

CHAPTER I

INTRODUCTION

This chapter explains about the research context, research focus, objective of the study, significance of the study, scope and limitation of the study, and definition of key terms.

A. Research Context

English is common language and important to learn. In Indonesia, English is foreign language, that is not native to a particular person. English is used by many countries either as first language or second language.¹ This language is also thought start from Kindegarten up to university. Basically in Indonesia education, generally English is used for business.

A very important thing English learners need to remember is that they can use their pronunciation well to say what they mean and how they mean it.² English learners speak English but they do not pronounce the word well because English is not their mother tongue. So they have to study more both in school and course because there will be teachers or tutors who teach there.

¹ Agus Mulyono, *Simple vocabulary*, (Kediri Kaysamedia,2001), p.183

² Ann Cook, *American Accent Training*. (Barrons: Educational Series, 1991)P.iv

Tutor is a spiritual father for students, give soul food with knowledge, moral education, and justifying it.³ The ideal tutor profile is a person who dedicates himself based on the call of the soul, the call of science. The ideal tutor always wants to be with students inside and outside school. When seeing students show attitudes such a sad, depressed, lazy to learn sick, etc. The tutor can be spend the time to think how the development the students, so that the glory of tutor's heart is reflected in everyday life.

Tutor has a role as learning resource for students. The students will study what the tutors said. There is Aphorism said "*No matter how smart students are, it is impossible to beat the tutor's cleverness*".⁴ So that a very important the tutors role to the students in teaching learning, especially in teaching diphthong pronunciation. Pronunciation is definitely the biggest thing that people notice when we are speaking English. pronunciation is the act, manner or including articulation, stress and intonation, and result of producing the sound speech.

Some students of Base of English Solution Sampang cannot pronounce the word correctly. They think that diphthong pronunciation not important of speaking. They can speak english fluently, but when they get diphthong pronunciation materials, they fell difficult to speak English correctly, make their speaking not fluently and speak repeatedely. It happened when they presentation, give opinion in the class and speak

³Syaiful Bahri Djamarah, *Teacher and Sudents in Educative Interaction* (Jakarta: PT Rineka Cipta, 2005), p.42

⁴Wina Sanjaya, *Learning Strategies* (Jakarta: Kencana, 2014),p.,21

with the others, because the students Base of English Solution Sampang are very carefully to speak using diphthong pronunciation and they have to adapt it. such they say word “*like*” they always pronounce such the word “*leg*” then they correct themselves such the word “*laik*”, the word “*side*” they always pronounce such the word “*set*” then they correct themselves such the word “*said*”. So that is why, it is important for the students to practice more about diphthong pronunciation of speaking.

Pronunciation is the way in which a language or a particular word or sound is spoken.⁵ Based on the statement above, it means good pronunciation should be one of the first thing that English learners know to increase their speaking skill, not only speaking fluently but also they have to speaking correctly by using diphthong pronunciation. When the speaker pronounces the word incorrectly it will change the meaning of the word and when they speak repeatedly it can cause confuse between speaker and listener. For example “*I like flower*” in the word “*like*” the speaker pronounce “*like*” into “*leg*” then they directly change “*laik*”.

Diphthong Pronunciation has been discussed by Fathur Rosi. His research is discussing about “Diphthong Pronunciation Problems of English learners at Dormitory of SMA Sabilillah Sampang.”⁶ He wrote in this thesis about diphthong pronunciation problems of English learners. The purpose is to identify the students’ difficulties in diphthong pronunciation and to know how do the teachers overcome the students’ problems. It was provided by qualitative approach, the result of his study

⁵Victoria Bull, *Oxford Dictionary*(China, Oxford University Press, 2008), p. 352

⁶Fathur Rosi, “Diphthong Pronunciation Problems of English Learners at Dormitory of SMA Sabilillah Sampang”, (Thesis, STAIN Pamekasan, Pamekasan, 2017), p.4

shows that mostly the students change diphthongs /eɪ/ into /ɪ/ only when students pronounce the initial sound /eɪ/ and middle sound /eɪ/, the diphthong /aʊ/ is replaced by sound /ɔ/ or /u/, the diphthong /aɪ/ is replaced by sound /ɪ/, /ɛ/ in middle sound and the diphthong /oʊ/ is replaced by sound /ɔ/, /o/. It is suggested to the students more practice it and active in their learning process and also daily activities by using good pronunciation especially diphthong pronunciation.

At course Base of English Solution Sampang, pronunciation is introduced and thought by teacher started from the first meeting in the class. They learn by repeating teachers' sound in English and teachers introduce them about vowel, consonant and diphthong little by little. The students should know and be able to practice the example of vowels, consonant and diphthongs. After being able to pronounce the word which is chosen by teacher for practicing in front of their friends. There are so many repeating word in their speaking at course Base of English Solution Sampang on the process of getting a good pronunciation, such as they are difficult to pronounce the word "*like, write and so on*". They always pronounce incorrectly and they try to correct themselves. So that, they always repeating the word from the wrong into correct and they do it again and again.

Based on the phenomena above, the researcher interested to conduct the research by the title "*The Role of Tutors in Teaching Diphthong at Base of English Solution Course Sampang*".

B. Research Focus

Research focus refers to question raised in a research project which clearly reflect what kind of answer is expected to be discovered through the process of research.⁷

Based on the research context above the researcher takes some points that be problem of study as follows:

1. What is the role of tutors in teaching diphthong at Base of English Solution course Sampang?
2. How is the role of tutors in teaching diphthongat Base of English Solution course Sampang?

C. Research Objective

According to Creswell, an objective of a research is the major intent or purpose of the study used to address the problem.⁸

Based on the problems above, purpose of the research would be:

1. To know the role of tutors in teaching diphthong at Base of English Solution course Sampang.
2. To explain the way the tutors role in teaching diphthong at Base of English Solution course Sampang.

⁷Mohammad Atnan Latief, *Research Methods on Language Learning* (Malang: UM Press, 2013), p.16

⁸ Jhon W. Creswell, *Educational Research* (Boston: Person Edcation, 2012), p.60

D. Significance of the Research

Significance of the study is continuation of the objective of the study.⁹

This research has two significances namely theoretically and practically significance.

1. Theoretically significance

It is expected to tell the tutors role in teaching diphthong at Base of English Solution course Sampang.

2. Practically Significance

a. For teachers

- 1) As guider to explain about diphthong at Base of English Solution Course Sampang.
- 2) As the role of tutors in teaching diphthong at Base of English Solution course Sampang.

b. For Students

- 1) This study is expected to be useful for students at Base of English Solution course Sampang get motivate from tutor role in teaching diphthong.
- 2) The students at Base of English Solution course Sampang to know tutors role in teaching diphthong

⁹Suharismi Arikunto, *Research Procedures a Peactical Approach* (Jakarta: PT. Rineka Cipta, 2006), p.60

c. For Base of English Solution Course Sampang

- 1) As one of the Course that interested by learners in Sampang with a good delivery material of management by tutors and provide the facilities to support in learning teaching process.
- 2) It is provide pronunciation book to make students easier to understand about.

d. For the Researcher

- 1) The researcher will get some benefits from this research, which is to be able to know more about the role of tutors in teaching diphthong and other theories related to this research.
- 2) It is also able to understand about pronunciation.

e. For Reader

The result of this research is useful for who wants to teach that has roles in teaching pronunciation especially in diphthong.

E. Scope and Limitation of the Research

Scope focuses on the thing which intended to search by the researcher whereas limitation is as potential weakness or problems with the study that identified by the researcher.¹⁰

1. The scope of this research is about the role of tutors in teaching diphthong at Base of English Solution course Sampang.

¹⁰Ibid.199

2. This research is limited in teaching diphthong at Base of English Solution course Sampang.

F. Definiton of Key Terms

John W. Creswell suggests to begin our research by narrowing our topic to a few key terms using one or two word or short phrases.¹¹

1. Role is the position or purpose that someone or something has in a situation, like a set of connected behaviours, right, obligations, beliefs, and norms as conceptualized.
2. Tutor is someone who gives private lessons to one student or small group.
3. Teaching is a process in which learner, teacher curriculum and other variable are organized in a systematic ways to attain some determined a goals.
4. Diphthong is two vowel sounds joined in one syllable to form one speech sound.

¹¹Ibid.82