

CHAPTER I

INTRODUCTION

1.1 The Background of the Problem

The learning objectives include 4 competencies, namely: spiritual attitude competencies, social attitudes, knowledge, and skills. These competencies are achieved through intracurricular, cocurricular, and/or extracurricular learning processes. (2013 curriculum). Well, learning about pronunciation, this includes skills where students are asked to be able to compose very short and simple spoken and written transactional interaction texts that involve the act of giving and asking for information related to expressing wishes, congratulating with social functions and following the correct linguistic structure according to context. (2013 curriculum).

Learning pronunciation is of course a lot that wants to be discussed, this learning requires encouragement from students and teachers to be able to carry out this learning process. The on going process of learning pronunciation will make it easier for students to learn pronunciation, of course when communicating with friends, family or other people, with good pronunciation of sentences, this will help make our interlocutors understand what we are saying. In schools, especially for junior high schools now, there are still many children, or students who have difficulty in learning pronunciation. This happens there must be errors, as well as problems in learning this pronunciation, for this pronunciation learning we must know that learning this pronunciation has two factors, namely internal and external factors. Which internal factors include student motivation, student willingness, and student strategies in learning Junior high school students should be able to pronounce vocabulary properly and correctly, but until now it is still not right. In schools today, many students are not proficient in learning pronunciation,

application and learning process at school is not quite right, especially for students. Students certainly need good motivation from within themselves to build a sense of wanting to learn from within themselves, willingness to learn is also very necessary so that the learning process is achieved. Not only that, this factor also triggers the teacher to encourage the learning process by using the curriculum that has been run from the school, also the teacher can use strategies that can help students understand this pronunciation learning, all activities of course require a strategy or method, which strategy is a method or path used to achieve a certain goal.

Well, here the researcher would like to discuss the problem of how the student's strategies in learning pronunciation. Usually, the student's strategies in learning cannot be far from the way the teacher teaches the lesson. Learning strategy is a method used by the student's in learning to achieve the aims and objectives of learning. Learning is very important in the world of education. Learning that is carried out at school or at home and even outside of school certainly has a strategy in learning. (Daulay, 2021:46). Therefore, in learning it is very important to use the appropriate strategy or method to support the learning.

Not only knowing the learning strategies, but also must be able to know the strategies of students in learning. Strategies in learning are certainly very necessary so that teachers can find out how the student is able to learn and can find out what strategies students use in learning, especially in learning pronunciation. Various strategies used by students in learning to increase their willingness to learn, for example, arouse interest in learning by playing games, or even students depend on the teacher how the teacher presents what kind of learning atmosphere.

This strategy in learning pronunciation must have something to do with speaking, related to a student's speaking ability. According to Daulay and Daulay (2018: 259) "Talking is an activity that expresses feelings through spoken words, speaking is mostly done by means of dialogue, answering teacher questions and

others". Talking about learning strategies in learning pronunciation, we must know what pronunciation is, pronunciation is a very important part in mastering foreign languages, including English. Pronunciation as English sound production. According to Yates (2016: 34), pronunciation is a production effort that produces sounds that are used to produce meaning, all of which must be related to speaking, listening, or reading because everyone must have a mouth, of course we make sounds through speaking, speaking is needed. at all times. people because by talking we can exchange stories or whatever. Poor pronunciation can have a bad effect on the skill.

It is very important to learn pronunciation, because of good pronunciation, people can definitely have good pronunciation and good at communicating and we can inform and tell others our purpose, and they understand what we say. Communication is a person's ability to express feelings, what he wants to say for the purpose of acquiring language (Daulay, Lubis Y, Damanik ESD, Wandini, 2021: 14). With communication, student's and teachers can carry out the learning process in the classroom, the student's can understand what the teacher is saying, and the teacher can also know what he said. Pronunciation is important in learning English because it can help someone in speaking skills. Speaking is very necessary and needed especially for students, speaking of course will always be related to speaking, speaking is an activity that is usually done by people both in the classroom and outside the classroom. Pronunciation has to do with speaking, because when we say a word or sentence, it is said to have been said.

actually, learning English has several skills, namely reading, listening, writing, and speaking, this happens not only in elementary school, but at the secondary school level. In addition, English, has other English elements such as vocabulary, grammar, word structure, and pronunciation. Based on the four language skills, the learning of language skills related to pronunciation is still not running properly. Proficiency in pronunciation is one of the basic or important aspects for high school students in learning English.

Good pronunciation will be the basic for students to be able to master English well. For this reason, students must be taught and guided from an early age so that they have good and correct pronunciation skills. If it is not taught, then they will make mistakes in pronunciation and they will always remember it and use it. Worse, this pronunciation error will cause misunderstandings between the student's when communicating in English, outside the classroom or in the classroom.

Here the researcher focuses on the student's strategies in learning pronunciation, previously the researchers found problems related to students' learning strategies such as in Australia, in a journal written by (Carol L. Dalgish 2006), that student's strategies in learning are different for each student. depending on the background of the student and the learning experience is different for each student. The strategy of international student's in Australia in learning is more focused on their attitudes, attitudes and culture. To start the lesson, students in Australia are asked to adapt, to their learning environment, and they learn with the guidance of the teacher and the help of other media brought by the teacher for the learning process, and prioritize polite and kind speech acts so that the learning process takes place, learning can take place well.

Meanwhile in Indonesia, student learning strategies are grouped into 4 namely cognitive strategies, memory-related strategies, metacognitive strategies, social social strategies, and compensation strategies. (Rahmah, Rosyid, : 2018: 8). In contrast to MTSs Istiqomah, who watch English films, they do a lot of practice spelling sentences. From several previous studies that conducted research on student strategies, but none, and only related to discussing student's strategies in learning pronunciation, therefore the researchers were interested in discussing them and summarizing them into "The Student's Strategies in Learning Pronunciation". It is hoped that students can improve their pronunciation learning by using various strategies, for example by using a dictionary, learning spelling vocabulary, teacher-given guides, and others. But unfortunately of the many strategies that student's can use in learning, student's at MTSs Istiqomah can not

improve their pronunciation, therefore researchers want to see and find out more about what strategies students use in learning this pronunciation.

1.2 The Identification of the Problem

Based on the explanation of the research background above, that can identify several problems related to student's strategies in learning pronunciation the student's do not have self-motivation in learning pronunciation, the teacher strategy in teaching this lesson is not appropriate for student's, the media or curriculum that is not in accordance with this learning, the student's do not have the appropriate strategy in pronouncing words, the student's do not have the appropriate strategy in spelling, the student's are not right in pronouncing consonant sentences, the student's are less precise in pronouncing vowel words.

1.3 The Limitation of the Problem

From the identification above, the focus of this research is to find out what strategies are used by students in learning pronunciation. This decision was taken because there were gaps found in the school, and there was some research supporting the gap. Researchers assume that even though students use a variety of easy strategies in school, but not all the student's can understand the strategies.

1.4 The Formulation of the Problem

Learning English is very challenging especially learning pronunciation, because there are some difficulties in learning pronunciation such as mispronouncing some words. Based on experience, researchers still say the wrong words because researchers find foreign words in learning English. From the explanation above, the researcher formulates the problem namely:

- 1) What are the student's strategies in learning pronunciation?
- 2) How are the student's process in learning pronunciation?
- 3) Why are the student's strategies realized in the way they are?

1.5 The Objective of the Study

Based on the research formulation above, the objectives of this study are:

- 1) To find out the types of the student's strategies use in learning;
- 2) To describe the process of the student's strategies use in learning pronunciation;
- 3) To knowing the reason of the student's strategies in learning pronunciation occur in the learning process.

1.6 The Significance of the Study

1.6.1 Theoretical Significance

Theoretically, the researcher hopes that the results of this study can provide benefits and information to enrich the student's knowledge of strategies for understand and learn pronunciation.

1.6.2 Practical Significance

1.6.2.1 For Student

The researcher hopes that this research can help the student's in learning pronunciation to get information about learning pronunciation, especially in strategies to improve their pronunciation, and knowing strategies to improve their pronunciation and the student's can use strategies that suit them.

1.6.2.2 For Teacher

The researcher hopes that this research can help the teacher to get more information on pronunciation learning, and then the teacher can find out the announced strategies to improve student pronunciation. And teacher's can apply teaching strategies in the classroom to help the learning process carried out.

1.6.2.3 For Researchers

This research will be useful for researchers, because they hope that later this research will be more helpful for researchers in learning and understanding

English, especially in learning pronunciation. There are several strategies in this study, so that researchers can find out what strategies can improve pronunciation skills, both researchers and others.

