

## **Chapter I: Introduction**

### **Basic consideration**

As one means of communication, English has important role in understanding and expressing the information, thinking, feeling, and so in developing the knowledge, technology, and culture within it. English is also widely used in many kinds of sectors for example economical, cultural, educational, and many others. Hence, it is necessary to master English if people want to involve themselves in the global world. Concerning educational in Indonesia, primary on senior high school, English is considered one the main subjects that should be taught. As a foreign language, one of the main goals for English language teaching for Indonesia is students are able to communicate English fluently and accurately in social context. That goal is noted in curriculum.

Based on curriculum, there are four language skills in English that should be learned by the language learners, they are: listening, speaking, reading, and writing. In supporting those language skills, three English components, (sounds of language, grammar, and vocabulary) are also important to be learned by the learner. As one the aspects in targeting the improvement of students' competence that can help them speak fluently and accurately. The reason why the teacher should teach pronunciation accurately is because wrong pronunciation may cause misunderstanding in communication. This is because if one mispronounces a word, this might create

misunderstood about the meaning of its utterance. It will lead into confusion or miscommunication because wrong pronunciation may result different meaning of words. For example, the word “part” that means “bagian” in Indonesian language should be pronounced “pa:rt”. It will be a big problem when speakers fail to pronounce it well by pronouncing it as “fa:rt” that means “kentut” in Indonesian language. This shows that pronunciation is clearly a crucial factor for learners who want to successful in learning English. Pronunciation has to be mastered by the beginners of English learners when they learn so they will be familiar to pronounce every single words, phrases and sentences. Furthermore, pronunciation is the way to pronounce the words and it refers to the ability of a person in using stress and intonation correctly so the listener can be understood the content. Djiwandono as cited in Dai (2008. p.123) said that “ability of pronunciation refers to the use of language with good pronunciation, understandable, acceptable. By pronouncing correctly on language sounds, syllables, words, phrases, and sentences the content expressed by someone will be understood by the listener so that misunderstanding would not take place. On the other hand, there is problem faced by the foreign language learner when they pronounce English word was caused by the influence of the students’ mother tongue of their first language. The problems appeared when they tried transferring their first language into their target language (English). For example, in pronouncing /r/, they still sounded it as like as they pronounce in their first language (/r/ not /ɑ:r/). It showed that the students also pronounce the English word as its writing totally in Indonesia. It was influenced by their first language

which pronounces the word as its spelling. Based on the statement above, it can be concluded that pronunciation is the vital aspect of oral skill in learning and teaching English.

One of related to the difficulties that often make the students confuse in learning English is minimal pairs. According to Fromkin, Blair & Collins 2000 p.249 as cited in Luke Kutzik Fryer (2005) “minimal pairs is two words which have same sounds but different meaning. Luke Kutzik Fryer (2005) further explained in his article about the problem of two countries which are Japan and French. The Japanese learners could not differentiate between two word, “fat” and “hat”. This happens because the nature of the Japanese language which lacks the sound for the English “f” while, sound of the French learners of English could not differentiate between two words “ell” and “heel”. This pronunciation problem would arise because the French language lacks of “h” sound. In this case, the Japanese and the French learners have a very difficult time in differentiating between the sounds both when they hear them and when they try to pronounce them. In Indonesia language, on the other case, according to Emilia Ninik Aydawati (2001, p.653) said that it is difficult to compare the sounds that may cause trouble such as /t/ and /d/. It is difficult to differentiate these two sounds, for example between “hat and had”. It will be closed when people say /t/ and it will be wide apart and vibrating for /d/. Based on these explanations, it is clear that these language learners got problem in differentiating on how to pronounce the sounds because of their native language influence. It can be concluded

that minimal pairs can become serious problem for the foreign learners in some countries as described before.

Unfortunately, the teaching learning English in Indonesia education has limited time. Based on PERMENDIKNAS ( Peraturan Menteri Pendidikan Nasional-the law of the minister of national education) No. 22, 2006, English is learned at senior high school four hours in a week. Meanwhile, to master in English for communicative competence, as a foreign language learner, they should practice more inside and outside classroom. In reality, many of students argue that they have just learned English inside classroom in certain time. Although English teaching has limited time, the students are expertly able to practice their English inside and outside of class. If the students practice their pronunciation with proper method or technique inside the classroom, they might be highly-motivated in practicing their pronunciation outside the classroom because the method or technique in learning pronunciation that the students learned in the classroom might help them to practice their pronunciation outside the classroom independently. Therefore, teacher desirable to use the appropriately technique which can help students improving their English pronunciation and increasing their desire to practice it anytime and anywhere. One of the best methods or technique that has been used in motivating and stimulating the students to learn more is games.

Kamra (2010) cited in Ahmed Awad Amin Mahmoud and Ziyad Ahmed Tanni (2012, p. 18) point out that the most efficient way to teach English in the classroom is

by using games. By this way, we will get the best results in the classroom. Students' motivation can be build by this way. Games also automatically will teach the students to share, to help each other and work as a team. Furthermore, games are one of models of real situations in which the issues are quite simply drawn and the participants can become engaged without any confusion. The basic function of games is to intensify human experiences in ways which are relatively safe. Games introduce an element of competition into language building activities. In other words, these activities create a meaningful context for language use. The competitive ambiance also makes learners concentrate and think intensively during the learning process, which enhances unconscious acquisition of inputs. Most students who have experienced game oriented activities hold positive attitudes towards them.

According to Chen, I-Jung (2005) in his article, the benefits of using games in language learning can be summed up by these nine points, which are: 1) are learner centered; 2) promote communicative competence; 3) create a meaningful context for language use; 4) increase learning motivation; 5) reduce learning anxiety; 6) integrate various linguistic skills; 7) encourage creative and spontaneous use of language; 8) construct a cooperative learning environment; and 9) foster participatory attitudes of the students.

Moreover, since games give a lot of contribution in teaching and learning process. Games are usually being attached in the process of learning English. Minimal pair card game is the game that can help the students to improve their pronunciation skill

through a very fun activity that will give a great contribution to students' improvement in pronunciation. Considering this aspect, thus the study of how minimal pair card games could enrich students' ability in learning pronunciation should be conducted. In this research, the researcher will apply one of the games. It is minimal pair card game, to help the students' pronunciation skill.

### **Problem Statement**

Based on the background the problem statement can be formulated as” *Can minimal pair card game improve the students' pronunciation?*”

### **The aims of the study**

The aims of this study are first to find out whether the method of minimal pair card game can improve the students' pronunciation skill or not in teaching and learning process of English.

### **Significance of Research**

The significance of this research is focused on students and teachers. For the students, this research can be useful for the students to improve their English pronunciation ability. For the teachers, this research can be useful to reach their goals of teaching English in speaking skill especially for the pronunciation.

### **The scope and limitation of research**

The scope and the limitation of this research is, this research will be conducted only for the students in the tenth grade of SMA NEGERI 1 TAPA. The number of the participants is also being limited to 25 students of the 11<sup>th</sup> grade. The subjects of this research focus on English learning subject in the way of by use how the minimal pair card game in improving students' pronunciation.