

CHAPTER I

INTRODUCTION

This chapter presents the background and the problem of the research, the research objective, the operational definition of term, the significance of the research, and the scope of the research. They will respectively in the following section.

1.1 Background of the Research

Pronunciation is a fundamental aspect which is important in part of learning English. This aspect is important, therefore, we're not only learning a language but also using that it. It has to be mastered by the beginner learners of English, so they will be familiar to pronounce words, phrases and sentences.

Furthermore, pronunciation is the way pronouncing the words and it refers to the ability to use stress and intonation correctly so the listener can understand the message.

According to Ponsonby (1982:4)" Language is a mean of communication. It has three components:

- (a) Structure (the pattern that can be seen in these are usually called the grammar of the language
- (b) Words that convey meaning (vocabulary or lexis)
- (c) Sound, stress, and intonation patterns, which combine to make up 'pronunciation'.

Ideally, all three components of language should be going hand in hand from the very beginning. If the unfamiliar sounds and pronunciation pattern are

mastered early they become so natural that it seems unnatural to say them incorrectly all that's left to learn is where the stress lies and how some of the more unusual words are said.

Based on the statements above, pronunciation is necessary because helps students learn and understanding how to form sounds, words, phrases, and sentences that are not found in their mother tongue. Besides that, if they can produce good pronunciation they cannot found misunderstanding with the other people.

Based on the result of interview that was conducted on August 2nd 2016, the English teacher of eight grade students of SMP Muhammadiyah 1 Jember stated that students still had difficulties in speaking English especially how to pronounce it correctly. One of the main reason is they never saw the correct pronunciation from the native itself, so they never know how to produce a sound based on English native speaker. One class that I observed (VIII E) had that issues, from the first time teacher came the students seemed like uninteresting. When the teacher gave the sample of how to say a word correctly and asked them to pronounce it only a few students did it right. Most of the students did not pay attention to the teacher's explanation. In addition, students rarely asked question. As the result, many of students had bad score in the speaking test especially because of their poor pronunciation. The percentage score of this class is 50% students' who got ≥ 75 . Considering those facts, the teacher proposed this class to be the research participant.

Meanwhile, in daily practice of teaching English, the teacher spends more time in teaching writing skill especially grammar than other language skills

including pronunciation. As he claimed, the emphasis of teaching English in junior high school to mastery the grammar is very important because the base of learning English. Speaking test or assignment was rarely did by the teacher

Schmitt, N. (2002) suggest” Pronunciation does not work in isolation from other factors: in addition to employing our voice, we also use eye movement, mime and gesture”. It is also evident in his book that we speak with our vocal organs, but we converse with our entire body. He also emphasize learners’ age, purpose, and setting. He suggest some techniques of learning pronunciation such as : Ear training for sound contrast, sound for meaning contrast.

Sudarma et.al (2012:7) in Waisnawati’s stated that ”Audio-visual impressions are served through instructional videos stimulate learners to pay attention to serving more thorough because it requires physical and emotional involvement of learners so that learners in learning more motivated”. It means using audio-visual media can make the pupils attracted to pay more attention in the classroom or during the lesson.

In teaching students in the classroom, technique in teaching should be taken into account. Therefore, teachers should be able to improve the learning process which gives a chance to the students to be more active, both physically and mentally. One of the teaching strategies that can improve students’ pronunciation is using native talk through audio and visual media, according to the Cambridge e-dictionary native speaker definition is someone who has spoken a particular language since they were baby, rather than having learned it as a child or adult, and talk itself mean to say word aloud or to speak to someone. So if we see the whole meaning from both of two definitions is someone who has learned

and used English from early childhood. It does not necessarily mean that it is the speaker's only language, but it means of concept formation and communication. It means having lived in a truly English-speaking culture during one's formative years, so that English has been absorbed effortlessly as by osmosis.

The audio visual media could help teacher to teach English pronunciation more correctly and precisely weather in stressed, intonation, sound, and rhythm component just like the native that served in the audio visual media

. Therefore, classroom action research entitled "Improving students' Pronunciation through native speaker talk at SMP Muhammadiyah1 Jember in 2016/2017 Academic Year" is conducted to develop student's pronunciation of class VIII E at this school to solve the problem mention's above. This classroom action research is hoped to be able to give a significant improvement to the students' pronunciationability.

1.2 Problem of the Research

Based on the research background above, the research problem in this study is formulated as follow:

1. How can the use of Native speaker talk model using audio video improve the VIII E students' pronunciation ability?
2. How can the use of Native Speaker Talk Model using Audio Visual Media improve the activeness of the VII E students?

1.3 Objective of the Research

Dealing with the background of the research above, the objective of the research are :

1. to know how the use of The Native speaker talk model using audio video can improve the VIII E students' Pronunciation ability
2. to know the how the use of The Native speaker talk model using audio video can improve the VIII E students' activeness.

1.4 Operational Definition

An operational definition will become a guide to understand the concept of this study. It is also important to avoid the broad interpretation of the terms used in the title between the writer and the reader. The terms that are necessary to be defined operationally are as follows:

1. The native speaker

According to Oxford Advance learner's Dictionary (2010:1018) the Native Speaker definition is a personal who speaks a language and has not learned it as a foreign language.

2. Talk

The definition of talk itself is to speak in order to give information, express feelings or share ideas, news, information with another person or other people, especially by talking with them (Oxford, 2010:1579)

3. Audio visual media

Audio-visual means involving both hearing and sight (Gilmour 2003:55).

Audio-visual media or teaching aids refers to media that can serve the auditory and visual needs of learners in learning (Suyanto, K 2007:102).

1.5 Significance of the Research

The results of the study are expected to give some benefits.

a. For the students

Through The native speaker talks model using audio visual media that is applied in teaching and learning process, student hopefully will know the way of pronounce an English words correctly from the native talk. learning style that can be applied in speaking class. In which it allow them to learn. Further, they will improve they speaking skill through a good pronunciation.

b. For the teacher

The result of this research is expected to be useful information for the English teacher. The information can be used as a consideration to improve the quality of teaching pronunciation by using The native speaker talks model using audio visual media.

c. For the other researcher

The results are useful for future researcher as a reference for further research to broaden the view concerning with conducting further research dealing with pronunciation ability in teaching learning process.

1.6 Scope of the research

As it is impossible for the researcher to discuss all aspects of Pronunciation, the researcher limited the research on the implementation of native speaker talk model using audio visual media in teaching and learning process. In this classroom research, the subjects of this research are the VIII E students of SMP Muhammadiyah 1 Jember. This research focuses on improving students' pronunciation using audio visual media. The student will be asked by the teacher to come forward and read aloud the text that given in teaching and learning process in the classroom. The teacher comments are limited to the aspect of pronunciation such as intonation, stress, sound and rhythm.