

CHAPTER I

INTRODUCTION

In this chapter, the researcher explains the background of the research, the questions of the research, the purposes of the research, the limitations of the research, and the significances of the research.

1.1 Background of the Research

Nowadays, English has definitely become the medium of communication to communicate with people all around the world. Consequently, people have the need to learn the language to be able to interact with others globally. Even though English in Indonesia is considered as a foreign language, it is still being taught since kindergarten. Though mostly English is assumed as a hard subject in Indonesian schools by the students, most parents support their children, even facilitate them English course, in order to make sure their children comprehend English deeper.

Essentially, speaking is one of the four English skills which is regarded as the most essential ability to be mastered. It is a skill usually trained into practices to be able use the language in the real life settings. On the other hand, writing may considerably be one of the most important skills of English in terms of chatting in social media. But, speaking is more needed than writing since the language is normally used in daily direct conversation. That is why English language learners feel the need to have fluency in speaking English.

Commonly, pronunciation refers to the way in which words are spoken, including the sounds of the letters, the stress placed on certain syllables, and the

rhythm of speech. It plays a crucial role in effective communication for several reasons, such as clarity, fluency, confidence, and cultural connection. Mastering pronunciation is essential for effective and confident communication.

Regarding to one of the materials that is needed to be mastered by eleventh grade of vocational high school students, descriptive text is a type of writing that seeks to explain or portray something in detail. This could involve animals, objects, places, and more. It offers information on the appearance of something or someone, using descriptive language to convey their characteristics. Additionally, descriptive text includes insights on the proper use of Indonesian language and the conventions for crafting such texts. This is in line with the definition from Anderson (2003) descriptive text provides details about specific people, places, or things. In other words, it is specifically crafted to focus on and describe a particular person, location, or object. In the classroom, the culinary students are directed to be able to describe food verbally.

From the observations conducted by the researcher collaborator in the preliminary data, it was found that the students' pronunciation ability in describing food are still considered low among eleventh-grade students at SMK Negeri 6 Kota Jambi. This is evidenced by the assessment results conducted by the researcher who is taking part as the teacher of the class. Many students did not meet the minimum passing grade criteria. In addition to that, the research collaborator found that the monotonous teaching methods were a contributing factor to the students' low pronunciation skill, leading to a lack of enthusiasm in practicing speaking during describing food lesson.

A drilling technique is assumed as one of the teaching techniques in improving students' speaking skill. Effective drilling techniques play a significant role in enhancing students' pronunciation skills. According to linguist Dr. John Field, repetition through structured drilling helps learners internalize the phonetic patterns of a language, allowing them to produce sounds more accurately and confidently. For instance, techniques such as choral repetition, where students practice sounds or phrases together, can reinforce correct pronunciation and improve auditory discrimination. This method not only builds muscle memory but also provides a safe environment for students to experiment with sounds without fear of making mistakes. By incorporating targeted drilling exercises into lessons, educators can facilitate significant improvements in students' pronunciation, making them more effective communicators.

Based on the review above, in an effort to improve students' speaking skills and the quality of describing food at vocational high schools, the researcher is interested in conducting a study named "The Implementation of Drilling Technique for Improving Students' Pronunciation Describing Food Majoring Culinary".

1.2 Research Questions

Based on the background above, in order to achieve the purposes of the study, the researcher has formulated these two following questions:

1. How can drilling technique be used to improve students' pronunciation learning process at a vocational school in Jambi?
2. How can drilling technique be used to improve students' pronunciation

learning outcome at a vocational school in Jambi?

1.3 Purposes of the Research

The researcher is interested in solving students' pronunciation challenges through drilling technique. Hence, the purposes of this research are:

- 1 To describe the implementation of drilling technique in improving students' pronunciation in terms of learning process.
- 2 To investigate the implementation of drilling technique in improving students' pronunciation in terms of learning outcome.

1.4 Limitation of the Research

There was a limitation in doing this research. The limitation was that the study was limited to the fact that it focused only on the students' pronunciation skill in the implementation of the drilling technique to improve the quality of the learning process and the learning outcome in the study of describing food at a vocational school in Jambi. Additionally, the research was conducted only with the eleventh-grade culinary students.

1.5 Significance of the Research

This research was expected to provide knowledge and understanding about the process of learning describing food using a drilling technique and its outcomes for students at SMK Negeri 6 Kota Jambi. Additionally, the results of this study might align with the advancements in knowledge, particularly in the field of English language education.

Practically, for the English teacher, this research was expected to provide benefits from the implementation of the drilling technique in developing the teaching of describing food in an effort to improve students' pronunciation skill. For the vocational high school students, this research brought a positive impact in developing their speaking skill in describing things. For future researchers, this research could serve as a reference for further studies on the implementation of the drilling technique in developing the teaching of describing food.

1.6 The Definition of the Key Terms

1. Speaking

Richards (2008) emphasizes that speaking is a productive skill that requires the ability to convey ideas clearly and effectively. Effective speaking in a second language involves not only the mastery of grammatical structures and vocabulary but also the capacity to engage in meaningful dialogue, facilitating clear expression and adaptability during spontaneous conversations

2. Pronunciation

Roach (2001) emphasizes that pronunciation involves not only the production of sounds but also aspects like intonation and stress patterns, which are essential for conveying meaning. Pronunciation encompasses not just the articulation of individual sounds, but also the nuanced use of intonation and stress patterns, which are crucial for accurately conveying meaning and emotion in speech

3. Vocational High School

Stern (2003) argued that vocational high schools strive to combine academic education with hands-on job training to improve students' chances of employment and prepare them for technical careers. A vocational school provide students with the necessary skills and knowledge required to excel in a specific task or occupation

4. Drilling Technique

According to Harmer (2015), drilling is an effective way to help students practice pronunciation and rhythm in a supportive environment. Through repetition, learners can develop automaticity in their speech, making it easier to produce language fluently in real situations.

5. Learning Process

According to Albert Bandura (1977), learning process is the process of gaining new knowledge or behaviors through observing, experiencing, and practicing. Learning involves the development of new knowledge and skills through observation, hands-on experiences, and repeated practice.

6. Learning Outcome

According to Felder (1996), learning outcome is specific statements that describe what learners will be able to do as a result of a learning experience. It indicates the skills and knowledge learners are expected to demonstrate after completing a learning experience.