CHAPTER I

INTRODUCTION

A. Background of Study

Our first language has a few contrasts with English in pronunciation. It is not easy to learn how to pronounce English words. This major issue is one that affects language learners. It is not surprising to learn that the language student continues to make several mispronunciations. Especially in our language, there is no different between its writing and its sound. These days, individuals in the world attempt to expert another language other than they native language. They do that since they believe that learning another language is essential to facilitate a communication. Individuals tend to have linguistic transfers of forms and meanings from their native/mother language to the target language or second language, according to Fries in Lado.[1] It indicates that there is an impediment that makes it difficult to pronounce some English words due to influence from the first language. Language is an arrangement of traditional spoken, physical, or written symbols by which members of a social group and members of its culture communicate what is required. Letters, character declarations, play, imaginative articulation, and passionate discharge are all examples of language aspects. Because most

[1] Robert Lado Charles Fries. *Linguistic Across Culture* (Michigan: University of Michigan 1957), 2.

countries throughout the world have radically different pronunciations than English, pronunciation plays a vital role in English language training. Indonesian is one of the languages. Indonesian language is in particular, in terms of symbolism and tone. According to Ramelan the more similar they are, the easier it will be for the kids to understand them to study a foreign language.[2]

For Indonesian students who are accustomed to their mother tongue, which differs from English mostly in sound and spelling, have discovered that pronouncing English words correctly is challenging for them. Because they are accustomed to speaking in their own tongue, their pronunciation differs significantly from that of English speakers. As a result, teaching pronunciation is critical. According to Harmer, being aware of pronunciation concerns will benefit all persons learning English, not just in terms of their own production but also in terms of their understanding of spoken English. [3]This means that students with strong pronunciation find it simple to comprehend spoken English and to be understood by others. According to Alizadeh, Motivation is well acknowledged to play a vital part in mastering English as a foreign language It is used to identify whether or not students are ready to participate in English learning activities. As a result, whether

[2] Ramelan, *English Phonetics* (Semarang: IKIP Semarang Press, 1985), 5.
[3] Jeremy Hammer, *The Practice of Language Teaching* (Cambridge: Longman, 1998), 183.

students succeed or fail is determined by their level of motivation to participate in any activities. In other words, highly driven students are regarded to as successful, but low motivated or worse, demotivated students are referred to as underperforming.[4] Many students confront a variety of learning difficulties when learning English as a foreign language. These issues are related to the sound system's learning. Because there are disparities between the symbol and its sounds, pronunciation is one of the most important components of English to speak with others. When we communicate with others, we should have a large vocabulary as well as clear pronunciation. Sound, vocabulary, and sentence structure are all aspects of language. In this light, it's understandable that language is fascinating to study. Mispronunciation of English words can lead to misunderstandings and misunderstanding. It's common among Indonesian students learning English as a second language. It was difficult to pronounce English words since the way words are spoken in speech and writing differs, however in Indonesian language, both are the same. This finding is consistent with findings from certain studies of EFL students, Panggabean defines notably in the Austronesian language family, such as Indonesia and Malaysia English and Bahasa Indonesia differ in terms of pronunciation, morphology, and syntax, In contrast to Bahasa Indonesia, English speech sounds do not conform to

[4] Mitra Alizadeh, "The Impact of Motivation on English Language Learning", *International Journal of Research in English Educati*on, Vol. I , (December, 2016), 11-15.

graphic indications at the level of pronunciation and orthography.[5] This can be quite irritating for a learner who has an excellent command of grammar but is having trouble comprehending and being understood by a different language community. It means that if someone mispronounces an English word, it will have an entirely different meaning than what the speaker intended because English words include a lot of terms that sound almost same when spoken. There are countless examples of language use that occur in and around people. Meanwhile phonics song can be used as additional means for people to pronouncing words correctly for such as young learners or the elderly.

According to Kasbolah, singing and listening are two activities that might motivate students to study; therefore, the researcher chose singing as the greatest activity for learning pronunciation.[6] Students will become accustomed to pronouncing English words through singing and listening to music. By listening to English music composed by native speakers, students can learn how native speakers pronounce English words. They would be able to not only understand how a native speaker pronounces the term, but also enjoy the classroom learning process. Then the process of teaching and learning will be smooth. It will be easier for kids to acquire English rapidly if

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[5] Himpun Panggabean, "Problematic Approach to English Learning and Teaching *:* A Case in Indonesia", *English Language Teaching*, Vol. VIII, No. 3 (February, 2015), 35-45.
[6] Kasihani E.S. Kasbolah, *Penelitian Tindakan Kelas* (Malang: Departemen Pendidikan dan Kebudayaan, 1993).

they regularly listen to songs. So that studying English can include learning how to enhance pronunciation through song media. While listening to the song, students can learn accurate and correct English pronunciation quickly and without even realizing it. According to Brewser et al, songs have a significant impact on English pronunciation. Students' vocabulary will be recalled through songs. Students will recollect previously heard vocabulary and pronunciation and be able to recall it for a long time. Song media can help students improve their English vocabulary and pronunciation. According to Brewster et al, song is a source of learning, motivation, and memory improvement.[7] The systematic description of the sounds conveyed by letters and groups of letters, as well as how to combine and blend these sounds to read and write words, according to Bald. Phonics may be controlled and employed purposefully in the task of reading and forming words because it makes the representation of word sounds visible.[8] When teacher teaches phonics, also look at how well students can pronounce words. Pronunciation entails a lot more than just sounds. A way of pronouncing a word, especially one that is widely recognized or understood, is known as pronunciation. It is also a phonetic symbol-based graphic depiction of how a word is uttered. In this term, the researcher scores

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[7] Jordana Brewster, Ellis, G., Girard, D, *The Primary English Teacher's Guide* (London: Penguin English, 2002).
[8] John Bald, *Using Phonics to Teach Reading and Spelling* (London: Paul Chapman Publishing, 2007).

students' pronunciation on factors such as voicing, vowel length, and distinctive sound. There are many ways to pronunciation using phonics song. Phonics song helps the learners to pronounce the words or sentence easily.

Phonic activity should be cross to keep young learners' attention, maintain motivation, and reinforce learning in new and exciting ways. The researcher believes that this strategy improves a young learner's first pronunciation because of these variables. In view of the research background and issue, the researcher offers the following research topic: "using phonics song in teaching pronunciation.

B. Identification of Study

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

1. The students get difficulties in pronouncing the words.
2. The teacher does not realize the appropriate technique or method of teaching pronunciation especially with song which needs to be applied in learning English effectively.
3. There is no pronunciation sub-material in the English curriculum at school.

4. In learning process, the students only get speaking learning without pronunciation learning. So that, so many students don't feel comfortable to speak English for fear of being wrong in pronouncing.
5. Students become bored during the learning process since the teacher's style is monotonous.
6. Students are too restless to recall terms and use English in their everyday activities. As a result, they are afraid of pronouncing something incorrectly.

C. Limitation of Study

The research focused on teaching pronunciation using the Phonics Song in accordance with the concerns identified. The choice was made after evaluating how important it is for students to improve English pronunciation because it is both helpful and enjoyable. The researcher hypothesized that there should be some appropriate teaching strategies for pronunciation that would encourage students to speak English fluently. The subject of study is the students of eighth grade at MTS Al-Muhibbin Cadasari Pandeglang.

D. Statement of the problem

Based on the background of study, the written formulated as the follow:

1. How is Students' pronunciation in the eighth grade of Islamic Junior High School of Al-Muhibbin?
2. How is using phonics song applied in teaching English pronunciation in eighth grade of Islamic Junior High School of Al-Muhibbin?
3. How is the effect of using phonics song in teaching pronunciation for eighth grade of Islamic Junior High School of Al-Muhibbin?

E. The Aim of Study

In line with the problems states above, the objectives of the study are formulated as the follow:

1. To find out students' pronunciation in eighth grade of Islamic Junior High School of Al-Muhibbin.
2. To explore using phonics song applied in students pronunciation.
3. To describe the effectiveness using phonics song in teaching pronunciation for eighth grade of Islamic Junior High School of Al-Muhibbin.

F. Significance of Study

The results of this study are expected to be beneficial both theoretically and practically elaborated in the following section.

1. Theoretically

The study of *Using Phonics song in Teaching Pronunciation* can make your English will become easier to comprehend after you learn to produce the correct sounds. The Students will sound more natural, and you will learn English faster. It will improve your listening skills since you will learn to recognize and identify the noises that other people make. Students' self-assurance will skyrocket. Students' confidence will rise as you improve your ability to communicate clearly (not flawlessly, but clearly) and understand other English speakers. The Students will start more chats and gain more experience. The Students will progress more quickly.

2. Practically

a. For students

It is also expected to encourage students' awareness of identifying the specific information in learn pronunciation through *Phonics Song.*

b. For teacher

The findings of this study should help English teachers, particularly in guiding students to learn pronunciation in a pleasant and appropriate way.

c. For school

This study's benefits for schools include increased student accomplishment, the development of learning strategies, and the stimulation of students' interest in English pronunciation.

G. Terminology

The importance of language in communicating cannot be overstated. In order to communicate effectively, someone must be able to express words. If someone's pronunciation is bad, they won't be able to achieve this level of precision. Pronunciation is a long-standing challenge, particularly for those learning a foreign language, such as English. When compared to Indonesian or regional languages, English is a significantly different language. The change is most noticeable in the pronunciation. The written and spoken English are not usually the same. Because of these variances, many Indonesian English learners believe that pronunciation is difficult, especially for beginners. Their primary language, Indonesian or regional language, may have an impact on the cause. As a result, many starting students pronounce English vocabulary exactly as it is written. As a result, the instructor plays a significant part in resolving the issue. To solve pronunciation problems, the teacher must select the best method and media to use.

H. Assumption and Hypothesis

1. Assumption

Based on research that has occurred with using Phonics Song in teaching pronunciation, the researcher assumed that using Phonics song in teaching pronunciation will improve the students' pronunciation ability at the eighth grade students of Islamic Junior High School of Al-Muhibbin Cadasari Pandeglang. This assumption will investigate with the experimental research. The researcher would collect data about students' pronunciation ability before and after treatment, and it would be analyze by using t-test.

2. Hypothesis

In this research, the researcher searches the effect of Using Phonics Songin Teaching Pronunciation and has two hypotheses to submit, those are:

a. The Null Hypothesis (H_o) There is no significant effect of Phonics Song in Teaching Pronunciation.
b. The Alternative Hypothesis (Ha) There is a significant effect of Phonics Song in Teaching Pronunciation.