

CHAPTER 1

INTRODUCTION

A. Background of Study

The world always afflorescent from day to day, English has become more famous among people. They feel if want to follow the blooming of epoch, one of the way is by mastering English, because it is the international language. English language as a global language, achieves a genuinely global status when it develops a special role that is recognized in every country¹, English is an effective language to communicate with other people around the world who have different languages² Many people learn English because they think it will be useful in some way for international communication, wish to learn to speak, read, listen and write the laguage effectively for wherever and whenever things might be useful for them.

Indonesian's student has studied English as a foreign language. And the goverment makes a policy about the use of Eglish in education system. The standart of content for the junior high school states that the target of English instruction in school is to enable the student to gain functional level

¹ David Crystal, *English as a Global Language* (Cambridge : University press,2003)

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² Abdul Muin, Aswati “*effect of Socio Affective Strategies students' self confidence in classroom speaing activitie*” *Loquen : English Studies Journal*, Vol.12,No. 1, (Juni 2019), 92

of literary.³ The curriculum of Indonesian's teaching English deals with skills of practical language, there are : listening, speaking, reading and writing. For expanding the students' skills the curriculum of the teaching English also includes the language components, such as vocabularies, stucture and pronunciation (in speech) and spelling (in writing).

Although the Indonesian government has required teaching English, many students still face problems in understanding their pronunciation when carrying out communication, especially nowadays teaching English in elementary school has been removed. Where previously this English teaching had been started since the fourth grade of elementary school. The removal of English teaching has also become one of the causes of pronunciation problems, as students are not taught to speak English suit with pronunciation early on. And just a few elementary private schools or international schools that provide the students with English lessons.

Pronunciation is important for both speaking and listening,⁴ Pronunciation is one of components in English language which have important function as communication purpose. Whithout correcting pronunciation will make ambiguity, misunderstanding, and different meaning. Using the real pronunciation makes the listener easy to undertand

³ Departemen Pendidikan Nasional No 227 Tahun 2006

⁴ Jonathan Marks, *English Pronunciation in Elementary Use* (Cambridge : University Press, 2007) 6

and produce intelligible sound. As one of English components, the study of pronunciation has become an important aspect in teaching English as a foreign language.

In teaching pronunciation, the goal of instructions three fold : to enable our learners to understand and be understood, to build their confidence in entering communicative situation, and to enable them to monitor their speech based on input from the environment. Based on that statement, it shows that pronunciation is also very necessary for teaching English as a foreign language.

Pronunciation is also very important especially in teaching learning English in the class. First, it is used for teaching students in reading class to apply reading aloud. Second, in speaking for making conversation, and in listening for talking information, talking or listened from recorded tape, or teacher dictation. It means that the ability of students' pronunciation is very necessary because the teacher will be teaching language skills that include the pronunciation. So, the students will be able to understand what the speaker said.

Moreover, according to the observation researcher found that the students of Elementary school especially students of fifth grade in SD YPWKS Cilegon can not pronounce English well, and most of them not paying attention that their pronunciations are incorrect. And the students of

fifth grade in SD YPWKS Cilegon still face many difficulties to pronounce each word well. They can not distinguish how to pronounce one word each other. And when researcher try to ask them to pronounce English words in short conversation, only some students who want to pronounce it. Based on interview with the English teacher at A SD YPWKS Cilegon whose taught fifth grade at that school, researcher finds that students often feel difficult in learning English, especially in their pronunciation.

In Addition, the important learning pronunciation appropriates with Holy Book Qur'an in surah At-thaha : 25 – 28

رب اشرح لي صدی () وسر لي امری () واخلل عقدة من لساني () بفققهاوقلئی ()

“Oh My lord ! open My chest [i.e. remove fear from it, or fill it with your light] and ease My task for me. Remove the impediment from my speech so that may undertand what I say”

Therefore, various efforts are needed to develop students learning outcomes by using learning media better, so that students' interest in learning becomes easy and fun. The appropriate media in developing student learning outcomes in pronunciation is the alphabet books. Alphabet book is a book that contains various examples of alphabet letters in the English language, and also there are various kinds of sounds that can be produced by one letter. There should be some similarities of technical method and theory in this reseach to some reseacher, here are the researches that are referred :

The first is “Developing phoneme awareness through alphabet books” by Bruce a Murray from univercity of Georgia. In this reseach, the reseacher made a book, Such books typically include both letter-name information and phonological information about the initial sounds ("B is for bear"). It is that children who are reading alphabet books, and thus understanding how to bear, will learn both letter names and be able to isolate phonemes. And the conclusion from this reseach is students’ phoneme increased by use Alphabet books. And the difference between the above research and the research that will be conducted by researchers is the book developed by the researcher does not focus on the initial sound of each letter, but focus on how many sounds produced by each letter.

The second is “Using Alphabet Books as an instructional Tool with Older Readers” by Gerry A. Coffman and Judy Jackson Spohn, in Western Michigan University. The conclusion from this reseach is Alphabet books can be used by the resourceful teacher of upper elementary and middle school students to enhance in struction. In this book, the 26 letters of the alphabet will be addressed in a manner created by the author and illustrator. Alphabet books can be easily-decoded to meet the needs of those with varying reading and writing abilities. Even with easy decodability, the concepts and ideas presented in the book will challenge a reader at any level. Therefore, the alphabet book can become an integral part of instruction as

models for demonstrating strategies. Our recommendation is for teachers to select an Alphabet book with an appropriate level of sophistication for the readers and use this book to introduce a classroom strategy. The brevity of text, creative illustrations, and conceptual complexity of alphabet books can provide the foundation for teaching in various curricular areas. The Alphabet book may emerge as an instructional tool with numerous applications in the upper elementary and middle school classroom. While the difference between the previous two studies and the research that the researcher will do is, the book developed by the author above is designed for various levels, and develops a readers' vocabulary. While the book that was developed by researchers is to focus on reader pronunciation.

Researcher hopes the Alphabet Book will be a solution that makes it easier for students to learn the pronunciation for fifth grade in Elementary School. One of the effort to make changes in learning is to use ADDIE (Analysis, Design, Development, Implementation, and Evaluation), which starts from the steps of development research in the form of cycles. Based on the idea above, researcher intends to conduct a research entitled "**Designing Alphabet Book In Developing English Pronunciation**". (ADDIE at SD YPWKS Cilegon)

B. Statements of the Research

In compliance with the background above, the researcher formulates the following question :

1. In what extent is Alphabet Book Developed to English Pronunciation ?
2. How is the context of Alphabet Book to Develop Students' English Pronunciation?

C. Objectives of the Study

In compliance with the Statement above, the researcher formulates the following Objectives of the study :

1. To know the extent of Alphabet Book Development
2. To know the context of Alphabet Book to Develop Students' English Pronunciation

D. Significance Of Research

1. Theoretical Benefits

This research provide distribution of thoughts for developing teaching resources of English Pronunciation, which can help teachers and students who have difficulty in teaching English Pronunciation process. And also this research Produces Alphabet book as a learning media that can be used as a variation in learning Pronunciation which can make English teaching process more interesting.

2. Practical Benefits

There are some practical benefits of this research and some parties will find it pleasant. The first is for the school, as a place of research the school procures Alphabet book's product that can be used as teaching resources. And also can be used as material for consideration in making policies in order to improve the learning process, especially in English pronunciation. And all of practical benefits given to the school are to improve the quality of school.

The second is for the teacher, the teacher get hold of teaching resources that can help them in learning and prospect will be accordance with students learning needs. Also increase teacher knowledge and creativity to find the best ways to provide maximum learning. And the third is for the students, this research Facilitate the students for Learning activities become more interesting also getting easy to start learning English pronunciation.

E. Organization of the Study

The systematic discussion in this study is divided into five chapters as follows:

Chapter one is an introduction: consists of Background of Study, Identification of Research, Statement of Research, Objectives of Study, Significance of Research.

Chapter two is Theoretical Foundation : Consisting of theoretical foundations, Alphabet Book, Pronunciation, and all about Review of Related Literature that Supports this Research

Chapter Three is Research Method: Research Method, Setting and Subject of the Research, Research Procedures, and Data Analysis Methods.

Chapter four talks about research findings and discussion. It presents the data presentation, data analysis and discuss the result of the study

Chapter five is the conclusion and suggestion