

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher would like to present introduction. These are background of the study, scope of the study, problem statement, objective of the study, significance of the study which is separated in two parts; theoretical significance and practical significance, and research paper organization.

#### **A. Background of the study**

Communication is the most important thing that human needs to stay connected to another people in the world. Communication is the activity of conveying information through the exchange of thoughts, messages, or information, as by speech, visuals, signals, writing, or behaviour. In general, communication done verbally and it can be understood by both of the communication doer. To make the communication be connected we need the component of communication. The most commonly component of communication is language. Language is a communication tool in the form of sound system or the voice system which is produced by human's vocal organs. Each of the language's sign has the meaning. It purposed to make the communication be interactive.

Language is used in a group of civilization. The language for each group is different. For example the language in Indonesia and in the England are far different, but they have the same purpose or the mean eventhough they are in different form. To mastering the language we have to understand and learn about the four skills of language. They are speaking, reading, writing, and listening. Each of them are important and has the relation each other. There are many kinds of subject in teaching and learning English, one of the basic language skill is speaking. Speaking is an interactive process which consist of producing systematic verbal utterances to convey meaning. Mastering the art of speaking is the single most important aspect of learning a second languange and success is measured in terms of the ability to carry out a conversation in the language.

The interaction in communication will not run smoothly if the speaker doesn't have the speaking ability. Speaking ability is described as the ability to express oneself in life situation, or the ability to report acts or situation in precise words, or the ability to converse, or to express a sequence of ideas fluently. In speaking, we must give attention to how the way we speech the word. The way speech the word is called pronounciaton. Pronunciation is the important part of speaking. Pronunciation is the way in which a language or particular word or sound is spoken. Pronunciation used to make the speaker speak more fluency and easy to understand. Fluency can be thought of as the ability to keep going when speaking spontaneously.

There are some rules to pronounce the word in pronunciation. And it also consists of how the way we produced the word or the letter using our speaking organs. We can learn about it to make our speaking well. Pronunciation is the aspect that most affects how the speaker is judged by others, and how they are formally assesed in other skills. Sometimes how to measure the people's English speaking skill is looked from their pronunciation and their fluency. We have to learn pronunciation to mastery English well. Learning English pronunciation is not easy, especially for the Indonesian. We know that English in Indonesia is not being the primary language or the secondary language. So it will make the Indonesian has some difficulties and problems in learning pronunciation. There are some problems in learning and teaching pronunciation, especially for Indonesian people in their school.

First problem is the students have low motivation in learning English. The second is the social background of the students. The students don't use English as their primary language. It makes they hard to pronounce the word or the letter in English. Then there was only 2 meetings per week the English lesson in school. The English material learned isn't focused on pronunciation. The material is English in general. So they don't get enough time to learn English pronunciation. The third problem is about the teacher. Sometimes the teacher uses the boring technique or method in teaching English. It makes the students don't pay attention to the teacher.

The teacher usually teach English using Indonesian language, so the students can't learn and practice to pronounce the word. And if the teacher using English to communicate in teaching English, sometimes their pronunciation is not true. They speak by themselves. But its not a big problem. Among the problems that we faced in teaching pronunciation in the school, we should can managed the condition in teaching and learning process. We can use media to make the students interest with the lesson. For example is using audio visual media, especially audio visual program. Audio visual program is one of the tools that can help the teacher sends the materials to the students.

The students catch the material by listening and watching. Audio visual program shows the animation picture and the sound that contains the material. Usually, the students are likely to get material by watching or listening than orally by the teacher. With this media, the students will be more interested to give attention to the lesson. Audio visual program can help the students improve their pronunciation ability. This media shows the animation picture and audio that can be attenting by the students. The students can give attention to the speaker's lips that shows in the audio visual program while listening to the what the speaker said. With understanding the mimic and the pronunciation, the students will be more easy to pronounce the word. It also can help the students to know how to pronounce the word with the true way.

Audio visual program is one of the media that is very effective to use in teaching English pronunciation. Based on the background of the study, the writer takes the title "THE IMPLEMENTATION OF TEACHING PRONUNCIATION USING *PRONUNCIATION COACH* PROGRAM TO THE VIII C GRADE STUDENTS OF SMP MUHAMMADIYAH 1 KARTASURA". I choose this school because teaching pronunciation since junior high school level is good for children. The students in this school also have difficulties in learning pronunciation so it is good way to help them using helper program.

## **B. Scope of the Study**

According to the background of the study above, there are scope of the study: This research covers of teacher and students for the subject of study. For this research, the focus is whether teaching pronunciation using *Pronunciation Coach* program might show progress in the end of the study. The population of this research is VIII C grade of SMP MUHAMMADIYAH 1 KARTASURA. In such activity, the students will try to practice to speak with good pronunciation after they did communicative practice. The teacher and I would monitor their progress and give feedback.

## **C. Problem Statement**

1. How is the *Pronunciation Coach* program applied in the class?
2. What are the teacher's problems when using *Pronunciation Coach* program in teaching and learning pronunciation process?
3. What are the strengths and weaknesses of *Pronunciation Coach* program in teaching and learning pronunciation process?

## **D. Objective of the study**

1. To identify how the *Pronunciation Coach* program is applied in the class.
2. To identify the teacher's problems when used *Pronunciation Coach* program in teaching and learning pronunciation process.
3. To evaluate whether the *Pronunciation Coach* program is effective to be used in teaching pronunciation.

## **E. Significance of study**

Significance of this study will be divided into two, they are:

1. Theoretical Significance
  - a. The result of this research can contribute to the body of knowledge about the media that can be used by teacher to teach English pronunciation for eighth grade students.

- b. The result of this research can be used directly for teacher in Junior High School to use the suggested media for their students in the eighth grade.
2. Practical Significance
    - a. It will describe the problems faced by the teacher who use *Pronunciation Coach* program to teach English pronunciation for eighth grade students.
    - b. It is hoped that the result of this research can give information about the use of *Pronunciation Coach* program for teaching pronunciation to eighth grade students of SMP Muhammadiyah 1 Kartasura.

## **F. Research Paper Organization**

Research paper organization is arranged in order to make the reader easier in understanding the research paper. This research paper is divided into five chapters as follows:

Chapter I is introduction that consists of background of the study, problem statement, objectives of the study, scope of the study, significance of the study, and paper organization.

Chapter II consists of previous study and underlying theory including notion of teaching, definition of pronunciation, description of teaching pronunciation, behaviorism theory and description of *pronunciation coach* program.

Chapter III is research method, which deals with the type of the study, subject of the study, object of the study, data and source of data, technique of collecting data, technique of data analysis, and validity of data.

Chapter IV deals with the research finding and discussion. It consists of data analysis and discussion of the findings. In this phase, the researcher presents the implementation of teaching pronunciation by using *Pronunciation Coach* program and the result of data analysis.

Chapter V is the last chapter, consists of conclusion, pedagogical implication and suggestion.