

CHAPTER I INTRODUCTION

This chapter presents background of study, research problem, research objective, scope and limitation, significance of the study, and definition of key terms.

A. Background of Study

Based on English language learning institute, Ashley Ingram, good pronunciation is important because bad pronunciation will disable communication. When certain sounds are replaced incorrectly with other key sounds, word change their meaning and then what you thought, you said, and what you really said can be completely different.¹ Pronunciation is important because words convey meaning. Good pronunciation will avoid misunderstanding. Person's identity is based on what and how he/she speaks. In learning, every student must speak correctly.

Gower Phillips, and Walters discussed work on pronunciation is important for two main reasons; to help the students understand the spoken English they hear, and to help them make their own speech more comprehensible and meaningful.² In addition, Harmer also argued that the student should be able to use pronunciation which is good enough for them to be always understood.³

¹ <http://www.ashleyingramph.com/how-to-study-with-e-l-l-i/why-pronunciation-is-important/> (5 Des 2018) 8.10 a.m.

² Roger Gower, Diane Phillips, and Steve Walters, *Teaching Practice – A handbook for teachers in training* (Thailand: Macmillan Press, 2005), 153

³ Jeremy harmer, *The Practice of English Language Teaching* (t.tp:pearson Longman, t.t), 249.

In fact, there are many students of MTsN KANDAT 5 KEDIRI who still have mispronounce the English words. They cannot differentiate between “thing” and “think”, “car” and “care”, “she” and “see”, “dad” and “dead” so on. It may be caused of the interference of their mother tongue. Because of it, the researcher wants to solve this problem. He thinks the purpose of student’s learning is the student must be able to express words correctly as the accurate pronunciation.

There are some previous study about pronunciation and usage of Direct Method. Those are the study conducted by Ahmadi in Malaysia with a title “Why Pronunciation So Difficult to Learn?”, the study conducted by Zohreh Gooniband in Iranian school which he described at his journal with a title “The Direct-Method: A Good Start to Teach Oral Language”.

Ahmadi (2011) concluded that teachers can help students by highlighting elements such as sounds, syllables, stress and intonation. Once the student understand the functions of these elements, they will know what to focus on and can build upon this basic awareness. Teachers can actively encourage the students actual productions, build pronunciation awareness and practice through classes gradually building skills in listening and speaking in both formal and informal situations. It can be concluded that with careful preparation and integration, pronunciation can play an important role in supporting the learners overall communicative power.⁴

Beside, Zohreh (2013) concluded his study that the most of the Iranian learners which gave little intention is paid to teaching pronunciation and they

⁴ Mohammad Reza Ahmadi, “Why is Pronunciation So Difficult to Learn?”, *School of Educational Studies*, Vol. 4, No.3 (September, 2011)

did not pass satisfactory competence in English pronunciation. Their word stress placement was somewhat unsatisfactory.⁵

From her study, Nadia (2015) concluded that teachers should always give the value for talk of student. Acquisition of a skill or a particular type of a knowledge is the process of learning of developing is the best communication that help the students to engaged one particular activity is doing that thing in target language and also to improve its value, quality and attractiveness. The teachers which teach the students they should know the use of Direct Method than there is positive response to effect the students language. Direct Method is effective to use English language by teacher to implement in the class.⁶

The best way to help students improve their pronunciation accuracy is encourage them to speak English as much as they possibly can do. There is assumption that language is the best learnt when students actively use it in the classroom or in daily life. The researcher thought that direct method is the most appropriate method to improve the students pronunciation accuracy, because it prevents speaker and listener from misunderstanding. Therefore, in this study the researcher would like to conduct a research entitled “Using Direct Method to Improve Pronunciation Accuracy of the eighth Grade Students of MTsN 5 KEDIRI.

⁵ Zohreh Gooniband, "A Call for Teaching Pronunciation in Iranian School", *International Journal of Academic Research in Progressive Education and Development*, Vol. 2, No. 1 (January 2013)

⁶ Nadia Batool, "The Direct –Method: A Good Start to Teach Oral Language", *Journal of Literature, Language and Linguistics*, Vol. 5, No. 6

B. Research Problem

Based on the background of the study, the problem of the study could be described as follows: "How can direct method be applied to improve the pronunciation accuracy of the eighth graders of MTsN 5 KEDIRI?"

C. Research Objective

Based on the research problem the objective of this study is to improve the pronunciation accuracy of the eighth graders of MTsN 5 KEDIRI using direct method.

D. The Scope and Limitation

This research has scope and limitation. The scope is student's pronunciation accuracy of the eighth grade of MTsN 5 Kediri. The limitation is the research is conducted on the consonant words based on the International Phonetic Alphabet only. Those are p, b, f, v, θ, δ, t, d, s, z, ʃ, ʒ, tʃ, dʒ, k, g, m, n, ŋ, r, w, and j.

E. Significance of the Study

This study is expected to give practical and theoretical benefits. Practical benefits are for the writer, himself, for English teacher, and for the next researcher. For the writer, the findings of the research can be used as a starting point in improving the pronunciation accuracy, especially using direct method. For English teacher, the findings can be used as consideration in selecting the appropriate methods or techniques implemented in schools. The last, for the next researcher, it can be used as her or his reference to conduct a research in different focus.

Theoretically, the result can be used as input in English technique learning process especially for pronouncing using direct method and hopefully it will strengthen the knowledge of the theory of direct method in pronouncing accuracy.

F. Definition of Key Terms

Avoiding some incorrect interpretation, the researcher clarifies the key terms as follow:

1) Improve

The meaning of improve is to become better than before, to make something or somebody better than before.⁷ It will be said improve if there are at least 80% of the students get score minimum 75.

2) Pronunciation

Pronunciation is the way in which a word is pronounced or the way in which a language is spoken.⁸

3) Accuracy

The definition of accuracy is the state of being exact or correct and the ability to do something skillfully without making any mistakes.⁹

4) Direct Method

An attempt to teach the language as one could in learning mother tongue is known as Direct Method.¹⁰

⁷ Cambridge Dictionary

⁸ Hornby AS *“Oxford Advanced Learner’s Dictionary of current English”* Oxford University Press, Great Britain, 1995

⁹ Ibid

As Patel and Jain noted from Webster's New International Dictionaries in their book, direct method is a method of teaching a foreign language, especially a modern language through conversation, discussion and reading in the language itself, without translation, and without the study of formal grammar.¹¹

In this study, direct method is a method for teaching English as foreign language by using the target language, English, all the time when the students and the researcher communicate in the learning process.

¹⁰ Ibid

¹¹ M.F. Patel and Praveen M. Jain, *English Language Teaching (Method, Tools & Techniques)*. (Jaipur; Sunrise, 2008), 77