

## I. INTRODUCTION

In this chapter, the writer discusses the background of the problems, identification of problems, limitation of problems, formulation of problems, objectives of the research, uses of the research, scope of the research, and definition of key terms.

### 1.1 Background of Problem

Pronunciation is an important element in language. The importance of teaching pronunciation remained one of the most widely debated subjects in the field of language teaching. Celce-Murcia, Brinton, & Goodwin, (1996:23) says that the most important part of learning a second language *rests on pronunciation*. There is no doubt that we set about pronunciation to learn the foreign language, then we learn speaking, reading, writing and we finally reaped the benefits and have access to the second language.

Recently, English has been an obligatory subject since eighth grade students of junior high school. Each grade of students has its own goal of English teaching learning process. In this case, as it is stated on English core competence and basic competence of teaching learning process for tenth grade students of senior high school in 2013 curriculum, one of the goals of teaching English is to enable the students to arrange simple particular text in oral and written in form of congratulation expression by considering its goals, text organization, and

language elements such as vocabulary, grammar, and pronunciation correctly. Therefore, pronunciation as one of the language elements of English has an important role to build a well formed communication.

Based on the writer's experiences when he was teaching at SMA Negeri 1 Way Tenong Lampung Barat, it could be reported that the students had some difficulties to pronounce the words not only for the unfamiliar words but also familiar words. For examples, 'that', some said /det/; to pronounce 'with', the majority of students said /wIt/. The same problems were also found by the writer when he was doing pre-observation in SMA Negeri 15 Bandar Lampung. In that occasion, the writer asked the students to read some paragraphs. When the students were reading the paragraph, the writer found that they made several errors. They found difficulties in pronouncing English sounds, especially for fricatives/friction consonants that contains /f/ and /v/, /s/and /z/, /ð/ and /θ/, /ʃ /and /ʒ /, /h/. For examples, when they pronounced the words 'thing', the majority of students said /tiŋ/. Furthermore when the students were asked to pronounce English sounds by reading aloud a simple descriptive text, most of them found some difficulties such as pronouncing English sounds well, differentiate similar words sound, and recognizing how to pronounce the unfamiliar words because their pronunciation were influenced by their mother tongue. These facts were also supported by the data that showed there were only about 18% students who passed the passing grade of pronunciation scoring system in final examination of speaking class based on pre-observation and by the writer. Their problems might be caused by, at least two things; first was the teaching in use of uninteresting

media, and second was the material which is not interesting for the students. As the result, the students were not influenced to practice a lot.

Teacher's creativity was also needed in order to make the learning situation run appropriately. But it did not happen in the school where the writer conducted the research. Students felt bored in learning because the teacher was not able to make the students interested in teaching learning process.

Pronunciation involves more aspects than individual sounds. Word stress, sentence stress, intonation, and word linking influenced the sounds of spoken English such as plosive, fricative, affricative, nasal, lateral and glottal. "The pronunciation class ... was one that gave primary attention to phonemes and their meaningful contrasts, environmental allophonic variations, and combinatory phonotactic rules, along with ... attention to stress, rhythm, sounds and intonation." (Morley, 1991: 484). For example, "What are you going to do?" Indonesian students still uses Indonesian pronunciation with their mother tongue. English pronunciation involved too many complexities for learners to strive for a complete elimination of accent.

Nonetheless, pronunciation is definitely the most dominant thing that people noticed when a person was speaking, Look at an anecdote:

Whenever I spoke to a person in America, they kept asking me "What? What?". I would repeat my sentence again and again. Finally they would say "Ah-ha!" and then say my sentence, using exactly my words! It was very humiliating. I knew my words and grammar were good, but nobody would understand me, just because of my pronunciation.  
(Antimoon.com).

For this reason the focus of teaching English was in pronunciation. Even though our grammar were good but mother tongue still influenced our pronunciation. Therefore, the teacher should be able to teach pronunciation effectively in order to avoid some previous problems happened in their class. The implementation of suitable material is an influential component in classroom activity in order to create effective teaching in pronunciation, since it could create a pleasant situation and encourages students to learn English. The teacher should choose an interesting and appropriated material to be applied in his/her teaching activity because the success of teaching learning process is not only influenced by the teacher or students but also by the materials used. Therefore, in this research the writer stated that one possible way to solve this problem is that the use of interesting technique in teaching pronunciation. There were many interesting methods of teaching pronunciation that could be used by the teacher such as, community language learning, silent way, audio-lingual method, song, etc.

This research, the writer proposed song could encourage the students' enthusiasm in teaching learning process. Song also allowed the students to build their confidence. Here, song as an alternative media to teach pronunciation because the writer considered that it would create an enjoyable teaching learning activity for the students. Noteboom (1983:170) emphasized that it was necessary for adults or preschool teachers to motivate student to interact with song in enjoyable ways because passive listening may not encourage language development. Another consideration why the writer used song in teaching English pronunciation to the students was because its tone that could interest them when they were studying pronunciation.

Based on the explanations above, it was expected that teaching pronunciation through song helped the teachers to solve the problems faced by the students' pronunciation. Besides, as far as concerned that this technique has never been implemented in SMA Negeri 15 Bandar Lampung.

### **1.2 Limitation of Problems**

Considering the identification of the problem, the writer gave the limitation of the problem in order to focus this research on specific problem. Based on the writer experiences, he considered that the problems which appeared in pronunciation were the students had some difficulties to pronounce the friction/fricatives consonants (/f/, /v/, /s/, /z/, /ð/, /θ /, /ʃ /, /ʒ /, /h/). The writer determined the limitation of problem in this research on how the process of pronouncing the words consisting friction/fricatives consonants.

### **1.3 Formulation of Problems**

Based on the problems above, the writer formulated the problems as followed:

1. How is the process of teaching pronunciation through song at the First Grade of SMA Negeri 15 Bandar Lampung?
2. What are the mispronounced sounds done by the students in pronouncing the friction/fricatives consonants at the First Grade of SMA Negeri 15 Bandar Lampung?

#### **1.4 Objectives of Research**

Referring to the problems, the objectives of this research were:

1. To analyze the process of teaching pronunciation through song at the First Grade of SMA Negeri 15 Bandar Lampung.
2. To determine the mispronounced sounds done by the students in pronouncing the friction/fricatives consonants at the First Grade of SMA Negeri 15 Bandar Lampung.

#### **1.5 Uses of Research**

The uses of research are:

1. Theoretically, the result of the research could be useful as references for future to give information to the teachers about teaching through song.
2. Practically, it was hoped that this study would be used as information to find an alternative material for teachers in order that the students' language development were encouraged in a joyful way.

#### **1.6 Scope of Research**

This descriptive qualitative research was conducted in SMA Negeri 15 Bandar Lampung. The subject of this research was the students of First Grade of 2012/2013 academic years. The class was chosen randomly by using lottery.

This descriptive qualitative research was specified to analyze the process of teaching pronunciation (friction/fricatives consonants through song at the first grade of senior high school and explored the mispronounced sounds in pronouncing fricatives/friction consonants in teaching process through two songs,

namely 'More Than Words' sung by Westlife and 'Diamonds' sung by Rihanna.

The writer chose these songs because;

1. The songs are simple
2. If you here the songs, those are clearly pronounced.
3. The song also contains some fricatives/friction consonants (/f/, /v/, /s/, /z/, /ð/, /θ /, /ʃ /, /ʒ /, /h/).

This research analyzed the process of teaching pronunciation through song and determined the problem in the teaching process based on observation and pronunciation test. The focus of this research was in teaching the students pronounced consonants, especially in friction/fricatives consonants (/f/, /v/, /s/, /z/, /ð/, /θ /, /ʃ /, /ʒ /, /h/).

## **1.7 Definition of Terms**

### **Pronunciation**

An integrated and integral part of second/foreign language learning since it directly affects learners' communicative competence as well as performance to a substantial extent. In other words, pronunciation is the activity to produce speech sounds of the words in English.

### **Song**

Song is a short poem or verses set to music and intended to be sung in English.

### **Consonants**

Speech sound is made by a definite interference on the vocal organ with the air stream.

**Fricatives Consonants Sound**

Fricative or friction consonants are all consonants with the characteristic that when they were produced, air escapes through a small passage and made hissing sounds.