

I. INTRODUCTION

In this chapter of introduction the writer will discuss about the background of the research, research problem, research objective, research use, scope of the study and definition of terms.

1.1 Background

The learners of English class need to master four language skills they are listening, speaking, reading and writing and the three of those language skills (listening, speaking, and reading) require the learners to master how to pronounce English words. The learners' acquisition in listening, speaking, and reading will increase by mastering pronunciation. In short, pronunciation is a very important aspect to be mastered by every student in English class in order to be fluent in English. Therefore it is important to start teaching English pronunciation from the level of elementary school.

Indonesian English learners have different culture and geography from the natives of English that make the two languages also different. English and Indonesian do not have the same system of language it makes Indonesian students difficult to say English words as good as natives do. Each of the two languages has its own sound system. The difference can be in grammar, vocabulary, pronunciation and sound. We can find some English sounds that

not occur in Indonesian such as the sound of /θ/ in *thank* and the sound of /ð/ in *this*. These two sounds are frequently uttered as /t/ for /θ/ as in Indonesian words *tari, tamu, tugas, and etc.* and utter /ð/ as /d/ as in Indonesian words *dadu, dasi, doa, and etc.*

Dardjowidjojo (2009: 49) states that there are two types of problem in learning pronunciation: phonetic and phonemic. The phonetic problem will bring about a foreign accent; phonemic problem may create a misunderstanding. Dardjowidjojo (2009) also gives further explanation about Indonesian learners' English pronunciation problems such as Indonesian learners get difficult to utter the English words which contain English consonant that are not found in Indonesian such as /θ/ and /ð/ and English consonant clusters at the end of a syllable or a word since there is no consonant cluster occurring at the end of Indonesian syllables or words also may cause a problem for Indonesian learners. Indonesian learners will also get problem to utter the English sounds that are actually found in Indonesian but the sounds are not made in exactly same as way as their counterpart in English, the sounds are /tʃ/ and /dʒ/ as in the words *much* and *courage*.

Furthermore, Dinarsari's finding (1999:35 in Herdiana, 2003:2) on teaching pronunciation at the second year of SMP Al-Azhar, has proved that there are several English phonemes which considered difficult to learn by the students. Those sounds are /θ/, /ʃ/, /r/, /æ/, students tend to pronounce them in their own language system of sounds. Those sounds will also be difficult to pronounce by the students of SDN 2 Kampung Baru. Further, Kamelia

(2004:2) in her research found that students where she conducted her teaching practice or PPL in SMA Swadhipa Natar got problems to read English sentence with good stress, intonation and plosive sounds or consonants. They do not know what word should have heavy or light stress, or that the word should be read with high or low intonation. Her students also found difficulty to differentiate the English words that have similar sounds but it is actually different in phonemic and meaning, e.g. same /seim/ and shame /ʃeim/, bed /bed/ and bad /bæd/, see /sie/ and /ʃi:/. When the words are mispronounced they may cause miscommunication.

Moreover, even Indonesian and English have different sound systems that make English sounds are difficult to be pronounced by Indonesian, that difference will not cause communication problem as long as the speaker and the listener able to catch the message uttered. Mispronunciation may create such problems; misunderstanding and confusing to both speakers and listeners. When this misunderstanding occur automatically the aim of communicating will not accepted. Communication will run smoothly when the message is understood well by both speaker and listener.

Further, Kenworthy (1987:3) states that the goal of teaching pronunciation is not to be native-like accent since it is an inappropriate goal for most learners. The goal for most of English learners is to be comfortably intelligible. It means that the students will be said to be fluent if they are able to say the words at least the listener understand the message said. Shortly, communication using English as a foreign language will run smoothly when

both speaker and listener have the intelligibility. Intelligibility occurs when both speaker and listener do understand the message. In contrast, the listeners will get confuse when Indonesian speaker could not make the sounds correctly or unless understandable. So, Indonesian English teachers should have to teach the students to have the intelligibility of English pronunciation.

In accordance with syllabus of teaching English at elementary school grade five, students should be able to have conversation in asking and giving information, it is important the English teachers to work seriously in order to make the students' speaking understandable. Dardjowidjojo (2009) says that the goal of foreign language teaching is to make the students able to communicate. Furthermore, he also said that Indonesian has a different sound system from English that may bring a learning problem. The difference might confuse the recipient or even will create miscommunication.

In correlation with the explanation above the writer felt that it is necessary to find out what problems are faced by the students at SDN 2 Kampung Baru, Kedaton, Bandar Lampung in learning English pronunciation especially the three English basic sounds; consonants, vowel and diphthongs. The writer was interested to find out those difficulties hoping there will be solutions to solve it.

This research may give the English teacher information about the learners of English class difficulty in learning English pronunciation and what sounds that tend to be the difficult to pronounce by them. The benefit that can be achieved is at least the teacher can be focused in teaching the most difficult

English sound especially the sounds that are not occur in Indonesian sound system, so the learners will have the intelligibility. The writer chose elementary school students as the object of her research since the teachers need to know their students' problem in learning pronunciation earlier and hopefully they can find the solution as soon as possible.

1.2 Research Problem

In relation to the background of the study above, the problems to be solved in this research is:

1. Do the students of grade five B of SDN 2 Kampung Baru, Kedaton, Bandar Lampung pronounce English basic sounds correctly?
2. Which English basic sound do the students of grade five B of SDN 2 Kampung Baru, Kedaton, Bandar Lampung find it difficult to pronounce?

1.3 Research Objective

In accordance with the statement of the problem, this study was aimed at investigating:

1. Whether students of grade five B of SDN 2 Kampung Baru, Kedaton, Bandar Lampung pronounce English basic sounds correctly or not.
2. Which English basic sound is found difficult to pronounce by the students of grade five B of SDN 2 Kampung Baru, Kedaton, Bandar Lampung.

1.4 Research Use

1. Theoretically, this study will be useful for the next researcher to conduct the related study. English as a second or foreign language for Indonesian has different sounds that somehow become a problem for the learners to develop their English pronunciation (Dardjowijodjo: 2009)
2. Practically, this study will give the English teachers of SDN 2 Kampung Baru, Kedaton, Bandar Lampung information about the problem in teaching pronunciation so hopefully they can find a way to solve it.

1.5 Scope of the Study

This research was conducted at SDN 2 Kampung Baru, Kedaton, Bandar Lampung. The subjects of the research were 23 students in the fifth grade B. The research was concerned in finding the main problem in learning English pronunciation faced by the students grade five of SDN 2 Kampung Baru, Kedaton, Bandar Lampung. In this research supra segmental features such as rhythm, intonation, stress, juncture and etc. were excluded since the researcher just wants to focus on investigating the segmental one, approximately English basic sounds they are consonants, vowels, and diphthongs.

1.6. Definition of Terms

Consonant is a speech sound produce by significant obstructing the flow of the air through the vocal tract (Trask 995:51 in Maryati 2007:12).

Consonant Cluster is two or more consonants placed one after the other that belong to the same syllable (Dardjowidjojo:2009)

Diphthong is a gliding from one vowel to another, and the whole glide acts like one of the long simple vowels (O'Connor 1980 in Maryati 2007).

Vowel is a sustainable vocal sound made without audible stopping of the breath, or friction in its passage through the mouth (Hornby 1983: 961 in Herdiana 2003:14).