

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of Study**

Basically, every human being that born into the world always has a preference to communicate each other, individually or group. This preference had motivated them to create symbol or tool that is used in communication. The symbol is named language. So, the language is a medium to express an idea, thought, opinion, experience, and feeling by written or oral.

Language holds an important role, particularly in communication. People use language as communication instrument. Everybody needs to communicate with his or her surroundings. They need to interact with others in their life. Besides the linguist, other experts who work on science and technology broaden their knowledge on the theory or practice of the language. Also, everybody realizes that interaction in many kinds of activities is going to be lower without language.

Language is necessity to human life and civilization is certainly impossible without it. The sciences depend upon it and also all education in human life is conducted through it. People around the world use it as a gift from God to human being as adjusted to one of the Holy Qur'an in Al-Hujurat verse 13 says as follows:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ أَتَقَاتُمْ ۖ إِنَّ عَلَيْنَا خِيبٌ  
عِنْدَ اللَّهِ (الحجرات: ١٣)

Almost English language teachers get students to study grammar and vocabulary, practise functional dialogues, take part in productive skill activities and try to become competent in listening and reading. Yet, some of these same teachers make little attempt to teach pronunciation in any overt way and only give attention to it in passing. It is possible that they are nervous of dealing with sounds and intonation; perhaps they feel they have too much to do already and pronunciation teaching will only make things worse. They may claim that even without a formal pronunciation syllabus, and without specific pronunciation teaching, many students seem to acquire serviceable pronunciation in the course of their students anyway.

There are many languages in the world and the most popular language that is used and learned for communication by people is English. English is used almost by people in all countries of this world, either as a first or a second language. In recent years, English not only used for communication but also to develop sciences, technology, art, and culture. In addition, the science of technology and trade are conveyed using English. Beside that, with confidence that although the hegemony of English political spheres may be reduced, English will still hold the key to economic advancement. (Holmes, 2008, p. 56.)

Nowadays, English language becomes a compulsory subjects. It is because English is an international language. In Indonesia, English has already taught and learned from elementary school until university as a foreign language. It cannot be

separated from English function itself in international community. The government knows the importance of English learned by Indonesian people so that they can not only communicate with other people from other countries but also to compete with them in all aspects of life in international world.

Pronunciation is the general term for the part of language classes and courses that deals with aspect of the phonology of English. This include the individual sound or (phonemes) of English, sound in connected speech, word and sencece stress, rhythm and intonation. (Thornbury, 2006, p. 131). Sound words are made up individual sound or (phonemes), sentence stress: in other word-where emphasis is placed in word and sentence, intonation is often described as the music of speech (Harmer, 2002, p. 28).

Pronunciation is one of the most important things in learning English as a foreign language. It is the first and most important thing native speakers notice during a conversation. A mistake that is made in pronouncing sounds may rise misunderstanding in communication. It is related to the Holy Qur'an verse Al-Muzammil:4, as follow:

أَوْ زِدْ عَلَيْهِ وَرَتِّلِ الْقُرْآنَ تَرْتِيلًا

From the verse, it is known that the Almighty commands us to pronounce each word on Holy Qur'an clearly according to the rule. Many cases of misunderstanding in communication were caused by the mispronouncing of words or the improper intonation. For example, "Soap" in situation such a restaurant where they should have said "soup", the inaccurate production of a phoneme can lead to misunderstanding (at least on the part of the waitress). (Kelly, 2000, p. 11)

However, the fact that some students are able to acquire reasonable pronunciation without overt pronunciation teaching should not blind us to the benefits of a focus on pronunciation lesson. Pronunciation teaching not only makes students aware of different sounds and sound features (and what these mean), but can also improve their speaking immeasurably. As stated by Harmer (1998, p. 183), concentrating on sound, showing where they made in the mouth, making students aware of where words should be stressed. All these things give extra information about speaking and help to achieve the goal of improve comprehension intelligibility.

To get better understanding and to make the lesson more effective, teachers should prepare good instructional media and materials that can improve students' understanding and motivation in learning English. Richard in his book defines that instructional material is a basis for much of the language input learners receive and the language practice that occurs in the classroom. (Richard and Renandya, 2002, p. 65).

The successful of English learning process depends on the teacher as the model in the classroom. Especially for pronunciation practice. According to Harmer (2001, p. 2) good teacher cares more about their students learning than they do about their own teaching. Students have their own perspective in defining a good teacher. Based on the research at amount of students in England, students enjoy being entertained and amused, however a balance has to be noticed between entertainment and teaching/learning.

In making a successful English process, techniques is one of crucial factors that determine the successful of teaching and learning itself. Mostly of English teachers stuck in the old model in teaching English and it makes one of the greatest enemies of successful teaching appear, it is the students' boredom, where the students feel bored and become inactive in the classroom. That's why a good technique is needed for successful English teaching.

The techniques of lecture are represent a way of wise to submit the education so that can grow the inspiration and motivate to successfulness. Mansyur (1991, p. 11) stated that "a teacher has to have a good concept about teaching and learning activities, so that his responsible can do better and get the best result as he expect.

In English Department of IAIN Antasari Banjarmasin, there are 5 pronunciation classes at the second semester which contains 2 SKS. The students of academic year 2015/2016. The writer found that the lecturer of pronunciation often used various techniques in teaching and learning process. It is the creativity of the lecturer to develop them because they are a kind of practical strategies for teaching. There are many kinds of techniques that can be used in accordance with the needs of the students and the facilities available at the university. This will make the teaching and learning process dynamic and creative. The lecturer can creatively develop any techniques to help her students learn English.

Some previous studies have been conducted by some researcher from English Department of IAIN Antasari. Such as in 2014 Najemi conducted the research of students' mastery in pronouncing the final sound /-ed/ of past tense

and past participle (a case study of STIKIP PGRI Banjarmasin in Kandangan). In this research the writer have formulated problem that how is the fourth semester students' master in pronouncing the final sound –ed of past tens and pat participle at English Language Education of STIKIP PGRI Banjarmasin, which –ed sound is/are found most difficult to pronounce by STIKIP PGRI Banjarmasin. On the other hand, in 2013 Fahriah conducted the research about students' pronunciation in reading English news. In this research, she investigated the difficulty in pronouncing dental fricative consonant voice and voiceless of sixth semester students. Both of these researches different with the writer, they investigated students' ability in pronunciation, but the writer in this research will conduct the research about techniques in teaching pronunciation.

Based on explanation above, the researcher wants to know more the techniques used by the lecturer in teaching pronunciation, how the techniques apply, and how the students' responses toward the techniques. So, the writer interest in conducting research entitled **LECTURER'S TECHNIQUES IN TEACHING PRONUNCIATION AT SECOND SEMESTER OF ENGLISH DEPARTMENT OF IAIN ANTASARI BANJARMASIN BANJARMASIN.**

## **B. Statements of Problem**

This research is done in order to answer the following problem:

1. What kinds of techniques does the lecturer apply in teaching pronunciation at second semester of English Department of IAIN Antasari Banjarmasin?
2. How does the lecturer apply the techniques in teaching pronunciation at second semester of English Department of IAIN Antasari Banjarmasin?

3. How are the students' responses toward lecturer's techniques in teaching pronunciation at second semester of English Department of IAIN Antasari Banjarmasin?

### **C. Objective of Study**

The purposes of this research are:

1. To know the techniques that the lecturer used in teaching pronunciation at second semester of English Department of IAIN Antasari Banjarmasin
2. To describe the lecturer's way apply the techniques in teaching pronunciation at second semester of English Department of IAIN Antasari Banjarmasin.
3. To know the students' responses toward lecturer's techniques in teaching pronunciation at second semester of English Department of IAIN Antasari Banjarmasin.

### **D. Significant of Research**

The results of this research are:

1. To inform how pronunciation taught at second semester of English Department of IAIN Antasari Banjarmasin.
2. To know the reason of the students' response toward lecturer's techniques in teaching process.
3. To give basic information for other researchers who want to do the same research in more enriched one.
4. To enlarge the literary source of IAIN Antasari library.

## **E. Definition of Key Terms**

To avoid misinterpretation to the title of the research, the writer will explain about the title:

### **1. Lecturer's Techniques**

Hornby in *Oxford Advance Learner's Dictionary of Current English* (1995, p. 457) said that "lecturer is a person who gives lectures, especially as an occupation at a university or college of higher education. And Hornby in *Oxford Advance Learner's Dictionary of Current English* (1995, p. 887) said that "technique is method of doing something expertly".

In this research, Lecturer's techniques means is the lecturer's implementation that which actually takes place in a classroom. It is a lecturer's particular trick, strategy, or contrivance used to accomplish an immediately objective.

### **2. Teaching Pronunciation**

According to Tomlinson (1998, p. 3) most people think that teaching as the overt presentation of information by teacher to learners. According to Hornby (1995, p. 928) pronunciation is the way in which a language is spoken.

In this research, teaching pronunciation means an activity where someone gives knowledge or information to the students on how to say the words and sentence fluently in English, so that the students can speak English similar with native speaker.