

CHAPTER 1

INTRODUCTION

A. Background of Study

English is one of the foreign languages taught in Indonesia. It has become more important than any other foreign languages to learn at schools. It can be proved that English is studied by the students of elementary school, junior high school, senior high school, and university who are expected to master English which is an international language in order to be able to respond to the globalization era. Besides it, English also used to communicate by chatting, advertising, travelling, working and also in education.

Pronunciation is important to communicate with others, especially to speak in English language. People can understand what you say if your pronunciation is good. Pronunciation is the way for producing the sound of the speech. There are three parts of pronunciation: stress, articulation, and intonation. Stress is emphasis the syllables of a word. Articulation is the changing of the teeth, lips, and tongue which affects the different sound produced. Intonation is rising or falling sound when speaking.

Competence in pronunciation is related to speaking, listening, and reading. Bad pronunciation can be bad effect to those skills. For instance, when people do not recognize the key sounds or words from speaker in listening section, they do not know the meaning of the words. It also happend to students, if students do not know how to pronounce words, their partner will not understand what they speak and feel hard for them to write the words.

In the process of teaching and learning many foreign students with difficulty in pronouncing English from several factors. There are six factors that influence learners pronunciation, mother tongue, age, amount of exposure phonetic ability, personality, and motivation.¹

Pronunciation is important for basic English pronunciation larning in the classroom. When a learner says, for example, *soap*, instead is read In a phoneme *soup* the innacurate production of a phoneme can lead to misunderstanding (at least on the part of waitress).² It means that pronunciation in learning English is important because people can understand what you say if your pronunciation is

¹ Joanne Kenworthy, *Teaching English Pronunciation, International Journal of Humanities and Social Science*, Vol. 2 No. 21; (November 2012), p. 82.

² Gerald Kelly, *How to Teach Pronunciation*. (Pearson Education Limited, 2000), p. 11

good, many of English foreign learners have difficulties in pronunciation teaching process because of some factor. So, the mastering of pronunciation is one of the main requirements in good communication. Without good pronunciation, speaking will not be good.

According to the introductory part of the standard of competence and basic competence, the target of English learning in SMP is to achieve the functional level which is to communicate both in spoken and written forms to overcome daily problems. In terms of the speaking skill, the standard competence is to express meaning in a simple interpersonal and transactional conversation to interact with the nearest environment. Meanwhile, the basic competence is to express meaning in a simple transactional (to get things done) and interpersonal (socialize) conversation by using oral language accurately, fluently to interact with the nearest environment. As mentioned before, students are expected to speak accurately and fluently. So, students should have good pronunciation so that what they express can be heard clearly and understood by people they interact with. To get students have good pronunciation, teachers can provide activities that can improve students pronunciation. Students can be taught things related to pronunciation

like minimal pairs, stress, rhythm and intonation. By teaching those things, students can be aware to what they pronounce. They can understand that words having different stresses have different meaning and sentences can have meaning according to how the intonation is uttered.³ It means that to teach pronunciation to get students have good pronunciation, teachers can provide activities that can improve students pronunciation like minimal pairs, stress, rhythm and intonation. By teaching those things, students can be aware to what they pronounce and can understand.

The researcher had done a mini survey about implement interactive English Phonemic Chart. Teachers challenges in teaching english pronunciation use phonemic chart are cognitive development, motivation, and attention. In cognitive development, learners acquire language naturally and communicatively from situation. In motivation, teachers role is important to motivate learners in learners, such as: they can select material to which learners can relate. The last is attention. Teachers should have some techniques that can make students focus and make learners comfort in learning so teacher will get

³ Yosep Kusuma Wibawa, *Improving Students Pronunciation Through Role Play for Junior High School A Thesis: Graduate Programme* (Yogyakarta: Yogyakarta State University, 2014).

their attention. The writer tries to improve speaking by teaching pronunciation through phonemic chart.

Phonemic Chart is the small units of speech that correspond to letters of an alphabetic writing system are called *phonemes*. Thus, the awareness that language is composed of these small sounds is termed phonemic awareness.⁴ It means that the phonemic chart help the students to hear the sound and a sample word. Phonemic chart is a media of learning which displays letter symbols and in each symbol there is a word as well as way of pronunciation that is spoken by the native speaker sound. Then the student follows the pronunciation.

There are some problems in English learning for students. The first students' problem is in pronunciation, because English is a foreign language so they get difficulties to pronounce English words. Sometimes their pronunciation and their spelling are different but they guess the words, for example: the word 'money', they will pronounce it /money/ and they can guess the word by using the logic. They usually read the word based on the letters (alphabets). To overcome the

⁴ Marilyn Jager Adams, Barbara R. Foorman, Ingvar Lundberg, Terri Beeler, *Phonemic Awareness in Young Children A Classroom Curriculum* (United States of America : Paul H. Brookes Publishing Co, 1998), p. 1

problem of pronunciation students, the teacher has given instruction in a way before entering class students must memorize vocabulary everyday. However there are still many students who struggle to pronounce vocabulary in English.

Based on the problem above, the writer would like to conduct a research under the title Teaching Pronunciation Through Interactive English Phonemic Chart (An Experimental Research at Eight Grade Students of SMP Negeri 2 Balaraja, Kabupaten Tangerang).

B. Statement of the Problem

- 1) How is the students pronunciation ability before and after using English Phonemic Chart at Second Grade of SMP Negeri 2 Balaraja?
- 2) How is the influence of English Phonemic Chart to improve students pronunciation ability at Second Grade of SMP Negeri 2 Balaraja?

C. Objective of the Study

Based on the statement of problem above, the purpose of the research is:

To know students pronunciation ability before and after using English Phonemic Chart at second grade of SMP Negeri 2 Balaraja.

To know influence of English Phonemic Chart to improve students pronunciation ability at second grade of SMP Negeri 2 Balaraja

D. The Significant of the Study

Hopefully, the significances of this research can be useful for the studnts it self, the teacher and also the next writer as follows:

1. For the English teacher, the writer hopes to be the one of some alternative in improving students pronunciation skill by using phonemic chart.
2. For the school, the writer hopes to be the one of the teaching materials for teachers and not only make books and methods as teaching materials, but the media can also be used by teachers to improve students learning.
3. For the other writer, the writer hopes that this resaerch could be one of the references in conducting some research for better result.

E. Hypothesis

In this research study, the writer assumes that the alternative hypothesis of research as follow:

(H_a) : Phonemic Chart is effective to improve students pronunciation at second grade of SMP Negeri 2 Balaraja.

(H_o) : Phonemic Chart is not effective to improve students pronunciation at second grade of SMP Negeri 2 Balaraja.

F. The Limitation of the Study

This research is too wide, researcher limits this research by focusing on identifying the interactive english phonemic chart at eight grade students of junior high school of SMP Negeri 2 Balaraja, Kabupaten Tangerang in teaching pronunciation.

G. Previous Study

The writer found many previous studies dealing with the research. Those previous studies are :

- Ova Mulyani (092300636) 2009, The Students Error

Analysis in Pronouncing Segmental Phonemes (A Case Study at Second Grade of SMK Arrasyadiyyah Kota Serang) The aim of the research (1) the students ability pronouncing segmental phonemes. (2) the students errors in pronouncing segmental phonemes. The implementation of pronouncing segmental phonemes.⁵

- The research is students error analysis in pronouncing segmental phonemes explain how to pronounce a word or sentence properly and correctly, then find out the phonemic symbol so that it is easy to say the word or sentence to be spoken. This research has the effect of improving students pronunciation skills.
- Intan Rinjani Putri (1113014000004) 2017, The Effect of PRAAT Application on Students Pronunciation Ability (A quasi experimental study at the Eleventh Grade students of SMAN 4 Tangerang Selatan). This study had quasi-experimental design which was intended to get empirical

⁵ Ova Mulyani, *The Students Error Analysis in Pronouncing Segmental Phonemes (A Case Study at Second Grade of SMK Arrasyadiyyah)* (Serang: The State Islamic University Sultan Maulana Hasanuddin, 2009)

evidences of the effect of PRAAT Application towards students' pronunciation ability. This experimental study aims to determine the ability of students to speak English, and students are given a Pre-Test, (2 tailed) score was 0,004 which was smaller than the determined significance value 0,05. Therefore, it can be seen that $p < ; (0,004 < 0,05)$ which mean that (H_0) was rejected and (H_a) was accepted. In order words, there was a significant effect of PRAAT application towards students' pronunciation ability.⁶

PRAAT is a application to recording or detecting sounds whether stress or unstress, to measure how much influential pronunciation skills in English.

- Siti Nurkhayati (11101080190) 2014, Using Phonetic Symbols to Improve Students Pronunciation (Classroom Action Research At Tenth Grade students in Senior High School 4 Kediri). The aim of using phonetic symbols as standard pronunciation of english can help the students

⁶ Intan Rinjani Putri, *The Effect of PRAAT Application on Students Pronunciation Ability A quasi experimental study at the Eleventh Grade students of SMAN 4* (Tangerang Selatan: The State Islamic University Syarif Hidayatullah, 2017)

learn pronunciation independently by checking them in dictionary. The result of pre test and post test 1, and post test 2 showed a significant progress. In pre test, there are only three items which reach the target. In post test 1, there are seven items which reach the target. In post test 2, all items were reached the target 75% of correct pronunciation. Therefore, it can be concluded that phonetic symbols can improve students pronunciation.⁷

This study uses phonetic symbols to improve students pronunciation skills, using dictionaries in searching words and how to pronounce the words.

H. The Organization of Writing

To make this research easy to comprehend, the writer divided this research into five chapters:

Chapter 1 is Introduction. In this chapter the researcher puts some points: background of the study, the statement of the problem, the

⁷ Siti Nurkhayati, *Using Phonetic Symbols to Improve Students Pronunciation Classroom Action Research At Tenth Grade students in Senior High School 4 Kediri* (Kediri: Examination Commite of Nusantara PGRI University, 2014).

objective of the study, the significant of the study, hypothesis, the limitation of the study, previous study, and the organization of writing.

Chapter 2 is Theoretical Fondation. This chapter consists of definition of pronunciation, the concpets of pronunciation, problem in pronunciation, the advantage of pronunciation, teaching pronunciation, the important of teaching pronunciation, teaching pronunciation in junior high school, techniques in teaching pronunciation, phonemic chart application, types of phonemic chart, the advantage of phonemic chart in pronunciation ability, teaching pronunciation with phonemic chart, teachers roles in applying phonemic chart application, students roles in applying phonemic chart application.

Chapter 3 is Method of The Research which consists of research method, place and time, population and sample, the research instrument, the technique data collecting, technique of data analysis.

Chapter 4 is Result and Discussion. This chapter consists of description of data, analyzing of the data research, hypothesis testing and interpretation data.

Chapter 5 is Closing. That consists of conclusion and suggestion.