

CHAPTER I INTRODUCTION

A. Background of Study

Some teachers get difficulties to teach pronunciation of some English words, and admit to lack of their knowledge about the theories of pronunciation. As a result, it obviously gives a big influence toward their students at enhancing English pronunciation. Therefore, teachers are expected to improve their practical skills in pronunciation teaching. As a teacher we should help the students that have difficulties with their pronunciation. Some learners have few pronunciation problems and others have a lot of problems with their pronunciation.¹

Many students want to speak English well that the pronunciation can be understood by their friends or foreigners that have different language, dialect and intonation.² Allah says in the Al Qur'an:

وَمِنْ آيَاتِهِ ۖ خَلَقَ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتَلَفُ السِّنْتِكُمْ وَالْوَأْنِكُمْ ۗ إِنَّ فِي ذَلِكَ لَآيَاتٍ

لِّلْعَالَمِينَ ﴿٢٢﴾

*“And of His Signs are the creation of heaven and earth and the diversity of your tongues and colours. Surely there are signs in this for all mankind.” (QS ar-Rum: 22)*³

Allah SWT created us with difference language, dialect, intonation and skin colour. We have different language and skin colour because we live in the different place and also the influence of the sun shine.⁴ With this lingual difference we have difficulty in communication, so we must master the foreign language that can help us to communicate. English is the International language that must be mastered by us.

¹ Joanne Kenworthy, *Teaching English Pronunciation*, (London: Longman Group UK Limited, 1987) p.vii.

² J.D.O'Connor, *Better English Pronunciation*, (London: Cambridge University Press, 1998), p.I.

³ Mahmud Y Zayid, *The Qur'an: An English Translation of the Meaning of the Quran*, (Beirut Dar Al-Choura, 1980) p.297.

⁴ M. Quraish Shihab, *Tafsir Al-Mishbah*, (Jakarta: Lentera Hati, 2009), p.190.

Student who speaks in foreign language have difficulties in learning process because he has been speaking with his mother tongue. It must be hard for student that always speaks with his mother tongue because his speech organ have been set to produce sounds in his own language.⁵ Most of students do not understand how to pronounce English words and distinguish the meaning of one word with other words because some English words have equation in its uttering and one that differentiates is the vowel sound. This happens in the XI IPA 3 Full Day School of Madrasah Aliyah Negeri 1 Kebumen. The students are unable to pronounce vowels sound when they were reading or speaking some English words. They often faced a lot of difficulties of producing the correct sounds because the vowels of English is more complex. A teacher may not force the student to sounds like a native because it can reduce the students' ability to communicate.⁶

This research was conducted in Madrasah Aliyah Negeri 1 Kebumen in the academic year of 2013/2014 in XI IPA 3 Full Day School students. This school is the only one school that has special program in Kebumen. Full Day School is the special program that has English Class to develop students' ability in English conversation.

In pronunciation teaching, absolutely, teachers can deploy many ways to enhance theirs students' pronunciation. They can try to vary their methods, strategy, technique or media to make their students' understanding increase. Furthermore teachers can use self-correction to teach students' pronunciation. Self-correction is the ability to correct their own error pronunciation. In this technique the students must be focussing on the following areas: first is *motivation*, students must get motivation from the teacher that the accuracy of oral production is important. Second is *explanation*, students must accept an explanation like description and demondstration, so they more understand and remember the lesson. Third

⁵ Ramelan, *English Phonetics*, (Semarang: UPT Unnes Press, 2003), p.4.

⁶ Marianne Celce,Murcia, *Teaching Pronunciation*, (London: Cambridge University press, 2004)

is *practice*, Student should be given a chance or opportunity to practice. The last is *feedback*, students should receive the feedback from the teacher and students in a class.⁷

Developments in science and technology encourage efforts in the utilization of technology in teaching learning. It requires that teachers were able to use the tools provided by the school. Teachers can use the least inexpensive and efficient tool which is simple. For that teachers should have sufficient knowledge and understanding of media.⁸

The recorder is one of the media that can not be ignored in conveying information, because it helps the teacher to teach pronunciation and the student can be more understand. There are many forms of the media, then teacher should be able to select them carefully, so it can be used appropriately.⁹ In conclusion, based on the reasons above, the researcher wants to conduct a classroom action research on vowel pronunciation using self-correction antitled: Maximizing The Accuracy of Students' Vowel Pronunciation Using Self-correction in English Class (A Classroom Action Research at The XI IPA 3 Full Day School of Madrasah Aliyah Negeri 1 Kebumen in The Academic Year of 2013/2014).

B. Reason for Choosing the Topic

1. Pronunciation is one of the important thing in learning English.
2. Self-Correction is one of the technique to learn pronunciation.
3. The writter wants to know about the accuracy of students' vowel pronunciation improvement in the XI IPA 3 Full Day School of Madrasah Aliyah Negeri 1 Kebumen after being thaugt Self-Correction.

C. Research Question

In the study, the researcher formulate the problem as follow:

⁷ Suzanne Firth, *Developing Self-Correcting and self-Monitoring Strategies*, p.215.

⁸ Cecep Kustandi, *Media Pembelajaran*,(Bogor: Ghalia Indonesia, 2011), p.7.

⁹ Cecep Kustandi, *Media Pembelajaran*, p.9.

1. How is the implementation of Self-Correction to improve the accuracy of students' vowel pronunciation?
2. How can Self-Correction improve the accuracy of students' vowel pronunciation?

D. Objective of The Research

In line with research questions, this study has purposes to find out:

1. The implementation of Self-Correction to maximize the accuracy of students' vowel pronunciation in the XI IPA 3 Full Day School of Madrasah Aliyah Negeri 1 Kebumen.
2. The accuracy of students' vowel pronunciation improvement after being taught Self-Correction in the XI IPA 3 Full Day School of Madrasah Aliyah Negeri 1 Kebumen?

E. Pedagogical Significance

The result of this study is expected to be useful for the teacher and students to give alternative way to overcome their pronunciation problems in teaching learning process.

1. For teachers

The result of this study can be used to help teaching students' pronunciation and help teacher in providing active, creative, effective, and fun learning. So, the students can be easier to understand it. Hopefully, this technique can be used to improve students' vowel pronunciation.

2. For students

It can also be used to improve and develop their abilities in English pronunciation. Because it gives them a lot of new experiences in order that they be more interested and enjoy in learning pronunciation.

3. For researcher

The researcher gets some experiences and knowledge about her study and it is useful in the future.