

## CHAPTER I

### INTRODUCTION

#### A. RESEARCH BACKGROUND

Teaching is much more than just passing the information. The teacher transfers knowledge and English skill to the students. A teacher communicates to the students. Teachers will interact with the students, creating a good atmosphere among them so that the students will feel comfortable and enjoy the lesson. As we realize it can be a verbal or nonverbal. There will in consequences involve an interaction between the teacher and student. It means that the teacher is responsible to show a convenient condition in the class while running the teaching learning process.

Pronunciation as one of the essential skills in oral form is considered the basic ability of speaking in one language. It takes part in our communication and interaction. Having good pronunciation is very important in speaking one language. If the students have a good ability in pronunciation, it will encourage them to speak. One of the common problems faced by the teacher is the students keep silent when they are asked to speak or answer the questions. It is difficult for the teacher to make the students get involved actively in class activities. As facts show that most of the students will be able to pronounce the word after he or she hear it. The students might face some problems in pronouncing the unfamiliar words, because the students are not familiar with the sounds and the way of pronouncing the words. Many students who had been studied English for many years, cannot pronounce a word correctly and when they are exposed to hear native English speaking talking, not many utterance can be comprehended.

Based on the researcher's observation in the MTs Islamiyah, most of the first year students are difficult to pronounce the words in text. The problems might be caused by some factors. The first is the students' lack practice of pronunciation. The students do not use their English in their every activity that might be caused of the lack of practice. The second factor is that the students are afraid of making mistake. They are afraid that they will answer the teachers' questions with the wrong pronunciation. The third is that the students are ashamed of their pronunciation. It is in students' mind that they will be laughed by their classmates if he mispronounced the word.

That is why it is important to introduce the right English's Pronunciation to the students in order to make them accustomed to it, encourage them to speak. It will also encourage them to be active in class activity by exploring the activities themselves. In learning English language, especially pronunciation, the teacher should know the way to help the students get easy to practice and understand the language that they have just leant.

Oral reading activities are the activities to read the word whether they understand it or not and to able to decode the word correctly. Oral reading does not only involve their oral competence but also their reading skill. Sabesta (2001) states that oral reading also serves as a very valuable source of assessment information for the teachers and the students themselves. As they read to peers, groups, classmates, or the whole class, they advertise the book and encouraged the other to read it. In this sense, the students pronounce the word through oral reading or reading aloud. The students may have the opportunity to do the activities and try to read the word with the teachers' guide. In

addition when the students are doing the activities, they can gain enjoyment, practice their language they have just learned about and try to learn English.

From the activities, the teacher expects the students can solve the problems that make them difficult to pronounce the word in reading text and at least they will improve the students' pronunciation in such way by saying the words correctly and read aloud. Reading aloud can be a powerful classroom experience that power comes from practice. Practice can really help some readers with their presentation. As stated by Jones (1972) reading aloud by the teacher remains a pleasure and an aid understand and appreciation, and of course reading aloud or oral reading better than other because of the length or style it is assumed that the students will have the books in front of them and will follow the words as the teacher reads.

It is important to conduct this research in order to measure the effectiveness of oral reading activities toward students' pronunciation achievement in learning. Based on the problem above the writer want to do the research in order to want to know whether oral reading activities is effective or not to improve the pronunciation of the first year students of MTs Islamiyah Pontianak. The researcher conducts this method to the first year students, because it is important for them to have a good pronunciation in order to encourage them to be able to speak English.

## **B. RESEARCH PROBLEM**

Based on the background preceded, the researcher focuses to the problems that were encountered while she conducted the teaching are as follow:

The pre-observation done by the researcher, most of the students have problems in pronunciation. Most of the first year students of MTs Islamiyah Pontianak

mispronounce the words when they are asked to read the text. For example, most of the students pronounce the word “kind” as “kin”. Other problems are that most of the students keep silent when they are asked to read the text or pronounce the words in the text. The lack of pronunciation, nervousness, embarrassment, hesitancy makes them tend to keep silent.

Based on the problem, there should be an interesting way of teaching to improve their pronunciation. The writer applies oral reading activity to improve the students’ pronunciation. Oral reading makes the students practice their pronunciation. Besides, the students have the same chance to practice. The writer believes that by conducting oral reading activity the students’ pronunciation will be improved.

### **C. RESEARCH PURPOSE**

The research purpose is to prove that oral reading is effective in improving the students’ pronunciation to the first year students of MTs Islamiyah Pontianak in academic year 2006/2007.

### **D. ACTION HYPOTHESIS**

The hypothesis of this research is oral reading activity can increase the pronunciation of the first year students of MTs Islamiyah Pontianak in academic year 2006/2007.

### **E. SCOPE OF RESEARCH**

In order to clarify the research, the researcher states the scope of research in two scopes, they are:

## 1. Research variable

A variable can be defined as an attribute of a person, a piece of text, or an object which varies from person to person, text to text, or from time to time (Hatch and Lazaration, 1991:51). Best (1977) defines that “Variable is the condition or the characteristics that researcher manipulate, controls, or observes”.

The variable of this research is divided into two, they are:

### a. Independent Variable

Independent variable is the treatment or condition that is expected to produce an outcome. “Independent variables are the variables selected by the researcher to determine their effect on or relationship with the dependent variable.”(Brown, 1998)

The independent variable in this research is oral reading activities.

### b. Dependent variable

Dependent variable is the outcome that is expected to result from the achievement.

The dependent variable of this research is the improvement of the students' pronunciation.

## 2. Terminology

In order to avoid misunderstanding and interpreting of the term in this research, the researcher finds it necessary to present and explain the term that used in this research:

- a. Teaching is any activity carried out by the teacher in classroom which is intended to give the students knowledge and skills.
- b. Pronunciation is defined as the act of producing the sound of speech including articulation, vowels, formulation, accent, inflection, and intonation that often reference to the correctness or acceptability of the speech sounds. But the researcher concern the research on fricative consonant sounds
- c. Oral reading is the activities to read the word whether they understand it or not and be able to decode the word correctly.
- d. Action research is a research that is applied in the class in order to find the solution of the problem faced when the teacher is teaching by using certain technique in the teaching learning process. This research is done several times so that the researcher can get the improvement of the way of teaching and cover the problems that occur previously.
- e. First year students of MTs Islamiyah are the student who are study in the first class.
- f. MTs Islamiyah Pontianak is one of the Islamic Junior High School which is on Jln. Imam Bonjol Pontianak.