

CHAPTER I

INTRODUCTION

A. Background of the Study

Communication is a fundamental aspect of independence among human being. In order to participate in the activity of social interaction and communication, man makes use of language. A human language is a signaling system used by some groups of people for the purpose of communication and social cooperation (Barber, 1993: 27).

Since people live in different places, they use different languages when they want to communicate with other people from different countries. The languages which many people choose differ based on their needs. Hence, people adopt English as an international language to communicate.

To master the language, people in Indonesia learn it formally at school in the process of learning, learning words, phrases, and grammatical features of language are not enough. Those elements will be useless if the learners themselves will not be able to produce them in a way which makes their utterances comprehensible. To be understood by others, they should pay attention to their pronunciation. According to Richard (1984: 296) pronunciation is stressed more on the way sounds are perceived by the hearer. Based on the fact, pronouncing English word correctly is very important for those who want to be able to speak English accurately and correctly. It is due to the fact that the words which are not pronounced appropriately often make

the listeners confused and result in misunderstanding. Pronunciation is clearly a central factor in people's success in making themselves understood.

Because of the importance of pronunciation, the teacher should teach students how to pronounce words correctly. Teaching English in Elementary school especially pronunciation is different from teaching to the higher level. Elementary school students are children who still like playing, talking about 'here and now' and understand meaning better when they see the object. Therefore in developing student's pronunciation mastery, the teacher is expected to be imaginative and creative. In teaching pronunciation, the teacher must consider some aspects, because teaching pronunciation takes place if it is supported by many special description such as; the objective, the material, the method, and the technique.

The teacher should provide the teaching material, which is appropriate to the student of elementary school. The material should be concrete and real to the lives of young children in order to make them enjoy in learning. Educational games are a great way to foster a more interactive lesson that will keep the students engaged. While there are many published games available that can help children master pronunciation, every class is made up of different learners with unique sets of skills and areas that need improvement. A teacher should create various games in order that the students are not bored and keep fit during the teaching – learning pronunciation process in the class.

Talking about the difficulty in teaching pronunciation, the teacher must consider some aspects, because teaching pronunciation takes place if it is

supported by many special components such as, the objectives, the material, the methods, and the technique. The writer would like to investigate the teaching learning process in SD Negeri Kauman Blora because the writer wants to know teaching English pronunciation. In this research paper, the writer presents **TEACHING ENGLISH PRONUNCIATION AT THE SIXTH YEAR OF SD NEGERI KAUMAN BLORA.**

B. Problem Statement

Based on the background of the study, the problems proposed in the research paper are:

1. What are the components of teaching English Pronunciation at the sixth year of SD Negeri Kauman Blora?
2. What problems are faced by the teacher in teaching pronunciation to the sixth year student of SD Negeri Kauman Blora?

C. Objective of the Study

Based on the research problem, the purposes of the study are to describe:

1. the components of teaching English Pronunciation English word of SD Negeri Kauman Blora
2. the problems faced by the teacher in teaching English pronunciations to the sixth year student of SD Negeri Kauman Blora.

D. Limitation of the Study

In order that this study can be deeply examined, the writer needs to limit the study as follows:

1. The subject of the study is limited to the sixth year students and the English teacher.
2. The object of the study is limited on teaching English pronunciation at the sixth year of SD Negeri Kauman 2 Blora in academic years.

E. Benefit of the Study

The writer hopes that this research will have some benefits in the study of English pronunciation. There are two kinds of benefits in this research; theoretical and practical.

1. Theoretical benefit

Hopefully this research will enlarge the scope' knowledge of English pronunciations. It is expected that the result of this research, can show teacher's and student's ability to solve their problem in mastering English pronunciation.

2. Practical benefit

a. To the English teacher

- 1) The teacher may use the various techniques not only discussion, game and role-play but also may use song
- 2) The teacher should be fierce in order the students more respect to the teacher.

b. To the students

- 1) The students should improve their pronunciation, vocabulary in order to speak correctly and fluently.
 - 2) The students should have confidence.
- c. To the researcher

The writer realized that her research paper is far from being perfect. She hopes that the researcher views teaching pronunciation from different perspectives.

F. Research Paper Organization

This research paper is divided into five chapters. Chapter I is introduction which covers the background of the study, problem statement, objective of the study, limitation of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature covering previous study, the nature of pronunciation, nature of language teaching, nature of language learning, English teaching-learning process, the element of teaching- learning process, teaching pronunciation,

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

Chapter IV is research finding, and discussion.

Chapter V is conclusion and suggestion.