

**A STUDY ON THE TECHNIQUES IMPLEMENTED BY THE
TEACHER IN TEACHING PRONUNCIATION AT THE
FOURTH YEAR OF SDN 3 DUYUNGAN**



RESEARCH PROPOSAL

Submitted a Partial Fulfillment of the Requirements
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by

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CHAPTER 1

INTRODUCTION

A. Background of the Study

Nowadays, many Elementary schools teach English not only as a local subject, but also as a compulsory subject. English has been taught starting from the first year up to the sixth year. The objective is to prepare children to have comparative value in the global era and introduce English at the early ages (*GBPP Mulok SD*, 1995: 2).

For elementary school students, English is the first foreign language to learn, and they just learn simple English pattern. As the beginner of English learners, the students have a very limited knowledge of English, which sometimes create problems in learning process, especially pronunciation (*Kompas*, June 2004).

Pronunciation is one of the three aspects of language, together with grammar and vocabulary. It plays an important part in listening, and speaking skills, so developing student's pronunciation is one of the most significant jobs for English teachers.

Teaching methods are needed in teaching-learning process, especially in teaching pronunciation. Method is created at the level of design in which the roles of teachers, learners and instructional materials are specified. The method is theoretically related to an approach and is organizationally determined by design (*Fauziati*, 2005: 5). The teacher also should use appropriate techniques to teach. There are many techniques in

teaching pronunciation such as using songs, nursery rhymes, pictures, and games.

Teacher is supposed to be imaginative and creative in developing their teaching methods to create good atmosphere, improve the student's pronunciation and make the English lesson more exciting. In this way, the teacher has to be able to make interesting materials for the students in the process of teaching and they have to know how to apply it. According to Clark and Clack (1998: 122) in Fauziati (2002: 7), elementary school students are children who still like playing, so the teacher is expected to be imaginative and creative in developing their teaching techniques to make the English lesson more exiting. Allen (1994: 45) in Fauziati (2002: 14) states that teaching English to the beginners should need techniques. There are many ways of teaching English to young learners, but the most important aspect to teach English is building their motivation to learn the language. In other words, making them feel that they need English, and making them think that English is a very interesting subject to learn become teacher's main goal.

Teaching pronunciation is not an easy job. There are many problems in teaching pronunciation. Achievement learns the students in English teaching still very less. The condition of students who are lack of vocabulary which will make them unable to say words during English teaching pronunciation and usually most of the students are not confident to use English in teaching English. Based on phenomena above, the writer wants to knowing techniques are implemented by the English teacher in teaching

pronunciation at SDN 3 Duyungan, finding the problems faced by the teacher in implementing the techniques and knowing how the teacher overcomes of the problems.

The writer is interested in conducting a study on the method of teaching pronunciation applied by the English teacher at SDN 3 Duyungan. In addition realizing that most of the students usually get difficulties in starting their pronunciation, the writer want to know the method in teaching pronunciation.

Based on the reason and phenomena above, the writer is interested in conducting a research in the teaching and learning process of English lesson at elementary school, entitled: A STUDY ON THE TECHNIQUE IMPLEMENTED BY THE TEACHER IN TEACHING PRONUNCIATION AT THE FOURTH YEAR OF SDN 3 DUYUNGAN.

B. Problem of the Study

The study is about the difficulties of the fourth year language learners, especially Indonesian learners, in pronouncing English word correctly. The writer will attempt to answer the following question:

1. What techniques are implemented by the English teacher in teaching pronunciation at SDN 3 Duyungan?
2. What are the problems faced by the teacher in implementing the techniques?
3. How does the teacher overcome the problems?

C. Objective of the Study

Based on the research problem above, the writer has the following objectives:

1. Describing techniques of teaching pronunciation to the fourth year students in SDN 3 Duyungan.
2. Finding the problems faced by the teacher in implementing the techniques.
3. Knowing how the teacher overcomes the problems.

D. Limitation of the Study

In this research, the writer tries to limit the study on techniques implemented by the teacher in teaching pronunciation in SDN 3 Duyungan in 2008/2009 academic year.

E. Benefit of the Study

The research result is expected to be able to give some benefits both theoretically and practically:

1. Theoretical Benefit

There are some theoretical benefits:

- a. The result of the research can be used as the reference for those who want to conduct a research in teaching pronunciation.
- b. The result can be the reference for next research.

2. Practical Benefits

There are some practical benefits:

- a. The result helps the teacher increasing the students' pronunciation.
- b. The result helps the students of elementary schools to be able to achieve better.
- c. The researcher also helps the teacher to reflect the result of her technique in teaching process.

F. Research Paper Organization

This research report is divided into five chapters. Chapter I is Introduction. In this chapter, the writer presents background of the study, problem of the study, objective of the study, limitation of the study, benefit of the study, research paper organization.

Chapter II is review of related literature. It covers the previous study, the description of the English speech sounds, the notion of pronunciation, teaching English pronunciation, techniques in teaching English pronunciation.

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

Chapter IV is research finding and discussion. It covers research finding and discussion.

Chapter V is conclusion and suggestion. In this chapter, writer concludes her study and proposes some suggestions.