

# CHAPTER 1

## INTRODUCTION

### 1.1. Background of the Study

English is an international language that is widely used in various countries. In mastering English, there are four components that students must learn, namely listening, speaking, writing and reading. However, this is not enough, students are also required to master micro skills such as vocabulary, grammar, and so on. Pronunciation skills are very important in learning English as a second language, these skills develop as an efficient way of communication. Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998).

In elementary school, learning English is considered a formality so that pronunciation in English is considered trivial for students', and many people still mispronounce English words/vocabulary. According to Surmanov & Azimova (Surmanov, 2020), students are unable to employ the structures and abilities they have learnt for efficient communication because they need vocabulary in order to successfully use a second language (L2). The two categories of vocabulary are receptive vocabulary and productive vocabulary. Both productive and receptive vocabulary are required for the development of productive L2 skills like writing and speaking, as well as receptive skills like reading and listening (Uchihara et al., 2022).

For elementary school students', this is a basic thing that must be understood in communication skills. However, it is unfortunate that most students' have difficulty doing this, even though this is an important component of speaking ability. Individually, students must understand how to use English as a second language because in the world of work and life in the future it will be very useful, in fact quite a few companies conduct interviews in English. According to (Botley, 2017). English pronunciation is important because there are many sounds and words in English that are difficult to pronounce correctly.

And according to the Encyclopedia Britannica (The Editor of Encyclopedia Britannica, 2023), In addition, students' will be able to understand the material clearly if they pay attention to how each word and phrase in the text is pronounced using English pronunciation rules. As a result, children become less motivated to pronounce words in English, which has a bad impact on them. This shows that even though the students are diligent, these children still have poor English pronunciation skills. Moreover, on the other hand, the methods teachers use in teaching do not increase their interest in learning correct pronunciation. According to Huang L, reading aloud can improve and help your spoken English pronunciation (Huang L, 2010).

In English there are two pronunciations, namely Received Pronunciation (RP) and General American (GA). In general, this research paper discusses British and American English but focuses similar and different of RP and GA. In British and American English there are 2 elements, namely segmental features and super segmental, segmental is a form of phoneme that can be divided. Super segmental is something that accompanies phonemes which can be in the form of sound pressure (intonation), long-short (pitch), and sound vibrations that indicate certain emotions. These segmental and suprasegmental sounds occur frequently is associated with one of the descriptors in linguistics, namely in the realm of linguistics which studies the phonological system as seen from speech in conveying the sounds that have been spoken (Chaer, 2013). When English spread throughout the world, English developed into many variations, Indonesia also became one of the countries experiencing this phenomenon. English has been mixed with native Indonesian languages, for example Javanese, so that Javanese speakers experience unique pronunciations of English words. The differences in English pronunciation features between non-native and native speakers are caused by several factors (Bui, 2016). Mention the factors that influence students' pronunciation, the influence of students' mother tongue, age at which they start learning pronunciation, exposure to English, language aptitude, and motivation to learn English pronunciation. (Laila, 2019).

"Wind Direction" is one of the topics in the fifth and sixth grade books at Trosemi 1 elementary school, one of these topics is a topic that is difficult for students with a Javanese language background to pronounce and has quite a large variety of words, therefore this topic was chosen by researchers. This means that the pronunciation model does not always have to be oriented towards native speakers. Therefore, researchers analyzed fifth and sixthth grade students' at Trosemi 1 Elementary SchoolTherefore, the title of the research is **"A Descriptive Analysis on The Pronunciation of "Wind Direction" Vocabularies by Fifth and Sixthth Grade Student of Trosemi 1 Elementary School"**

## **1.2. Limitation of Study**

In this study, researchers limit research in analyzing equations and differences in pronunciation in segmental features RP (Received Pronunciation/ British Accent) and GA (General American/ American Accent Fifth and Sixth Elementary Schools Trosemi 1 is north (nɔːθ, nɔrθ), northeast (,nɔːθ'iːst, ,nɔr'θist), east (iːst, ist), southeast (,saʊθ'iːst, ,saʊ'θist), south (saʊθ, saʊθ), southwest (,saʊθ'west, ,saʊ'θwest), west (west, west), northwest (,nɔːθ'west, ,nɔr'θwest).

## **1.3. Research Question**

Based on phenomena above the researcher have the problem to analyze.

1. How do the students of Fifth and Sixth Elementary Schools Trosemi 1 articulated "wind direction"?
2. To what extent the students' pronunciations of "wind direction" similar and different to Received Pronunciation (RP) and General American (GA)?
3. To what extent the sounds articulated by students' in pronouncing "wind direction" vary from Received Pronunciation (RP) and General American (GA)?

#### **1.4. Objective of Study**

based on the problem statement above, the objective of this research is:

1. To investigate the articulation pronunciation of Fifth and Sixth Elementary Schools Trosemi 1 students.
2. To investigate the students' pronunciation is similar and different to RP and GA.
3. To investigate the sounds that students pronounce and vary from RP and GA.

#### **1.5. Benefits of the Study**

The benefits of this research are divided into two, as follows:

##### **1. Theoretical Benefit**

The findings of this research should contribute to the body of knowledge, especially in the areas of phonetics and pronunciation.

##### **2. Partical Benefit**

- a. For other researchers, it is hoped that it can help them in finding references for their work.
- b. For students', it has the potential to help students' gain more confidence in English pronunciation.
- c. For teachers, this information can ideally help them choose alternative pedagogical paradigms in pronunciation teaching, especially in the Javanese environment.

#### **1.6. Organization of the Thesis**

To make this research easy to understand, this research is organized into five chapters.

Chapter I is an introduction: the contents of this chapter include the background of the study, the limitations of the study, the research questions, the research objectives, the benefits of the research, and the organization of research papers. Chapter II deals with literature related to review. It discusses the underlying theories and previous research in several related theories before.

Chapter III is a research method. This relates to research methods that include research types, time and place arrangements, research subject, research objects, data collection methods, techniques for analyzing data, and trust.

Chapter IV is the findings and discussion of students' pronunciation is similar and different in RP and GA.

Chapter V is the last chapter. Its conclusion and suggestions.