

CHAPTER I

INTRODUCTION

In this chapter, the researcher would like to discuss about research context that tell us about the phenomena in problems of study, research focuses that tell about the focus of the problem in research, research objectives that tell about the aims of the researcher, significance of study tells about the benefit of the research, such us for the researcher, the students, the readers. The scope and limitation of the research that make the research have the main problems of the research and definition of key terms that tell about the explanation of the title of the research based on researcher perspectives.

A. Research Context

Pronunciation is as the production of significant sound into the senses. *First*, the sound is significant because it is used as a part of a code of a particular language. *Second*, the sound is significant because it is used to achieve meaning in the context of use.¹ Pronunciation is a process of the production of sound, especially for produce language. Pronunciation is a significant part where pronunciation as sound to convey the meaning of the context. So pronunciation is one of the important aspects of English students because pronunciation is always in the learning process. Pronunciation is always used by the lecturers to explain and convey the information in the class. When the lectures teach their students surely will produce the sounds and the sounds are to clarify the knowledge.

For Madurese Students are difficult to study pronunciation. It is because the first language of Madurese Students is the Madura language and English is as foreign language. Every language has different accents until they are pronounced

¹ Humiras Betty Marlina Sihombing, & Desmalia Purba, Improving Student's Pronunciation Master Through Learning by Using Media, (English Songs and English Movies), *Darma Agung XXIV*, 1 (August, 2018), 593

differently by people from different geographical places. Therefore the English students have to learn carefully. Certainly, English lecturers have their own techniques to teach pronunciation and to make it easier when they learn it. The research will concern about the techniques to teaching pronunciation. The technique of teaching pronunciation itself will be focused on the techniques of teaching that are used by the lecturer. Every lecturer usually has various techniques to teach pronunciation. Remembering for the beginner of the English learner is difficult to study about it. Therefore the lecturer has to choose some techniques to teach pronunciation, where the technique is effective to use for teaching pronunciation.

The technique (also commonly referred to by other terms) is any of a wide variety of exercise activities or tasks used in the language classroom for realizing the lesson objectives.² The definition gives explanation on the techniques. The technique is not only a method but also a term. Many activities that occur in the teaching process in the class such as exercises, tasks, and other activities in the class for releasing lessons. Many purposes the lecturers have in teaching pronunciation, such as making the English students have good pronunciation, which makes the English students understand what the speakers said. There are some techniques for teaching pronunciation which can be used by lecturers. One of the techniques of teaching pronunciation is the drilling technique which refers to the behaviorist approach where the students are suggested to be used to be with a foreign language.

One of the most stubborn problems that are encountered in teaching pronunciation is **Fossilization**. Fossilization is a process that occurs when a language learner progresses to a certain point but then has a hard time making

² H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (California: Longman, 2000), 16.

further progress.³ For example, a student who has been studying English still not be able to make a difference between /v/ as in *very* and /f/ as in *ferry*; this error we often encounter in the class especially for a beginner. /v/ and /f/ have the similar sound. But actually /v/ and /f/ has a different sound, /v/ is voiced consonant and /f/ is voiceless consonant automatically there are different sounds. That is minimal pairs

A less common pronunciation problem is **hypercorrection**, which means “too much correction.” This happens when a student has learned a rule and tries to apply it, but applying it in too many cases. Hypercorrection is a much less frequent and less serious source of error than fossilization. It teaches like an occasional slip of the tongue than a long-term problem, for example, to substitute /p/ for /f/.⁴

The cases with Madurese Students, where Madurese Students have different dialects. The cases of Madurese Students are when they speak English and their pronunciation. While Madurese Students cannot make disappear their linguistic entity when they speak English. For example, the word *saw* and *so*. Other phenomenon is the word *hour* and *our*. It can be viewed from how to pronounce them because both of them have similar pronunciation for Madurese Students when for English itself, both words have a different way of pronunciation. Sometimes listeners have different meanings and make bad understanding. When Madurese Students have different pronunciation, it can be concluded as negative transfers. negative transfer is related to the resulting behavior that is contrary to the old behavior, causing errors. This new behavior is generally of a different nature from the old behavior. Negative transfer occurs when there are differences between the

³ www.tesol.org access from, <https://www.tesol.org> date 21 April 2020 at 09.00 am.

⁴ Ibid.

two language.⁵ Negative transfers mean that it has a negative effect from the speaker to listeners. They are interested in explaining why to speak differently in different social contexts and they are concerned with identifying the social functions of language and the way is used to convey social meaning.

Therefore, the mistake of pronunciation makes a new problem for English students and lecturers. The importance of students is to be aware of the pronunciation elements.⁶ It is so difficult to make good pronunciation for Madurese Students that have different dialects. Expect the English students for Madurese Students who can use some techniques to make it easier to learn about it. Although we cannot disappear the style of language because English has much similar pronunciation and has difficulty being spoken, especially for a lecturer who teaches pronunciation.

Based on the explanation above the researcher will make the research by the title: “Investigating The Techniques of Teaching Pronunciation used by lecturer in 2nd Semester students of English Department at IAIN Madura”.

B. Research Focuses

Research problem refers to questions raised in the research project which clearly reflects what kinds of an answer are expected to be discovered through the process of research.⁷ It has meant that the researcher puts some questions to be a form of what will be researched.

Based on the research problems explanation, the researcher will take a research problem based on the phenomenon that happens in this research such as:

⁵ Anik Cahyaning Rahayu, Teori Transfer dan Teori interferensi Dalam Pemerolehan Bahasa Kedua Atau Bahasa Targer, *Parafrase*, vol 12, (Februari 2012), 64.

⁶ Humiras Betty Marlina Sihombing, & Desmalia Purba, Improving Student's Pronunciation Master Through Learning by Using Media, (English Songs and English Movies), *Darma Agung*, XXIV, 1 (August 2018), 591.

⁷ Mohammad Adnan Latief, *Research Methods on Language Learning an Introduction*, (Malang: Universitas Negeri Malang Press, 2013), 16.

1. What are the techniques used by lecturer in teaching pronunciation for 2nd semester's students of English Department at IAIN Madura?
2. What are the strengths and weaknesses of using the techniques in teaching pronunciation for 2nd semester's students of English Department at IAIN Madura?

C. Research Objectives

The research objective is a specific goal that the investigator plans to achieve in a study.⁸ It means the researcher must have a goal. Based on the researcher focuses, the researcher has the goal of this study, as follow:

1. To know what are the techniques used by lecturer in teaching pronunciation for 2nd semester's students of English Department at IAIN Madura
2. To know the strengths and weaknesses and weaknesses of using the techniques used by lectures in teaching pronunciation for 2nd semester's students of English Department at IAIN Madura

D. Significance of Study

Significant refers to the contributions of the research result to improvement of the related practice (practical contribution) and or the development of the related theory (theoretical contribution). The significance of the study in the theoretical contribution of this research is expected to give new information about things dealing with the result of this research.

These significances of the study in the practical contribution are:

⁸ Jhon W Creswell, *Educational Research*, (Boston: Pearson Education, 2012), page. 111.

1. Theoretically

- a. The result of this research will give the reader to increase the knowledge
- b. This research is expected to give an explanation about the techniques used by the lecturer in teaching pronunciation and the response of students towards the techniques used by the lecturer. Especially in improving the learner's pronunciation.

2. Practically

- a. The students

This research would be expected to give an explanation to the students about the techniques of teaching pronunciation and the students can apply the techniques of teaching pronunciation for themselves.

- b. The reader

This research would be expected to give an explanation to the readers about the technique of teaching pronunciation, especially about the advantages and disadvantages of the techniques used

- c. The lecturer

This research would be expected to be review for the lecturer, therefore the lecturer can fix and optimize the best technique in the next learning process.

- d. The future researcher

This research could be additional information or contribution if they (future researchers) want to know or conduct any research related to this topic.

E. Definition of Key Terms

To avoid misunderstanding in the reader's mind of this research, the researcher provides the definition of key terms used in this research, those are:

1. An investigation is an activity to analyze and observe something that happens in a certain activity. Investigation usually analyzes activity to answer the problem not just to know about something but also to examine something which wedges.
2. The technique is some activities of education in the learning process in the classroom which have the goal of increasing education, especially for the student need. The activities include tasks, learning processes, and exercises to achieve the lesson goal.
3. Teaching Pronunciation is an activity of teaching pronunciation well for the English students and they produce sounds by using their speech organs.