

CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching English in Indonesia has a unique way that is different from other countries because in Indonesia, English as a second language. In Indonesia English as a foreign language and its differences become a significant problem because Indonesian learners use English as a foreign language. English is still applied in the realm of education in Indonesia, students are introduced through learning and teaching, then they will know and apply what they learn in education to their daily life. Students learn English in schools or courses, which allows them to increase their knowledge of aspects of the language. There are four language skills that students need to learn in English, such as listening, reading, speaking, and writing. In addition, English also has components such as pronunciation, grammar, vocabulary, etc. All the skills and their components are related, students will learn their skills and their components so that they can communicate well.¹ Due to the variety of ways of learning English, many students are unable to pronounce English words fluently.

¹ Sovia Kusuma Dewi, Semi Sukarni, Tusino. "The Influence of Students' Habit of Listening to English Songs on Their Pronunciation Ability", *Scripta English Departement Journal*, Vol.7. No 2, (November, 2020), p.14.

In English, there are four skills taught from Junior High School. There are listening, speaking, reading and writing. Speaking skill is one of the important skills that must be taught to students in order to communicate verbally with others. However, students at SMP YAMIS Jakarta often have difficulty in pronouncing. Most of the students sometimes cannot pronounce words and sentences fluently. Because they do not know how to pronounce words and sentences correctly according to the pronunciation rules themselves, such as spelling, stress and intonation. So that in listening they cannot understand what they are talking about. They find difficulties in pronouncing words and sentences. This shows that their pronunciation needs to be improved. Pronunciation is one element of speaking skills. In pronunciation, students usually find problems, especially students in Indonesia because English is not their first language. Problems found in English pronunciation, especially in Indonesia, are usually errors and unclear pronunciation of students' words. The words that students mispronounce are influenced by their mother tongue or first language.

Pronunciation is the basic element in English that students need to succeed in speaking and writing. students' pronunciation skills in English are still low and they often have difficulty pronouncing

vocabulary is another problem faced by both students and teachers at school. Pronunciation is important for foreign language learners, because they can learn how sounds are produced and understood. Intelligible pronunciation is an essential component of communicative competence.² If students cannot pronounce vocabulary clearly and fluently, it can lead to misunderstandings in communication with other speakers. Teaching English pronunciation is very important to understand how to pronounce English fluently.

In this study, the researcher discusses the type of pronunciation material that is suprasegmental. Suprasegmental characteristics have two aspects, namely stress and intonation. Stress is the level of strength of the sound or syllable being conveyed. One syllable in each word will sound louder than the other. We can know the students' ability to recognize the spoken word class. Intonation is often used to refer to the way someone says something. In English, the way something is said includes not only the movement of the pitch but also its length, intensity, and a number of other factors, such as sound quality. by studying word stress and understanding the context in studying intonation.

² J. Morley. "The pronunciation component in teaching English to speakers of other languages". (TESOL Quarterly, 1991) 25(3), 481-520, p.488.

Students must be considered in pronouncing English words is the word stress and intonation. Students often have difficulty in pronouncing English words and understanding the meaning of spoken words and sentences. In high school English learning, when pronouncing words and sentences, it is important to pay attention to how they remember the words and sentences they say. Simply speaking, pronunciation is the way in which a word is pronounced. Another definition explained that pronunciation is the act or result of producing the sound of speech, including articulation, stress and intonation often with reference to some standard of correctness or acceptability.³ Which must be clear and in accordance with the existing context. So that they understand what is being said and easy to understand the meaning. Therefore, students must pay attention to the word stress and Intonation. English teacher should teach word-stress and Intonation to make students master word-stress and Intonation which will make them influential in speaking English. Teaching pronunciation can be made more effective in an ESL/EFL classroom.

To improve the best and optimize the learning process, one of the measures is teaching Pronunciation the usage of Contextual Teaching

³ Roswita M. Aboe. *Buku Ajar Pronunciation Practice*, Cet. ke-1, (Yogyakarta : Deepublish, Februari-2018), p. 1.

and Learning as a method. Contextual teaching and learning provides material associated with students' real-life. Contextual teaching and learning relates students' activities in their context in actual-life situations. With the aid of making those connections, the students see which means in assignments. While students formulate a task or become aware of a problem, they search for information and reach a responsibility. when they actively select, order, arrange, touch, plan investigations, question, and make decisions to reach objectives, they relate instructional content material to the context of life conditions, and on this way discover meaning.

As we know that Another problem in teaching pronunciation by ESL teachers is the difficulty in deciding focused area of pronunciation for their lessons. Most of the researchers who are interested in this learning method but different English elements. The primary is conducted through Yeni Ghonivita¹, John Pahamzah, Murti Ayu Wijayanti entitled Improving Students' Listening Skill and Vocabulary Mastery through Contextual Teaching and Learning. And the same criteria of the research is also done by Haerazi, Zukhairatunniswah Prayati, Rully May Vikasari. Entitled Practicing contextual teaching and learning (CTL) approach to improve students' reading comprehension in

relation to motivation. Both using contextual teaching and learning but the elements are different. Based on the explanation above, the researcher would like to conduct an experimental research for students' pronunciation ability using contextual teaching and learning. This study would develop a valid, feasible and efficient for **“The Effectiveness of CTL (Contextual Teaching and Learning) in Pronunciation Ability”**. The development of this method is expected to enable students to discover their own learning concepts, to link the learning materials they receive with the students' daily life, so as to create effective, innovative, exciting and fun lessons.

B. Identification of the Study

In relation to background of the problem above, the following problems can be identified:

- a. Students have difficulty in pronouncing words in English
- b. Students have difficulty in distinguishing word classes when saying words or listening to spoken words
- c. Students do not pay attention to how to pronounce properly and correctly
- d. Students have difficulty in understanding the spoken word

- e. In the learning process, students only know the pronunciation and meaning without knowing the use and meaning, the words and sentences used

C. Limitation of the Problem

This study concluded some problem the influenced the low competence of the students' pronunciation ability. This study named **The Effectiveness of CTL (Contextual Teaching and Learning) in Pronunciation Ability** with pre test and post test. The researcher tries to find out the effectiveness of using contextual teaching and learning in teaching pronunciation to approve students' pronunciation ability including stress and intonation. The subject of study is the students of seventh grade at SMP YAMIS Jakarta.

D. Formulation of the Study

Related to the background of study above, the research of problems are:

1. How is students' pronunciation ability at VII grade students at SMP YAMIS Jakarta?
2. How is the Implementation of CTL (Contextual Teaching and Learning) in Pronunciation Ability at VII grade students at SMP YAMIS Jakarta?

3. What is the effect of using CTL (Contextual Teaching and Learning) in Pronunciation Ability at VII grade students at SMP YAMIS Jakarta?

E. The Aims of the Study

Based on the statement of the problems above, the specific objective of the research are :

1. To find out students' pronunciation ability at VII grade students in SMP YAMIS Jakarta.
2. To Explore the effectiveness of using CTL (Contextual Teaching and Learning) in pronunciation ability of VII grade in SMP YAMIS Jakarta.
3. To describe the effectiveness using CTL (Contextual Teaching and Learning) in Pronunciation Ability at VII grade in SMP YAMIS Jakarta.

F. Significances of the Study

1. Theoretically

In teaching English by using contextual teaching and learning methods in students' pronunciation ability to improve how to pronounce English correctly and can be easily understood by students. With this approach, students will be more creative,

independent, active, and innovative. Students are better able to elaborate on the content of learning contextually based on the real world. Researcher combined contextual material with pronunciation, especially two aspects of English, such as word stress and intonation. By combining these methods and materials, students can easily learn and remember the correct pronunciation and understand the use of spoken words and sentences.

2. Practically

a. For the teacher

A teacher will get an innovative new method in improving his teaching method. effective methods will actually have an effect on the quality of the teaching technique. This method will help students achieve the excellent results.

b. For the student

The students can improve their English pronunciation ability with the result of this research.

c. For the researcher

The researcher as a teacher can use this method to improve her teaching skill in teaching pronunciation.

G. Terminology

The thing that must be considered when speaking English is the correct pronunciation. Correct pronunciation will focus on meanings and meanings that are easy to understand. Students must pay attention to how to pronounce English words and sentences correctly. Knowing how to pronounce with word stress, the pronunciation will be clearer and in accordance with the meaning. Teachers must also pay attention to teaching that is correct and adheres to the existing context. So that students can find out information easily and pronounce words and sentences easily. According to the correct pronunciation, to improve students' pronunciation ability using the contextual teaching and learning method is expected to make it easier for students and teachers to collect information and pronounce information clearly and correctly.

H. The Hypothesis of the Study

Hypothesis is to explain relationship between two or more variable. The title is The Effectiveness of Contextual Teaching and Learning in Pronunciation Ability at Seventh grade at SMP YAMIS JAKARTA.

1. The Null Hypothesis (**H₀**) There is no significant effect of Contextual teaching and learning in Pronunciation Ability.

2. The Alternative Hypothesis (**H_a**) There is a significant effect of Contextual teaching and learning in Pronunciation Ability.

I. Organization of the Research

Chapter I is introduction, it contains the background of study, identification of the problem, the statement of the problem, the aim of the problem, the significance of the research, hypothesis, and the organization of the writing.

Chapter II is a theoretical framework, it contains the definition of pronunciation inculed stress and intonation and contextual teaching and learning.

Chapter III is research methodology, it contains research methodology, place and time of the research, the population and sample, the instrument data collection, and the technique of data analyzing.

Chapter IV is research finding, it contains data description, the data analysis, the hypothesis testing, and the interpretation of data.

Chapter V is conclusions and suggestions.