

CHAPTER I

INTRODUCTION

A. Background of the Study

English is the global language which is used internationally. In Indonesia this language is adopted as the second language learnt in school and other institutions. As international language, English plays an important aspect of life such as the role of the communication in the world.

Mastering English means mastering the four basic skills, namely listening, speaking, reading, and writing. People have to master all of those skills in order to improve their English. In addition, they must learn other aspects of English which can support their ability, such as vocabulary, grammar and spelling which are used for making the effective English communication.

Of the four skills, speaking is the most important one. Speaking is very complex. There are four aspects in the speaking process, namely pronunciation, vocabulary, grammar, and fluency. Vocabulary and grammar are produced in human's brain and then, which make it out in speech by applying pronunciation. According to Fauziati (2008:121) mastering the art of speaking is the single most important aspect of learning a second of foreign language, and the success in measuring in terms of the ability to carry out a conversation in the language. People who

can speak fluently means that at least they have mastered English well. But the fluency in speaking should be supported by good pronunciation. It helps people to communicate and understand what the others want to convey in their speech.

Nobody can speak a language without pronouncing it well. The teacher should teach students to pronounce words correctly. But teaching pronunciation in junior high school is a big challenge for teacher. Most students in junior high school perceive that pronunciation is difficult. Because of this difficulty, they are less motivated in learning pronunciation. Thus, it becomes a challenge for teacher to increase the student's interest and make learning pronunciation easier. Teacher should create a comfortable atmosphere in the class. So the student can be motivated in mastering pronunciation.

It is very difficult for learners to pronounce sounds like native speakers. Discussions of the pronunciation of English as an international language have emphasized the fact that native like pronunciation is also necessary for many learners, and may indeed be wanted. But sometimes students are mishearing and it causes mispronouncing. The mispronunciation causes misunderstanding. Because, English resembles sound this can make the students confused.

Pronunciation is one of the crucial aspects for junior high school in learning English. Students in junior high school are still teenager. Good pronunciation becomes the basis for students to be able to speak English

well. When the students have applied how to pronounce certain word, they will memorize it for along time. However there are some problems which appear when teaching learning process of pronunciation is done. First, students in junior high school think that pronunciation is difficult. This difficulty consists of two differences. They are spelling and pronunciation. Students cannot pronounce one word by spelling. There are some symbols in theory of pronunciation which are different with alphabets. On the other hand, students are not accustomed to use English language and it makes students confused to produce the sound. Second, pronunciation is important but the theory of pronunciation is not learnt by the students in short period of time. There is no specification for learning pronunciation skill. The students are blind in phonemics transcription which has been one aspect that should be learnt in pronunciation. Students usually guess how they should pronounce one word and it causes mispronouncing. Third, teacher becomes the center of teaching learning process. In this session, teachers only emphasize writing and reading skill as the activity in the class. Students do not have enough time to learn and practice their pronunciation skill. Students need teacher to learn and practice the perfect pronunciation. Fourth, media is a big role in teaching learning process of pronunciation. Students can imitate the native speaker by using media such as, film, video, song, and others. Native speaker is the best example for students. Students and teacher have less attention in using media. They are not aware that the use of media can help them increase their

pronunciation ability. Students do not need to have the teacher's help in increasing their pronunciation skill.

Sounds Association is one of method of teaching pronunciation by associating words pronunciation to other words. Teacher can apply this method in pronunciation class. Teacher can choose sound association method which demands the teacher to be creative. The teacher's creativity is needed to apply the sound association method and make the students understand how to pronounce one word without mastering the theory. It takes long time to for the students learn pronunciation theory. It is also difficult for junior high school students. Students in junior high school prefer to imitate teacher than learn the phonemics transcription in dictionary. Students have limited knowledge about phonemic transcription. As a matter of fact, there are many symbols of phonemic transcription which should be memorized by students. In addition, they have to produce the sounds of these symbols.

Based on the reason above, the writer is interested to conduct the research entitled THE APPLICATION OF SOUND ASOCIATION IN INCREASING PRONUNCIATION SKILL TO THE FIRST YEAR STUDENTS OF SMP N 6 SUKOHARJO

B. Problem Statement

Based on the background of the study above, the writer formulates some research problems, as follows:

1. Does teaching pronunciation by using sound association method can increase the students' pronunciation skill?
2. What are the advantages and disadvantages of teaching pronunciation by using sound association method to the first year students of SMP N 6 Sukoharjo?

C. Limitation of the Study

The writer makes the limitation of the study on:

1. The subject is limited to the first year students of SMP N 6 Sukoharjo in the 2010/2011 academic year.
2. The study is only focused on teaching pronunciation by using sound association method to increase students' ability in pronouncing the word with receiving pronunciation by using British standard to the first students of SMP N 6 Sukoharjo in the 2010/2011 academic year.
3. The application using sound association method is limited in Indonesian and Javanese language.

D. Objective of the Study

The general objective of this research is to improve pronunciation skill by using sound association method.

The specific objectives of this research are:

1. To indentify whether or not teaching by using sound association method can increase the students' pronunciation skill.
2. To identify the advantages and disadvantages of teaching pronunciation by using sound association me

E. Benefit of the Study

The writer hopes the study will give benefits as follow:

1. Theoretical benefit

The writer hopes that this research can give contribution in developing knowledge, especially action research in teaching learning process of pronunciation using a special method.

2. Practical benefit

a. The result of the research paper can be used as input in English teaching learning process in junior high school especially in teaching pronunciation using sound association method.

b. The result of the research paper can be used as the references for those who want to conduct a research in English teaching learning process.

F. Research Paper Organization

This paper consists of five chapters, and the writer presents then as follows:

Chapter I is introduction. In this chapter the writer presents, background of the study, problem statement, limitation of the study, objective of the study, and benefit of the study and research paper organization.

Chapter II is underlying theory. It covers previous study, theoretical review, theoretical framework, and theoretical hypothesis.

Chapter III is research method. It covers type of the study, setting of the study, subject of the study, object of the study, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is research finding and dicussion. It contains of research finding, the advantages and disadvantages of teaching pronunciation by using sound association method, and discussion finding.

The last chapters, Chapter V is conclusion and suggestion. In this chapter the writer concludes her study and gives suggestion.