

pre-test and post-test. Only the experimental group receives the treatment (cited in Firdaus, 2012: 12)

This research is expected to know the use repetition drill in improving Sundanese students" ability in English pronunciation through pre test and then giving a treatment with repetition drill the experimental group, after that, giving a post test to the student.

2. Variable of Research

According to Hadi as quoted in Arikunto (2010:159), "Variable is the object of research that has variation". We deal exclusively with variables that have two or more values. This research will take the repetition drill as variable (X) and Sundanese students" ability in English pronunciation as variable (Y).

3. Subject of Research

a. Population

Hasanah (2011:11) defines population as a subject of research that will be investigated as unit of analysis. Based on the statement, it is concluded that population is a number of people that have characteristic and become subject of the research. The research takes the second grade students of MTs Sunanul Huda Bogor. It consists of 67 students; 25are males and 32 are females, and it is divided into two classes. This research is held at MTs Sunanul Huda which located in Leuwiliang Bogor.

Table 1.2

The Population of Second Grade Student of MTs Sunanul Huda

Leuwiliang Bogor

No	Class	Male	Female	Total
1.	VIII-A	15	20	35
2.	VIII-B	20	12	32

b. Sample

According to Arikunto (2010:174), "Sample is a part of population that will be investigated". The research takes the second grade students of MTs Sunanul Huda Leuwiliang Bogor but only of the sampled consisted of 25 male and 19 female because not all students who were in second grade is the Sundanese students.

Table 1.3

The Sundanese Students of Second Grade of MTs Sunanul Huda

Leuwiliang Bogor

No	Class	Male	Female	Total
1.	VIII-A	12	11	23
2.	VIII-B	13	8	21

c. Techniques of Collecting Data

Test is a question or practices or other tools used to measure skill, intelligence, ability or talent had by individual or group (Arikunto, 2010:266).

This test is oral test; it will be objective test of speaking. In this research, text is used as the instrument of speaking test to know the Sundanese students" ability in English pronunciation by giving pre test and post test between control and experimental class.

1) Pre test

Pre test is the first activity before the teacher does the teaching learning and a post test (Syah, 2011:201). Pre-test is intended to know the homogeneity of the Sundanese students" English pronunciation of two variances before they are given the treatment of repetition drill.

2) Post test

Post test is the last activity after the teacher did the teaching-learning process (Syah, 2011:201). Post test is an activity to know the Sundanese students" ability in English pronunciation between two variables after they were given the treatment and to know the influence of repetition drill on Sundanese students" ability in English pronunciation.

Table 1.4

The Schedule of Research

No	Date	Meeting	Theme	Activities of Experimental Class	Activities of Control Class
1	20 May 2013	1	-	Pre-test	Pre-test
2	23 May 2013	2	Asking, giving, and rejecting help	- Practicing repetition drill - Reading a dialogue	- Reading a dialogue - Practicing pronunciation
3	27 May 2013	3	Expressing agreement and disagreement	- Practicing repetition drill - Reading a dialogue	- Reading a dialogue - Practicing pronunciation
4	30 May 2013	4	Accepting and declining an invitation	- Practicing repetition drill - Reading a dialogue	- Reading a dialogue - Practicing pronunciation
5	1 June 2013	5	-	Post-test	Post-test

Table 1.5

Target Sounds

Pre Test & Post Test

Monophtongs

NO	Target Sound	Words	True	False
1	/i:/	Feel		
2	/I/	Pay		
3	/e/	Edge		
4	/æ/	And		
5	/ə:/	Sir		
6	/ə/	Cola		
7	/ʌ/	Cut		
8	/ɑ:/	Ark		
9	/ɒ/	Hot		
10	/o:/	Cord		
11	/u/	Good		
12	/u:/	Pool		

Diphtongs

No	Target Sound	Words	True	False
1	/ei/	Eight		
2	/ai/	Kind		
3	/oi/	Toy		
4	/əu/	Go		
5	/au/	Found		

Tripthongs

No	Target Sound	Words	True	False
1	/aiə/	Tired		
2	/auə/	Coward		

H. Statistical Procedures

After the data is collected, it will be analyzed through statistic procedures in order to find the result of the research hypothesis. The statistical procedure can be seen in the following table:

Table 1.6

Statistical Procedures

No		Steps	Procedures
1.	**Examining the normality of adata**	Making the distribution table of frequency	a. Determining range (R) b. Determining number of class (K) c. Determining class interval (P) d. Make a table of frequency distribution
		Determining central tendency	Determining the mean
		Determining the standard deviation	
		Arranging the distribution of observation and expectation frequency by using the table	
		Counting chi square X^2	
		Counting the degree of freedom (df)	
		Determining X^2_{table} on certain significant degree	
		Interpreting the normality of data	Comparing X^2_{count} and X^2_{table}

2	**Determining homogeneity of two variances**	Determining F score	
		Determining the degree of freedom of data	
		Determining F_{table} and compare to F_{count}	
		Interpreting the homogeneity of data	
3.	**Examining the hyphothesis**	Determining t_{count}	Determining cumulative standard deviation of both classes
		Comparing t_{count} and t_{table}	
4.	**Determining Gain**		

(Subana, 2000)

(*For a complete calculation formula, see Appendix 1*)