

## **CHAPTER 1**

### **INTRODUCTION**

This chapter presented about the research context, research focus, research objectives, significance of studies, scope and limitation, and definition of key terms.

#### **A. Research Context**

The Researcher thinks that English is the world's most important language. English is an international language, because by knowing English we can dig up information from any circle, because English is used by all people in the world whether used as the first or second language. Even English is the main key to open the door to knowledge; both scientific knowledge and technical knowledge are needed to develop economics and politics in several cities in the world. In this globalization era, English is the main requirement when seeking employment.

English as a foreign language is taught in all schools in Indonesia. And English is taught at every level of education. In English, there are four skills that students must learn, including writing, reading, listening and speaking. The four skills are interconnected with each other. However, this research is only related to one skill, namely speaking skills and I chose one part that is in speaking skills, namely "pronunciation". Pronunciation is the most important aspect of English

language skills. Marianne states that intelligible pronunciation is one of the necessary components of oral communication.<sup>1</sup> As a foreign language, English is the most difficult language to say because there are some differences between symbols and their sounds. Sometimes students can understand their meaning but cannot express words in the language being spoken. Because it is very difficult to distinguish how to spell and pronounce the word. As stated by Harmer being made aware of pronunciation issues will be of immense benefit not only to their products but also to their understanding of spoken English.<sup>2</sup> The point here is the better the pronunciation of the language, the better we understand its meaning.

As foreign language learners, Indonesian students often encounter problems in pronunciation when reading, speaking, and listening to English words. Could be, this is caused by internal factors or external factors. Internal factors are caused by students themselves, such as motivation, interest, attitude, and intelligence. While external factors come from outside, such as the environment, learning materials, and the ability of teachers to handle the learning process of teaching English. As Ken worthy observes that there are many factors affecting pronunciation learning for EFL students such as hearing, native language, and age of learners.<sup>3</sup>

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<sup>1</sup> Marianne Celce-Murcia, Donna M. Brinton, and Janet M. Goodwin, *TEACHING PRONUNCIATION A Reference For Teachers Of English To Speaker Other Language* (New York: Cambridge University Press, 1996).8

<sup>2</sup> Jeremy Harmer, *The Practice The English Language Teaching* (New York: Cambridge University Press, 2002).183

<sup>3</sup> Joanne Kenworthy, *Teaching English Pronunciation* (New York: Longman inc, 1988).4

In this case, pronunciation is called by the most important aspect of learning a second language. In fact, mastering pronunciation is very important for students in learning English specially in speaking skill because it can be measurement of the students' knowledge learning English as a second language. In my pre-research with some students and the teacher in SMA An- Nur Taman Baru Akkor Pamekasan. I found that the students is easier to understand it when the teacher using audio lingual method in teaching learning process.

In this school, the teacher use audio lingual method to make students easy to practice their pronunciation, even though this method is not new method and nothing interest in this method but this method is easy to used and to practicing.<sup>4</sup>

Therefore, teachers as educators must know how to make students more easily understand what is learned by them, especially in mastering pronunciation. Then the teacher must create interesting methods, materials, and media that are suitable for developing learning until students understand how to pronounce English words easily and correctly. The best in the teaching and learning process is active learning students will be actively involved as well. Klippel claims that learning is more effective if the learners are actively involved in the process.<sup>5</sup> And then, the writer will solve the problem ,when the researcher observed in the school, she found of the most students have difficulty in speaking English when they want

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<sup>4</sup> Ulfatul Hasanah *English teacher at SMA An- Nur Taman Baru Akkor Pamekasan*, Directly Interview (11 May 2019).

<sup>5</sup> Friederike Klippel, *KEEP TALKING, Communicative Fluency Activities for Language Teaching* (New York: Cambridge University Press, 1984).<sup>5</sup>

to pronounce the words, even though they have a lot of vocabulary, they do not know how to pronounce it well. Therefore in the process of teaching and learning, all students will want to speak English with a good pronunciation. They want to be better guided so they can apply it properly and correctly by using methods.

Considering pronunciation is very important for EFL. English teachers have to teach their students how to pronounce English words correctly. Technically, pronunciation is the first step that the students should learn before going to the next level, speaking or having communication.

From the above explanation the researcher has reported to expose the identification of the student's weakness in English pronunciation. They tried to give the solution to make the teaching and learning process more effective for teaching English pronunciation. So, the researcher is interested in doing research about The Use of audio- lingual Method In Practicing Pronunciation at Tenth Grade of SMA An- Nur Taman Baru Akkor Pamekasan.

## **B. Research Focus**

The research problem is the educational issue, controversies, or concerns that guide the need for conducting a study.<sup>6</sup>

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<sup>6</sup> Creswell John W, *Educational Research (Planning, Conducting and Evaluating Quantitative and Qualitative Research )* (United State of America: PEARSON, 2012).59

Based on the definition and the phenomenon which is happened above, the researcher has research problem as below :

1. How does the teacher use the audio-lingual method in practicing pronunciation at tenth grade of SMA An- Nur Taman Baru Akkor Pamekasan?
2. What are the difficulties of the teacher in using the audio-lingual method in practicing pronunciation at tenth grade of SMA An-Nur Taman Baru Akkor Pamekasan?
3. How to overcome the difficulties of using the audio-lingual method in practicing pronunciation at tenth grade of SMA An- Nur Taman Baru Akkor Pamekasan ?

### **C. Research Objectives**

If we talk about the research objective, Creswell said that Research objective tells about a statement of intent for the study that declares specific goals that the investigator plans to achieve in a study.<sup>7</sup> A purpose is the major intent or objective of the study used to address the problem.<sup>8</sup> And of course, the function of having a research objective is to find out the problem solving of a research.

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<sup>7</sup> Ibid.627

<sup>8</sup> Ibid.60

Based on the research problem above, the researcher can determine the research objective as below :

1. To know the teacher use the audio-lingual method in practicing pronunciation at tenth grade of SMA Taman Baru Akkor pamekasan.
2. To know the difficulties of using the audio-lingual method in practicing pronunciation at tenth grade of SMA Taman Baru Akkor Pamekasan.
3. To know how the teacher overcomes the difficulties of using the audio-lingual method in practicing pronunciation at tenth grade of SMA An- Nur Taman Baru Akkor Pamekasan.

#### **D. Significance of Study**

The significance of the study is the continuation of the objective of the study. This part explains the study, both scientific significance and social significance.<sup>9</sup> And this is expected to give contribution to the students, the English teacher and further researchers.

1. For students

This study can be a motivation to improve the student's English skills, especially to increase their pronunciation to support and develop their English capability at SMA an- Nur Taman Baru Akkor pamekasan. The students can expand their knowledge of English subject at school.

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<sup>9</sup> Suharsimi Sukanto, *Prosedur Penelitian : Suatu Pendekatan Praktik*, .60

## 2. For English teacher

The study is useful for English teachers to be informed about the student's achievement in English subject. This study is a guide to increase the appropriate techniques in teaching pronunciation related to the English learning process in the classroom.

## 3. For Researcher

This study to increase her knowledge and also students to get new information during learning English, as well as possible. This is also expected to be useful for further researchers as references to conduct the study with different fields.

### **E. Scope and Limitation**

Scope and limitation of the study explains about limitation of the variable that observed population or subject of the study and location of the study.<sup>10</sup> Scope of the study means the specific areas that the particular researcher wants to cover in his/ her study.<sup>11</sup> Concerning that definition, the scope of this research is focused on the audio-lingual method in practicing pronunciation.

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<sup>10</sup> STAIN Pamekasan, "Pedoman Penulisan Karya Ilmiah," *STAIN Pamekan Press*, 2011, 19.

<sup>11</sup> *Ibid.*19

Limitation is a potential weakness or problems with the study identified by the researcher.<sup>12</sup> And the researcher gives the limitation to make this researcher clear and to avoid misunderstanding from the reader. This research will be limited At tenth-grade students of SMA An- Nur Taman Baru Akkor pamekasan of 2019- 2020 years.

## **F. Definition of Key terms**

By having the definition of key terms, the researcher tries to avoid the reader's misunderstanding of this research. Creswell suggests that we are better to begin our research by narrowing our topics to a few key terms using one or two words or short phrases.<sup>13</sup> The researcher provides some definition of terms used as keyword.

### 1. Method

Method is an application of an approach in the context of language teaching.

### 2. Audio- lingual Method

The Audio Lingual Method is the teaching method which emphasizes the speaking and listening skill. It makes the students can pronounce well.

The technique used in this method is repetition drill. This method deals with

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<sup>12</sup> John W, *Educational Research (Planning, Conducting and Evaluating Quantitative and Qualitative Research)*.199

<sup>13</sup> Ibid.82



behaviorism theory, that uses stimulus, response, and reinforcement. The teacher is like a stimulus that controls the students how to pronounce the words.

### 3. Pronunciation

Refers to the way a word or a language is spoken, or how someone utters a word.

