

Chapter 1 : Introduction

In this chapter the researcher presents some points related to this research. Those include background of the study, statement of the problem, objective of the study, significance of the study and delimitation of the study.

Background of the Study

Students' pronunciation is one of vital aspect in language learning. This aspect needs more attention because it is more important than other aspects in language learning such as vocabulary, structure, comprehension, and fluency. If someone has mistake to pronounce two or more words when she/he speaks with other people, the listener cannot understand what the speaker talks about. According to Djiwandono (as cited in Mantali 2013), states: "ability of pronunciation refers to use of language with good pronunciation, understandable and acceptable."

In addition, pronunciation talks about how to produce a word. Pronunciation is how the students pronounce the word. It is in line with oxford dictionary 2008 (as cited in Mantali 2013), pronunciation is way in which a language or particular word or sound is spoken. Pronunciation is the most imperative part of English to speak with others since there are contrasts between the symbol and its sounds. When we communicate with other people, the listener does not only pay attention about our vocabulary but also pronunciation. Therefore, it is important to teach pronunciation. There are two problems to teach pronunciation according to Kelly (2000) firstly, it tends to be neglected. Secondly, when it is not neglected, it tends to be reactive to a particular problem that has arisen in the classroom rather than being strategically planned. As stated by Harmer (as cited in Farhati 2011) that for all these people, being made aware of pronunciation

issues will be of immense benefit not only to their own production but also to their own understanding of spoken English.

Based on the researcher's observation as Teacher Teaching Program, when teaching English subject class VIII SMP Negeri 1 Tilango, the researcher found that there are several students in the classroom that face difficulties to pronounce a word. It is difficult for them to pronounce a word which has long syllables and the same sound. As a tool to overcome problem of pronounce, the researcher provides a dictionary which exists in this era, namely the Cambridge dictionary application or Cambridge advanced learner's dictionary. This dictionary is expected to help students to learn how to pronounce a word in appropriate or proper way. Cambridge advanced learners dictionary (2008) as follow "Cambridge advanced learners dictionary is the best dictionary for general British English on Cambridge dictionaries".

Moreover, the researcher prefers Cambridge dictionary application rather than dictionary of Cambridge because dictionary is only presented in book form. Learning how to pronounce a word will not run effectively by reading a book only. It is in line with Hoetomo (2005) sated that dictionary contains a reference book that is words and phrase which are usually arranged alphabetically. Thus this research, the problem of pronunciation is overcame by using Cambridge dictionary application or Cambridge advanced learner's dictionary for it presents audio that enables students to imitate the pronounce of a word.

Subsequent, it is stated in the school-based curriculum or in Indonesia language Kurikulum Tingkat Satuan Pendidikan (KTSP) 2007, in term in reading skill the standar competence is *memahami makna dalam essay pendek sederhana berbentuk narrative dan recount yang berkaitan dengan lingkungan sekitar*. Meanwhile, in the basic competence is *membaca nyaring*

bermakna teks fungsional dan essay pendek sederhana berbentuk narrative dan recount dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

However, in the observation, the researcher found that most of students could not pronounce English words correctly so the researcher thought that pronunciation needs much more attention.

In this case, the researcher gave text narrative to be read by the students. In the text there are four major word classes; noun, verb, adjective and adverb. In this research, the researcher focused on two of the word classes; noun and verb. According to Jurafsky (2005) noun is the name given to the syntactic class in which the words for the most people, places, or things occur and verb class includes most of words referring to actions and processes.

Furthermore, the students discover issue with pronunciation when they speak, read, or listen English words. The educators should have several trick to make their students persuaded to learn English. The learners require pleasant and easy method of the teaching to transfer idea, so that finally they can coordinate themselves into English. For example Cambridge dictionary application or Cambridge advanced learner's dictionary can get the students integrate to English. It is assumed that students can contribute numerous things to improve student's abilities, particularly in their expertise components, for example vocabulary enrichment, listening and speaking. Cambridge dictionary application or Cambridge advanced learner's dictionary is believed to have direct influence on the pronunciation skills.

Based on the explanation, the researcher is interested to solve this problem by doing the research entitled **“Improving Student’s Pronunciation by Using Cambridge Dictionary Application”**

Research Question

Can Cambridge dictionary application improve the way pronunciation of a word in SMP Negeri 1 Tilango?

Objective of the Study

In line with research question, the objective of the study is to find out whether Cambridge dictionary application can improve the students' pronunciation in English words or not.

Significance of the Study

This research is expected to give significances in theoretically and practically way.

Theoretically, the result of this research may give an access to understand the teaching process of English learners' producing. In practically, the result of this research will be useful for students to find alternative ways to improve their pronunciation quality, for teacher as the guideline to get alternative way to improve students pronunciation, as well as for future researcher as the reference to conduct the same cases.

Delimitation of the Study

The focus of this research is to overcome problem of pronunciation by using Cambridge dictionary application. The participants of this research are 19 students of class VIII 1 SMP Negeri 1 Tilango. The researcher chooses them because the problem was found at SMP Negeri 1 Tilango where the student could not master pronunciation. Moreover, Speech sound is divided into two main groups; vowels and consonants. Vowels are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overall shape of the mouth. English speakers generally use twelve pure vowels and eight diphthongs (kelly;29). While consonant are formed

by interrupting, restricting or diverting the airflow in a variety of ways (kelly;47). But the researcher only focuses on error pronunciation. Meanwhile, the score is given by using rubric of oral proficiency scoring categories which is adopted by (Brown, 2003). In this case, the researcher wants to know whether Cambridge dictionary application can improve students' pronunciation or not.