CHAPTER I

INTRODUCTION

This first chapter presents the Backgound of the Study, the Reasons for Choosing the Topic, the Research Questions, the Objectives of the Study, the Significances of the Study, the Limitation of the Study, the Definition of Key Terms, and the Outline of the Study.

1.1   Background of the Study

Speaking is an art of communications and one among four skills that should be mastered by language learners. It is considered to be the most crucial thing in learning a Foreign Language (Bahadorfar, 2014). In accordance with those information, learners of foreign language should have good speaking skills in order to produce understandable information.

Pronunciation as sub-skill in speaking is very important. Zaigham (2011) said that clear pronunciation empowers speaker to feel confident when they are expressing themselves. In line with that information, feeling of confident to express any ideas will make conversation goes fluently. Yates and Zialinski (2009) added that no matter how good grammar of learners and their vocabulary, it is useless because no one will be able to understand when they speak. Setter and Jenkis (2005) strengthened that good pronunciation will give learners successfull communication both speaking and listening. All and all, good pronunciation as important part in speaking will support learners both productive and receptive skill in conversation.

Despite the significant of pronunciation in the effectiveness of speaking, Ahmadi (2011) stated that many foreign language learners feel pronunciation is

difficult to learn because in almost foreign language learner classrooms, teachers have few attention to teach pronunciation. Mostly, they have more concern in teaching grammar and push students to master more vocabulary than it. So that's way, due to the lackness of exposure in pronunciation, students call pronunciation as a strange thing and feel difficult to learn.

Gilakjani (2016) stated that most teachers give few attention on English pronunciation. This condisition is aggravated by learners assumption that learning pronunciation is only wasting time and they do not need to learn it. They argued that communicating using English is enough when speaker and interlocutor can understand each other although using unacceptable English pronunciation . By the evidences above, less exposure of pronunciation that should be given by teachers results the students' ignorance of pronunciation.

Less practice and exposure of pronunciation will make learners create unproper pronunciaion in target language. Tarone (1980) stated that English Foreign language learners tend to make mistakes in pronunciation, such as elimination of consonants at the end of words that usually found in Korean and Portugese. And Jumrina (2014) as cited in Kurniawan (2016) said that they also change the consonant / θ / and / ð / to / t / and / d / in Gorontalo by English language learners. As can be seen, less practice and exposure or even never of proper English pronunciation will make learners pronounce words unproperly.

Based on the phenomena that commonly experienced by English language learners, the researher is interested to investigate Junior High School Student's pronunciation in English Dental Fricative Consonant sounds. Hopefully, the result

will be able to depict how students pronounce them and be used to find a better way to teach pronunciation especially in Dental Fricative.

1.2   Reasons for Choosing the Topic

This study takes judgment for the following reasons:

1. English for Junior High School is a compulsory subject that should be learnt.

2. Most of Junior High School students as the researcher's experience have difficulties in pronouncing English dental fricative consonant sound in the early study due to the absence of phoneme in their native language.

3. Pronunciation as one of aspects in supporting speaking skill is needed to prevent missunderstanding of meanig between speaker and interlocutor.

1.3   The Research Questions

The research questions are formulated below:

1. How did the junior high school students of the 8th grade at SMP N 1 Tegowanu pronounce the English dental fricatives consonant sounds?

2. What factor caused the errors in pronouncing the English dental fricative sonsonant sounds?

1.4   The Objectives of the Study

The purpose of this research were:

1. To describe how students of the 8th grade at SMP N 1 Tegowanu pronounced the English dental fricative consonant sounds.

2. To know the factor caused the error in pronouncing English dental fricative consonant sounds.

1. 5   The Significance of the Study

The research was intended to give information for the researcher him and to all people about the scope of educational field dealing with pronunciation of students. Afterwards, the significances of the study of the research come in useful to:

1. Pedagogical Significance

This research was conducted to find out how students pronounce English dental fricative consonant sounds. Being able to pronounce words properly and comprehend a speaker is very crucial in any situations. Good pronunciation can contribute and support speakers obtaining better first impression. Hopefully, the result could be used as a benchmark to improve students' pronunciation especially in English dental fricative consonant sounds.

2. Practical Significance

   a. For Teachers

   English Teacher of SMP N 1 Tegowanu especially, would obtain the information of the students' pronunciation performance of English dental fricative consonant sound. Also, for English teachers as general, they would be aware that teaching English is not merely about grammar and vocabulary but also about pronunciation.

   b. For students

   For students of the English education department of UNISSULA could use this study for the reference so that they can make some betterment in their pronunciation..

   c. For future researchers

Future researchers can be anyone who is interested in the same topic of pronunciation for general and English dental fricative for specific.

1.6   The Limitation of the Study

This study focused in pronunciation especially English dental fricative consonant sounds. It used descriptive method and both qualitative and quantitative approach to collect the data.

1.7   The Definition of Key Terms

This study has two definitions of the key terms. They are pronunciation and dental fricative consonant.

 a. Pronunciation

Yates (2009) said that pronunciation is something like how people produce the sounds using speech organs in order to make meaning when they are speaking. It covers the consonants and vowels of a language (segments), speech aspect beyond the level of the individual segments like stress, timing, rhythm, intonation, phrasing, (supersegmental), and the quality of voice. Although people often discuss about these as if they are not one unity, they all actually work together in one combination when we are speaking, so if there is one difficulty in one area may affect others, and it is the whole result that makes pronunciation easy or difficult to comprehend.

 b. Dental fricative consonant

Roach (2009) stated that dental fricative consonant sounds are sometimes described as if the tongue were placed between the front teeth. Normally, the tongue is placed behind the teeth. And the tip of the tongue touches the inner side of the

lower front teeth and the blade touching the inner side of the upper teeth. Then, the air escape through the gaps between the tongue and the teeth.

1.8   The Outline of the Study

This study comprises five chapters.

The first chapter is introduction. It comprises backgound of the study, reasons for choosing the topic, research questions, objective of the study, significances of the study, limitation of the study, definition of the key terms, and outline of the study.

The second chapter is review of related study. It comprises definition of pronunciation, production of speech sound, consonant, English dental fricative consonant sound, and previous Studies.

The third chapter is research method. It comprises research design, subject of the study, sample of the study, data generating, procedures of the study,and data analysis.

The fourth chapter is finding and discussion. This chapter consists of demography of the sample, findings, inter rater reliability, and discussions.

The fifth chapter is conclusion and suggestion. This chapter consist of conclusion and suggestion.