

**IMPROVING STUDENTS' PRONUNCIATION SKILL
USING SITUATIONAL LANGUAGE TEACHING
(AN ACTION RESEARCH AT TK BHAYANGKARY
PURWODADI)**



RESEARCH PAPER

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is one of the most important parts in communication. Nobody can communicate with the other person without language. Moreover, we can not ignore that English as an international language has gained its popularity all over the world including Indonesia. The important purpose to learn a foreign language is speaking fluently. Someone is said master in learning a foreign language if he or she speaks the language fluently. Meanwhile, the basis element of speaking itself is pronunciation.

English is regarded as the first foreign language to be taught at elementary school as a local content, at secondary school as a compulsory subject and at universities as an additional subject. It is supported by The Decree of The Ministry of Education and Culture, Republik of Indonesia No. 0487//4/1992, Chapter VIII that states that English can be taught as an extra instruction if it is needed by the local community, and if the teacher of English is available. Another Decree of Ministry of Education and Culture No. 060/U/1993 states that English may be given to elementary school students as a local content (Fauziati 2005: 169). This has caused many English educators charged with teaching teachers or curriculum and material development to raise questions about how to teach English as a Foreign Language to children because the study of English continues to occupy an important place in our educational curriculum.

Because of the importance of English, there are a lot of play groups and kindergartens teach English as a local content of curriculum. In this level, the students

learn English for the first time. Hence, the focus is on teaching vocabulary and pronunciation. According to Fauziati (2005:155) Vocabulary is central to language and of critical importance to typical language learner. Without a sufficient vocabulary, one can not communicate effectively or express his ideas in both oral and written form. Based on the language function itself that is as a medium of communication, we know that actually the result of language learning is shown by the students' communication ability. Although vocabulary is an important element in foreign language actually the most important element is how to pronounce the vocabulary correctly because as a medium of communication, language needs to speak up not just written only or memorized. How much vocabulary the speakers master will not effectively function if they can not pronounce them correctly because the missed correct pronunciation will make different meaning to the listeners and surely it will distort of the messages.

Pronunciation is needed to be taught for the beginner foreign language learners because the students need to understand how sounds are produced to deliver communication efficiency in interaction. In fact, students often find some difficulties or problems in pronouncing English words as happening in TK Bhayangkary Purwodadi. The students in TK Bhayangkary Purwodadi have a lot of weaknesses in Pronunciation. The big problem is related to the habit of incorrect pronunciation, for example both the word *book* [*buk*] and *box* [*baks*] which are occasionally pronounce with [*book*] and [*box*] that actually different in meaning. Mostly students can not differentiate between spelling and pronunciation. The students' errors will give a bad habit in pronunciation because as the beginners they realize that their errors do not disturb their convenience in communication but it will become a problem if they have

to speak in an international communication because there will be misunderstood. Based on the observation, the problem is caused by the teachers themselves who never teach pronunciation intensively in the English' class. Besides, the school itself does not have enough facilities such as English laboratory, LCD, and an English teacher to support the teaching learning process. The school just facilitates the English' class with the teacher of the class itself who actually has not mastered English. Meanwhile, the teachers themselves do not check their pronunciation correctness. The students need more guide repetition and drilling to improve their convenience pronunciation.

The attractive strategies can be created through several ways. First, the teacher creates the comfortable environment to do the teaching learning process. The researcher more pressure the students to guide repetition and drilling in order to make them more familiar with the correct pronunciation which finally can improve them to pronounce in the correct form. Hence, the students can master to differentiate between spelling and pronunciation. Besides, she uses such kinds of media which aims to interact the students such as concrete objects, pictures, and realia which supported by an interactive methods of teaching in order to avoid the young learners' boredom. In the teaching learning process, the teacher here may function as an audio-visual medium of learning. Her voice is as an audio aid to demonstrate the way to pronounce the words correctly which will be heard by the students. Meanwhile, she is also as a visual medium because the learner will show the process with their visual side in the real condition.

According to the phenomenon of how important pronunciation in foreign language is, the researcher here tries to teach pronunciation by using an attractive way

which is suitable for the young learners, that is by using Situational Language Teaching (SLT). Harmer (1991) states that methodology of language teaching must be comfortable and relaxing for the students. Children need something that can stimulate their motivation in teaching learning process in the class. Besides, they also need to be involved in something active in school because they like to do such activities which are interesting and fun for them. Fauziati (2005) states that the typical learning activities in Situational Language Teaching generally consists of guided repetition and substitution activities which include chorus repetition, dictation, drills, and controlled oral-based reading and writing task. Besides, it uses various teaching aids such as concrete object, pictures, and realia which these situations combined with action and gesture to demonstrate the meaning of new language items.

Situational language Teaching is suitable teaching method to increase the students' pronunciation for the children because it deals with the characteristics of the young learners. Besides, it includes some attractive ways which can attack the students' feeling of boredom and improve the student motivation to learn. Finally, the writer here tries to do the research in order to increase the students' pronunciation as one of the basis element to master a foreign language or the young learner entitled "IMPROVING THE STUDENTS' PRONUNCIATION USING SITUATIONAL LANGUAGE TEACHING: AN ACTION RESEARCH IN TK BHAYANGKARI PURWOIDADI IN 2007/2008 ACADEMIC YEAR"

B. Problem Statement

In this research, the researcher verifies the problem statement as below:

1. Can Situational Language Teaching increase the students' pronunciation?

2. Can teaching Pronunciation using Situational Language Teaching improve the students' understanding about the differences between spelling and pronunciation?

C. Objective of The Study

The general objective of the study is to improve the students' pronunciation ability, while the specific objectives of the study in this research are:

1. Describing the implementation teaching by using Situational Language Teaching in order to improve the young learners' pronunciation ability.
2. To know weather or not teaching Pronunciation by using Situational Language teaching can improve the students' understanding about the differences between spelling and grammar.

D. Limitation of the Study

In this research, the researcher tries to limit the study on the teaching pronunciation by using Situational Language Teaching in increasing young learners' pronunciation ability of TK Bhayangkari Purwodadi.

E. Benefit of the Study

There are two benefits of the study namely theoretical and practical benefit. Here, the researcher expects some benefits from this study as follows ;

1. Theoretical benefit

In this research, the writer hopes that this research will give beneficial reference for further research on increasing pronunciation ability by using Situational Language Teaching.

2. Practical benefit

a. For the teacher

In this research, the researcher hopes that this result research will give benefit for the teachers in teaching learning process in order to improve their quality of teaching English, especially pronunciation.

b. For the students

The writer hopes that the students can (1) Improve their own pronunciation ability (2) be motivated to learn English and (3) study English' pronunciation becomes interesting and challenging.

c. For TK Bhayangkari Purwodadi

The result of the research will be beneficial for the TK Bhayangkari as a place of doing the research in order to give a reference for the teachers to improve their techniques in teaching learning process especially be more focus on Pronunciation in teaching English as a foreign language.

d. For the reader

By doing the research, the writer hopes that the readers will know the benefit of teaching pronunciation for the beginner learner as a result of teaching English as a foreign language. Besides, the result of this research will be one of reference to improve the techniques of teaching pronunciation for the young learners.

G. Paper Organization

The result of this research will be arranged as follows:

Chapter 1 is Introduction that contains the background of the study, problem statement, limitation of the study, objective of the study, and benefit of the study.

Chapter 2 is Underlying Theory that includes review of previous study, theories about Pronunciation covering the nature of pronunciation, organ of speech, and English sound system, teaching pronunciation which separated into principles of teaching pronunciation, technique of teaching pronunciation, technique to test pronunciation, and teaching pronunciation to the young learners, Situational Language Teaching which covers into introduction to SLT, principles of SLT, classroom techniques, and classroom procedures, theoretical framework and action hypothesis.

Chapter 3 is Research Method that presents research approach, setting, , object of the study, subject of the study, data and data source, method of collecting data, technique of analyzing data, and research procedure.

Chapter 4 is Result Finding and Discussion

Chapter 5 is Conclusion and Suggestion.