

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Pronunciation is one of the components in speaking skill. The pronunciation is very influence for someone when speaks in English. For that reason, it is not a paradox that communication is a mutual relationship between the speaker and the hearer. This means that a student must comprehend what he/she hears in the target language and must produce the sounds of the language he/she is trying to learn accurately. Unless he has sufficient knowledge of the sound patterns of the target language, he can neither encode a message to anybody nor decode the message sent by another person by learning the sounds of the target language within his mother tongue. Therefore, pronunciation instruction is of great importance for successful oral communication to take place since it is an important ingredient of the communicative competence" Hismanoglu (2006).

In line with the statement above, the increasing demand for global competence and international communication and collaboration makes attaining proficiency in a second or foreign language more prominent and this proficiency should cover not merely vocabulary and grammar, but good pronunciation as well" (Lord, 2008:374-389). Pronunciation is a set of habits of producing sounds. "The habit of producing a sound is acquired by repeating it over and over again and by being corrected when it is pronounced wrongly. Learning to pronounce a

foreign language means building up new pronunciation habits and overcoming the bias of the first language" (Cook, 1996).

Futhermore, the area of pronunciation, including the ability of learners to produce phonological sounds as well as using correct stress and rhythm, has become increasingly important to the researcher as an English teacher. The teacher would typically correct students' pronunciation of the common mistake of the /θ/ sound and that was about it. The researcher occasionally does some minimal pair drills (having students pronounce the words "ship" and "sheep" to show the different vowel sounds, for example) but often lacked the understanding of how to connect this to her normal lessons. However, as the researcher gained more and more experience in teaching English, the researcher begins to see the importance of explicit pronunciation teaching and its benefits for helping learners communicate effectively.

Thus, in teaching and learning English process, pronunciation becomes the one of the hard subjects. There are a lot of problems that students and teachers faced. For the teacher, Teaching pronunciation is not an easy job. The teachers faced much problem while teaching pronunciation such as the condition of the students who have lack of vocabulary, their often used their mother language as their first language, lack of practice to speak English as a language to communicate with the others. For instance, most of students do not feel confidence when the teacher ask them to practice the dialogue in front of the class. They have their own problem, why they are not confident when the teacher asked them to practice the conversation in front of the class. Those are the problems

that faced by the students at SMAN 1 BUNGARAYA especially at the eleven grade.

In line with the problems as stated before, the other problems face by the students during the learning process in term of stress, intonation and rhythm are: First, stress on the Wrong Syllable. The student says hó-tel instead of ho-tél. Second, stress on the Wrong Word. Just like placing the stress on the wrong syllable within a word, placing stress on the wrong word in a sentence may lead to confusion or the speaker's inability to convey exactly what he/she means.

A sentence like, "John got a new job" can be stressed in different ways (stress can be placed on John, new or job), all of which convey different meanings. If the teacher asks students, "Who got a new job?" they should respond placing the stress on John. But if you ask them, "What did John get?" they should place the stress on job. Third, No Rising Pitch. This is the intonation mistake the writer encounter most often. Yes/No questions typically have a rising pitch towards the end, and lots of students end their sentences flat so they don't sound like questions at all: Do you like chocolate. They sound like statements. Students often have more trouble imitating the rising than the falling intonation. Fourth, use the wrong pitch.

Students often do not use the right pitch to convey feelings. A single word like really can express completely different feelings: "Really" said with falling intonation expresses disbelief, while "Really?" with a rising pitch expresses surprise. The last is inappropriate in pronouncing rhythm such as in correct to pronounce the last sound to the beginning sound of first word in a sentence. They

do not even know that their English speech rhythm is not affected by the rhythm of Indonesian language, nor do they know that this improper rhythm makes their English speech unnatural and hard to be understood.

After knowing the problems in pronunciation class, the teacher should know the aim of teaching pronunciation itself. The aimed of teaching pronunciation is the to make the students are able to speak English with a good pronunciation like a native speaker. But, the real goal of teaching pronunciation is to make the students able speak with an Received Pronunciation (RP) accent and make them to be understood and able to produce communication effectively. The others aim why teaching pronunciation is important is intelligibility. To make our students intelligible, the teacher need to work out what aspects of pronunciation are the key.

Considering the explanation above, Method becomes the important elements that teacher should be considered before conducting teaching and learning activity. Basically, method refers to the teaching learning approach, design and procedures. Teaching methods are related to the technique being used by the teacher on the teaching learning activities. One of the method in teaching learning process is Audio Lingual Method. Audio Lingual Method uses repetition, replacement and answer the question to drill speaking skill especially student's pronunciation. Using audio lingual method is effective to teach pronunciation because by conducting the Audio Lingual Method can stimulate students to listen, memorize, and imitate the pronunciation spoken by native speaker (Richard, Platt, and Weber (1992:296) in HadiEed (2009). By conducting Audio Lingual method

in teaching pronunciation, hopefully can reach the goal of teaching pronunciation and solve the students' problem in teaching pronunciation.

Related to that statement above, the reason why the researcher chooses audio lingual method is because this method can give students' ability in pronunciation. Thus, the role of teacher when teaching in the classroom is very important. In teaching and learning, the teacher should know what the students' need. The teachers should be able to choose a good method when teaching in the classroom. The method that applied in the classroom should be appropriate with the class situation, and the material that will be explain.

Based on the discussion explained above, the researcher is interested in conducting the research entitle *"The Effect of Audio Lingual Method toward Students Pronunciation of Prosodic Features at The Eleventh Grade Students of SMA Negeri 1 Bungaraya Siak."*

1.2 Setting of the Problem

Pronunciation is one of important skills needed in speaking English. Pronunciation has been considered as a difficult problem for students at SMAN 1 Bungaraya. This statement is obtained from the English teacher of SMAN 1 Bungaraya, (February, 19th 2015) it is known that most of second year students of SMAN 1 Bungaraya have same problems during teaching and learning pronunciation that make the students are not interested such as wrong in pronouncing many words, lazy to memorize another word for their conversation in English and they do not know how where to put intonation, stress and rhythm on their conversation as well.

The other problem is, they often used their mother language as their first language, and lack of practice to speak English as a language to communicate with the others. They tend to translate Indonesian to English with Indonesian concept.

Those factors make students are not interested and sometimes they rejected the teacher when the teacher asked them to practice the dialogue in front of the classroom. They do not have self-confident in pronouncing words because they think that they will sound it weird.

Considering of those problems, the English teacher of this school agreed if the researcher conducts the research about pronunciation at SMAN 1 Bungaraya. In short, by researching the students' problems in pronunciation particularly using Audio Lingual Method it can help the students listen, memorize, and imitate the stress, intonation and rhythm of the target language.

1.3 Limitation of the Problem

Based on the setting of the problems above, the researcher limited the study on the effect of Audio Lingual Method in English class.

In this research, students' pronunciation proficiency means the ability to reach a certain degree of accuracy or "conversational fluency" to be understood by others or intelligible pronunciation, as opposite to achievement of native-like accent. There are 15 questions for pre-test and post-test.

The treatment employed in this research is the Audio Lingual Method. Using Audio Lingual Method means stimulated the students to listen, memorize, and imitate the pronunciation spoken by native speaker or the teacher. The

researcher focused on prosodic features in pronunciation such as; stress, intonation and rhythm.

1.4 Formulation of the Problem

In line with the limitation of problem above, this research was formulated as follow: Is there any significant effect of Audio Lingual Method toward students pronunciation of prosodic features at the eleventh grade students ofSMAN 1 Bungaraya?”

1.5 Objective of the Research

The most important point or the objective of this research was to find the answer of the research problem. In other words, this research purposed to know whether there is significant effect of Audio Lingual Method or not toward students’ pronunciation of prosodic features at the eleventh grade students of SMAN 1 Bungaraya.

1.6 Significant of the Research

This research had the significance for the English language learners, teachers and students. First, the research aimed to invetigate a new strategy in teaching English to English Language learners as a research contribution to EFL teaching and learning. It was an expect that Audio Lingual Method would generate future EFL/ TESL research in future. This method helped the students to consciously control how they learn pronunciation so that they can be more efficient and motivated.

Second, the English teacher also hoped this research would help instructors or a Senior High School teacher as the designer in teaching learning

process so that they are able to develop their knowledge and creativity in pronouncing and to raise students' awareness of pronunciation.

Third, as the students' concerned, it was hoped this research would be able to make the students able to pronounce, to increase their achievement in pronunciation, and also to encourage them to be more active and had high motivation.

1.6 Definition of the Key Terms

In order to avoid unnecessary misunderstanding, some terms are clarified as follows:

- a) Effect: The effect means the change caused by something. In this research, effect is defined as the result of teaching pronunciation by using the Audio Lingual method.(Manser, 1995:134).
- b) Audio Lingual Method: Audio lingual Method is a method of foreign language teaching in which the students learn language by repeating/ imitating the recurring pattern/ dialogues of everyday situations by succession of drill. In this research, Audio Lingual method is the way to find out the effect on students' pronunciation. Barman, Binoy, Zaskia Sultana, and Bijoy Lal Basu (2006:150-153) in Tanvir dhaka (2013)
- c) Pronunciation : Pronunciation is the use of a sound system in speaking and listening. Here, pronunciation is merely treated as the act that happens in speaking and listening. (Lado, 1964: 70)
- d) Prosodic Features: In linguistics, prosody is the rhythm, stress, and intonation of speech. Prosody may reflect various features of the speaker or the

utterance, the emotional state of a speaker, whether the utterance is a statement, a question, or a command; whether the speaker is being ironic or sarcastic; emphasis, contrast and focus. Prosody is of great interest in automatic speech recognition. (GiliFivela, B. 2012)



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