CHAPTER 1

INTRODUCTION

1.1   Basic Consideration

English is a very popular language which is most nations in the world use as their tool in communication. Therefore, English becomes the International Language as one of the foreign language, which is used by people for communicating. It is also called as relationship language Inter-Countries. Moreover, In Indonesia, all schools are using English in learning and teaching process. Even though they use English in learning and teaching process, it still shows many weaknesses. We can see the example in speaking skill. Within English we know four skills that use, they are reading, speaking, listening, and writing skill. Speaking skill has five components, there are pronunciation (includes segmental features vowels and consonants, the stress and intonation patterns), grammar, vocabulary, fluency, and comprehension. One of the important components in speaking skill is pronunciation.

Pronunciation is one of the ways in which a language or a particular word or sound is spoken. We may be proficient at grammar and have huge vocabularies, but if we pronounce words wrongly, we will not be understood and even if we speak in an understandable way, we still have to work on our pronunciation. It is the first thing people notice about our English when we talk to them. They will judge us by the way we speak. If our accent is pleasant, they will enjoy talking to us. Studying pronunciation will also help us to understand

English better. If we know how different words are pronounced, we will understand more.

Based on my pre-observation (September, 2010; 02.00pm), I found that difficult thing to do in speaking skill of English language for many students is pronunciation. For example they asked to me to help them in doing their English homework. This is true when I have attended the students who never give me a good respond when I asked them to read a sentence. The English words are confusing because they will read the words in different way with what it is written. On the other hand, I choose SMA Negeri 1 Gorontalo for my research because first, this is one of school that is used RSBI curriculum. Certainly, in learning and teaching process, they use English. Second, it is my school when I was study in Senior High School. So, I want to introduce pronunciation to the students in SMA Negeri 1 Gorontalo especially both sounds (/θ/ and /ð/).

In addition, using English in the class is important not only for the teachers but also for the students. The students get used to use English from the fourth grade of Elementary school to the Senior High School. It means that the students must be able to use English in their daily life. In fact, they still cannot speak English neither study nor their lives.

They find many problems in pronouncing the English vocabularies. One of the problem, is when someone does a mistake in pronouncing the words, the meaning will totally change. For example, the word "something" /'sʌmθIŋ/

which means "sesuatu", in Indonesia language, some people pronounce "some sing" /sʌm sIŋ/ which means "beberapa nyanyian" in Indonesian language.

Based on my pre-observation (September, 2010; 11.00pm), I found that the pronunciation of the student incorrect when she pronounces a song's lyric. On the other hand, some of the students do not have a good pronunciation. For examples when they said "thanks" in expression of gratitude, the word "thank" /θæŋk/, they was pronounced such as "tank" /tæŋk/. Actually, the right pronunciation is "thank" /θæŋk/ which means "terima kasih" in Indonesian language. Then when they sing a song's lyric, the word "that" /ðæt/, they was pronounced as "dad" /dæd/. Actually, the right pronunciation is "that" /ðæt/ which means "bahwa" in Indonesian language. And these errors will always happen and the students will always do because they get used to pronounce the word, in an incorrect pronunciation for a long time, and it is difficult to change it. Sometimes, I improve their pronunciation in both sounds but they find it difficult to distinguish between both sounds and, in fact, I have ever read a book that contains of both sounds in which there are many people find it difficult to distinguish between the sounds /θ/ and /ð/.

Furthermore, a good step in learning English pronunciation is listening to the English song. Usually, the students' memorize a song more than easily a subject. So, I will try to use the song to improve students' good pronunciation especially popular song because popular song is a medium for training the students' ability in pronunciation as the result, the popular song gives them

enjoyed, comfort, and easy listen to the song. Sometimes, the students study while listen to the popular song.

On the other hand, based on my pre observation, I have given them the question about the song that they like. And all of them choose popular songs because they are interested in the feelings and the word of popular songs which always tell about love. Furthermore it will increase their attention.

Song is a part of entertainment which people mostly like. Many people like same kinds of song namely popular song. Usually, the students like popular song because it is very attractive and enjoyable for them. In using popular song for teaching pronunciation, I select the songs that are popular for them and let students listen to the songs, the students choose the songs that are popular for them. There are three versions in songs. They are slow version, medium version and fast version. I use the third versions for this research. In this research, slow version have four songs, medium version have two songs, and fast have two songs for eight times meeting.

Relate to the statement above, I want to conduct research and apply a media to improve students' pronunciation by using song, while I prefer popular song to other songs. Because in my opinion popular songs have a power to attract the listener, so the student will give more attention to listen to the word by having enjoyable feeling. So, it will impact to the aim of learning which teacher wants to reach.

1.2 Problem Statement

In this study based on explanation above, I formulate the problem statement as follow: "Can popular song improve the students' ability in pronouncing /θ/ and /ð/?"

1.3 Objective of the Research

The objective of this research is to improve the students' ability in pronouncing the /θ/ and /ð/ sounds by using popular songs.

1.4 Reasons of the Research

1. The students find it difficult to pronounce sentences.

2. Sometimes, they pronounce /θ/ and /ð/ in nearly the same way usually in a song. So, I want to improve students' ability in pronouncing /θ/ and /ð/ sounds by using popular songs.

3. Popular song is one of media to fasilitate students for training their ability, especially pronunciation. Because based on my observation students enjoy listening song more while learning.

4. Popular song is a good medium in teaching pronunciation which are designed to elicit a word.

1.5 Scope and the Limitation of Research

This research will be focused on popular song because students like popular songs better than other song while, it has a power to attract the students with the songs that always talk about love and it has an influence for their feelings. So it can be very helpful. Sometimes students sing a song which has both sound elected pronunciation and similarly pronounced and when they said

both sounds in an incorrect. Therefore, I take popular song to easily improve students' pronunciation ability.

1.6 Significance of Research

The significances of my research are:

1. The students' ability of pronouncing English sound especially pronouncing the /θ/ and /ð/ sounds.

2. To improve students' ability in pronouncing /θ/ and /ð/ by using popular songs.

3. The teachers can improve students' pronunciation skill by using popular songs especially pronouncing both sounds.