

CHAPTER I INTRODUCTION

This chapter contains six subchapters of the study. They are Background, Problem Statement, Objectives, Significance, Scope and Limitation, and Definition of Terms.

1.1 Background

There are four major language skills required in mastering English as a foreign language. The first one is listening. Listening is receiving language through the ears, identifying the sounds of speech and processing them into words and sentences. Moreover, writing is expression of ideas, thoughts, insights, opinions, and feelings through the media. In writing students are required to compose words into a good composition. Meanwhile, reading is the process of looking at a series of written symbols and getting meaning from them. When we read we use our eyes to receive written symbols (letters, punctuation marks, and spaces), moreover to convert them into words, sentences, and paragraph that communicate something to us.

Furthermore, speaking is delivery of language through the mouth. To speak, we create sounds using speech organs such as the lungs, vocal tract, vocal cords, tongue, nasal cavity, teeth, and lips. Jeremy Harmer (2007) stated “if students want to be able to speak fluently in English, they need to be able to pronounce phoneme correctly, use appropriate stress and intonation patterns, and speak in connected speech”.

The pronunciation skill can be read out when someone utter a word in a language so pronunciation is important in a language. Even the learners are good in grammar and a huge vocabulary but the learners neglect the pronunciation, their speaking cannot be understood. “We also often judge people by the way they speak, and so learners with poor pronunciation may be judged as incompetent, uneducated or lacking in knowledge, even though listeners are only reacting to their pronunciation” (Adult Migrant English Program Research Center, 2002). This statement shows that pronunciation plays as an important role in communication.

Students’ pronunciations are influenced by some factors and one of those factors is teacher’s pronunciation in teaching learning process. In this case, when the teacher pronounces inappropriate words it will affect students’ ability in mastery the pronunciation of the target language. So the teachers hold an important role in teaching and learning process, especially in pronunciation part. The learner will repeat their teachers’ pronunciation after their teacher says a certain utterances or certain words or sentences in the target language. Imitation of the teacher is essential striving for an acceptable pronunciation of a foreign language. The teacher should create classroom atmosphere regarding to make the condition and the situation for students to learn the pronunciation easily.

Hebi (2013) 22 years old a prospective teacher who taught at Muhammadiyah Senior High School Kupang for four months since March to July 2013 state that the tenth grade and eleventh grade students of Muhammadiyah Senior High School Kupang are good enough in pronouncing English words. She gave an example

related to the students' English pronunciation. The students pronounce *because* /bi'koz/ as /bikaus/.

Banar (2013) 23 years old who experienced as a teacher in SMA Kristen 1 Kupang in XI Language Program said some of the students in that school have good ability in pronouncing English words but most of them have bad pronunciation. He said "they sometimes pronounce the words in the wrong pronunciation, as an example the word *want* /wɒnt/ which means *wish of something* will be pronounced as /went/ *the past form of go.*" He adds that the students should try hard to improve their pronunciation. He always asked his students to repeat when they speak twice and more because he did not get what they mean.

The writer experienced in Sint Carolus Catholic Senior High School Kupang at the first grade students, when they were asked to read a short text from their handbook, they pronounce *all right* /ɔ:lraɪt/ in that text as /olrait/ and some of the students pronounce the same word as /Alrigh/. The other facts when they were asked to pronounce the word "thank you" /θæŋkju /, most of them pronounce this word as /tengkju/. Some students pronounce the sentence I do not know /aɪ dɒnt nəʊ / as /ai dot no/. Based on this problem, the writer would like to conduct a research entitled: **"A Study on English Words Pronunciation of the Tenth Grade Students of Sint Carolus Catholic Senior High School Kupang in the Academic Year 2013/2014"**.

1.2 Problem Statements

Based on the background above there are two problem statements in this study which are used to investigate and analyze the tenth grade students of Sint Carolus Catholic Senior High School Kupang ability in English pronunciation.

1. What is the ability level of the tenth grade students of Sint Carolus Catholic Senior High School Kupang in English words pronunciation?
2. What are the difficulties faced by the tenth grade students of Sint Carolus Catholic Senior High School Kupang in English words pronunciation?

1.3 Objectives of the Study

There are two objectives of this study which are the answers of the questions of the two problem statements above.

1. To identify the ability level of tenth grade students of Sint Carolus Catholic Senior High School Kupang in English words pronunciation.
2. To identify the difficulties that faced by the tenth grade students of Sint Carolus Catholic Senior High School Kupang in English words pronunciation.

1.4 Significance of the Study

The result of this study is significance for the English teacher, the students, and for the writer herself which describe below:

1. For the English Teacher

1. To open and broaden teacher insight about English words pronunciation including vowels, diphthongs, and consonants.

2. Through the result of the study, it is expected that the English teacher may know the students ability in pronouncing English words.

2. **For the Students**

1. To help the students in learning English words pronunciation.
2. To enrich students' knowledge about English words pronunciation including vowels, diphthongs, and consonants especially at tenth grade students of Sint Carolus Catholic Senior High School Kupang.

3. **For the Writer**

1. To expand the writer insights regarding English words pronunciation.
2. To supply the writer with a valuable experience that is useful in doing better teaching in the future.

1.5 Scope and Limitation

This study is about tenth grade students of Sint Carolus Catholic Senior High School Kupang ability in English pronunciation. The writer limited her study in phonetics aspects especially vowels, diphthongs, and consonants in initial, medial, and final positions.

1.6 Definition of Terms

Definition of terms is a useful way to aid a communication with the reader(s) (Eichelberger, 1989: 243). The definitions of term of this study are as follows:

1. Pronunciation

Pronunciation is the way in which the tenth grade students produces sound using his or her speech organs and delivers it into word forms which is speak out correctly so it can be understood by other people.

**2. Tenth grade students of Sint Carolus Catholic Senior High School
Kupang**

Tenth grade students of Sint Carolus Catholic Senior High School Kupang are the students who studied at Sint Carolus Catholic Senior High School Kupang at the first grade which situated in 44 Adisucipto street, Penfui-Kupang.