

CHAPTER I

INTRODUCTION

A. Background of the Study

Language, as a means of communication, plays an important role in our life. Language is communication means, both as a means of oral communication and as a means of written communication. The oral language is usually used in social interaction, daily conversation in communication between parents and children, teacher and students, friend relationships, and the others. One of the most important in oral communication sub-skill is pronunciation. Students need to understand how sounds are produced to develop communicative efficiency interaction. Students have to be trained to pronounce English sounds correctly from the beginning. Otherwise, they will make some error. It means that they have become permanent features of the learners' speech (Littlewood, 1998: 34). Sometimes there are some misunderstandings within native speaker and foreign language caused by improper pronunciation some words forms that error.

In Indonesian language, we pronounce the word similar to the written forms, but in English it is different. In this research, the researcher likes to show the problem faced by the learners especially for students' in the fourth grade of SDN Pasekaran 02 Batang. The problem of the students is in English words pronounced differently to the written forms, so the learners get difficulty to read the English word, such as in the word "Duck" they pronounce "Duk", the word "Orange" they pronounce "Oreng", and the word "Like" they pronounce "Lik".

That is why the teacher must ensure that she gives her students much listening material as possible.

The indication that we can see from the students' difficulties in pronouncing the English words is the influence of Indonesian pronunciation into their English pronunciation. Sometimes, the teacher only gives the material based on the text book without an improvisation to make the students getting no bored. That is why the researcher used an English song to improve students' pronunciation. Pronunciation holds an important role of the communication because mispronouncing the word makes the hearer misunderstood with the speech. According to Richard (1992: 296), pronunciation is stressed more on the way sounds are perceived by the hearer. Based on the definition, pronouncing English word correctly is very important for those who want to be able to speak English accurately and correctly.

Teaching children is different from teaching adults. Children are easily getting bored when they learning something, especially for elementary school students. Children like something interesting because they like playing. In teaching English to the beginner should need technique, because the students in elementary school still always do the mistake in learning English language.

Based on the children characteristics, the teacher should try to introduce English language especially teaching pronunciation as an interesting subject for them. The teacher should create an interesting and joyful atmosphere in learning activities. According to Hafield (1985) in Fauziati (2002: 171) elementary school students are children who still like playing, so the teacher is expected to be

imaginative and creative in developing their teaching technique to make the English lesson more exiting.

There are many ways of teaching English to young learner, but the most important aspect to teach English is creating their motivation to learn language. One way to improve students' pronunciation is by using song, which will enable them to give more reaction in learning English (Dickinson, 1987). There are a lot of English expressions and culture in the songs, so that the students can learn and expand their knowledge. Not only know how the words are written, students can also learn how to pronounce them, especially after listen to the songs. Moreover, learning English through songs can be effective to assist pronunciation, when the students can directly get the knowledge on how to pronounce the words from the songs they hear. When students learn in an enjoyable situation, they will digest the lesson easily. English songs as a media can help students learn pronunciation. Children like singing a song, learning English using a song will make children interested and it can provide good motivation to learn English

Based on the reason written in the previous paragraph, the researcher is interested in conducting the use of English songs to improve students' pronunciation in the fourth grade of SD Negeri Pasekaran 02 Batang. Students of elementary school and the study only focused on the use of songs as the technique to teach pronunciation. The students can learn pronunciation by listening to the song by the cassette and repeat the teachers' speech easily.

B. Problem of the Study

Based on the background of the study above, the problem can be formulated as follows:

1. How is the implementation of teaching pronunciation by using an English song at SD Negeri Pasekaran 02 Batang?
2. Does teaching pronunciation using an English song in SD Negeri Pasekaran 02 Batang improve the students' pronunciation?
3. How is the student's response to technique implemented?

C. Objective of the Study

Based on the formulation of the problem above, the general objective of this research is to improve students' pronunciation in SD Negeri Pasekaran 02 Batang. The specific objectives of this research are to:

1. Describe the process of teaching pronunciation to the young learners using an English songs.
2. Know whether teaching pronunciation using an English song can improve the students' pronunciation in SD Negeri Pasekaran 02 Batang.
3. Describe the students' response toward the technique.

D. Limitation of the Study

In this research, the researcher tries to limit the student in teaching by using a songs especially English song for children to improve students' pronunciation ability of SD Negeri Pasekaran 02 Batang.

E. Benefit of the Study

1. Theoretical Benefit

This research can give contribution to particularly language teaching and phonology. Besides that, this research will give more information about language teaching and phonology and the result that can be a guide to the next research.

2. Practical Benefit

a. For the Teacher

The result will help the teacher in increasing the students' pronunciation.

b. For the Student

The result will help the students of elementary school to be able to achieve better pronunciation.

c. For the Researcher

There searcher gets some experience and knowledge about hw to teach pronunciation in elementary school.

d. For the Institution of SD Negeri Pasekaran 02 Batang

The result will also help the teachers to apply this technique in teaching learning process.

e. For the reader

The researcher hopes that the reader can utilize information clarified as the result of the study to extend their understanding about increasing pronunciation using a song.

F. Research Paper Organization

In this research, the researcher organizes this paper dividing it into five chapters in order to make it easily understood.

Chapter I is Introduction. In this chapter the researcher explains about Background of the Study, Problem of the Study, Objective of the Study, Limitation of the Study, Benefit of the Study, and Research Paper Organization.

Chapter II is Review of Related Literature. It consist Previous Study, Theoretical Review (the Nature of Pronunciation, English Sound System (English consonant, English vowel), General Concept of Song, Characteristic of Young Learners), Theoretical Framework, Action Hypothesis.

Chapter III is Research Method. It deals with the Type of Research, Object of the Study, Subject of the Study, Data and Data Source, Method of Collecting Data, Credibility of Data, Research Procedure and Technique for Analyzing Data.

Chapter IV is Result and Discussion. It consists of Result (the implementation of Songs in Teaching Pronunciation, The Improvement Result of the Implementation Teaching Pronunciation by using English Songs, Students Responses on the Implementation of Teaching Pronunciation by Using English Songs), and Discussion.

Chapter V is Conclusion and Suggestion. In this chapter the researcher ends her study with the conclusion and gives some suggestion for the further study.