CHAPTER I

INTRODUCTION

CHAPTER I

INTRODUCTION

1.1. Background of the Study

In Indonesia, English as a foreign language has been taught in schools. Teaching English Language will involve the teaching of four skills namely reading, writing, speaking, and listening as stated in the 1994 GBPP of SMU. In order to reach a successful language learning, language components (grammar, vocabulary, spelling, and pronunciation) should also be given attention in class although they are only as a support to the language skills. Thus, it means that pronunciation also has an important role in class.

However, the fact shows that pronunciation is often given little attention, too difficult to be taught, or even considered as something unnecessary to be taught by the teacher in class. In addition, pronunciation teaching sounds boring for the students. These are due to no techniques used by teachers in class to teach pronunciation in an easy way so as to avoid difficulties in teaching it and also in an interesting way so as to avoid students' boredom. As a result, teachers teach pronunciation as something which is only in passing in the class. Marks (1989 : 9) says "few teachers probably would claim that they do not teach grammar or vocabulary, on the grounds that they are either too difficult or else not sufficiently important. Yet, these are the kinds of comments which many teachers make with regard to the teaching of phonology (pronunciation)."

In line with the above paragraph, Abercrombie (1991 : 87) states "it is not possible, ... to teach a foreign language ... without giving some attention to pronunciation." Moreover, Brown (1991 : 1) says "no one, ... , would deny the importance of pronunciation as a contributor towards a learner's proficiency in English." Being aware that poor pronunciation can be a considerable barrier to the students' success in English, a pronunciation teaching is considered necessary. It is considered necessary especially in attaining a comfortably intelligible pronunciation -- the one which can be understood with little or no conscious effort on the part of the listener. Ur (1996 : 52) seems to support this idea. He says "the aim of pronunciation improvement is not to achieve a perfect imitation of native accent, but simply to get the learner to pronounce accurately enough to be easily and comfortably comprehensibly to other (competent) speakers."

In her study, the writer would like to suggest games (Pronunciation Games) as a reinforcement in teaching pronunciation in an easy and interesting way which can be applied in schools as an extra – curricular activity considering the limited time that has been used for the intra – and co – curricular activities. The writer chooses games since games is, as Larcabal (1992 : 28) says "a stimulating and interesting way to help students acquire the target language without even realizing it." Drills as a means to teach pronunciation since "drills train the students to gain habitual responses in comprehending and mastering the new structure," as said by Lado (1977 : 105). The writer hopes that teaching pronunciation through games can heighten students interest in learning how to pronounce English sounds correctly.

Actually, teaching English pronunciation through games is beneficial, for it can give a contribution to the English Language Teaching especially in teaching pronunciation in an interesting way and also in arousing students' motivation to learn in an easy and enjoyable way.

1.2. Statement of the Problem

Based on the background stated above, the writer formulates the following question : "Do the students who get pronunciation games as a means of reinforcement in teaching the English sound system get better (higher) scores in their sound discrimination proficiency than those who do not get pronunciation games as a means of reinforcement in teaching pronunciation ?"

1.3. Objective of the Study

Derived directly from the above formulated problem, the writer wants to know whether the teaching of the English sound system using games as a means of reinforcement can make the students get better (higher) scores in their sound discrimination proficiency than those who do not get pronunciation games as a means of reinforcement.

1.4. Hypotheses

There are two types of hypotheses namely Null Hypotheses and Alternative Hypotheses. The Null and Alternative Hypotheses in this study a :

Ho : There is no significant difference between the result of the post-test on sound discrimination proficiency done by the students who get pronunciation games as a means of reinforcement and those who do not get pronunciation games.

Ha : There is a significant difference between the result of the post-test on sound discrimination proficiency done by the students who get pronunciation games and those who do not get pronunciation games.

1.5. Significance of the Study

In this study the writer wants to prove the effect of pronunciation games as a reinforcement in order to increase the sound discrimination proficiency of the students.

Hopefully, the result of this study may give contribution to the English Language Teaching especially in teaching pronunciation in an interesting way. It is also expected to be able to motivate students to learn to have a correct pronunciation in an easy and enjoyable way.

1.6. Scope and Limitation of the Study

Realizing the limited time that the writer has, the writer feels that this study is necessary to be restricted as follows. The population of the study is limited to the first year students of SMU Kristen Petra 3, Surabaya. Once again, because of the limited time that the writer has, the writer conducts her experiment only to the first year students. This study merely deals with the students' pronunciation ability that is on distinguishing the English sound system through listening since listening is the first step which should really be trained before someone can produce a correct sound. The reason for why listening skill becomes the first step which should be trained before someone can produce a correct sound is explained in 2.1.3. The phonemes employed in the treatment are also limited merely on / p , b , s , z ,ʃ , ɣ, θ , ð , tʃ , dʒ , f , v , I , i , U , u /. The reason for choosing those phonemes are explained in 2.1.3.

The writer also limits this study only to the use of drills as the means of teaching pronunciation on English sound system while pronunciation games as the means of reinforcement. The materials are taken from various resources. Due to time limit, this experiment will be conducted 11 times in 11 weeks.

1.7. Definition of Key Terms

In order to avoid misinterpretation or misunderstanding, it is necessary for the writer to give a brief explanation of the key terms used in this study.

Teaching

Tyson and Carol (1971 : 26), as quoted by Tiora (1992 : 8), states that teaching is "a process of interaction, ... The teacher does something in return." Here, Tyson and Carol wants to say that there is a two way traffic of communication in the teaching process that is between the teacher and the students.

Pronunciation

Hornby (1987 : 670) defines it as "a way in which language is spoken."

Game

Clark. C. Abt, as quoted by Mukarto (1989 : 48), describes game as any contests (play) among adversaries (players) operating under constraints (rules) for an objective (winning, victory, or play off).

Mukarto (1989 : 48) states that games facilitates learning that help create enjoyable situation for learning and that facilitate the students in mastering the learning tasks (knowledge, skill, and attitude).

Pronunciation Game

Since there is not any definition which describes pronunciation game, the pronunciation game which is in line with this study is an enjoyable activity that facilitates the improvement of the pronunciation skill in the pursuit of a purpose and in accordance with rules.

Drill

Hornby (1987 : 266) states that drill is "a thorough training by practical experiences, usually with much repetition."

Reinforcement

Moore, Manning, and Smith (1978 : 69), as quoted by Tiora (1992 : 9), say that reinforcement is "any event which strengthens behavior." Moreover, she quotes "it explores or manipulates its surroundings and eventually it may do something which provides satisfaction or reduces its tension." In this study, the reinforcement is in the form of pronunciation games which are meant for ear training. This reinforcement is given to the experimental group.

English Sound System

English sound system in this study is the English sounds which do not exist in Bahasa Indonesia and also cause problems to Indonesian people i.e / p , b , s , z, ʃ ,ʒ, θ, ð , tʃ , dʒ, f ,v , i ,ɪ , ʊ, ʊ /.

Sound Discrimination

Sound discrimination which is in line with this study is the act of discriminating the articulation made by the vocal apparatus, as stated by Hornby (1987 : 246, 824).

<u>Sound Discrimination Proficiency</u>

Since there is not any definition which describes sound discrimination proficiency, sound discrimination proficiency which is in line with this study is the ability or skill in discriminating the articulation made by the vocal apparatus.

1.8. Theoretical Framework

Theories which are relevant and are used to analyze this study is : Pronunciation Teaching in Communicative Language Teaching and Linguistic Theories and Pronunciation Teaching.

1.8.1. Pronunciation Teaching in Communicative Language Teaching

Pronunciation teaching can be done in a communicative way through communicative activities like games.

1.8.2. Linguistic Theories and Pronunciation Teaching

Pronunciation teaching involves some points from the linguistic field that need to be discussed in order to provide a background knowledge for the students.

1.9. Organizational Patterns of the Study

This study is divided into five chapters. Chapter I is Introduction. Chapter II is Review of the Related Literature which contains about theories and explanation from experts concerning the study. Chapter III is Research Methodology. Chapter IV is Analysis and Interpretation of the Findings. Chapter V is the Conclusion of the Study and Suggestions.