

CHAPTER I

INTRODUCTION

This chapter describes some points including the background of the research, research questions, objectives of the research, scope of the research, significance of the research, definition of the key terms and structure of the research.

A. Background of The Research

Curriculum is a tool to achieve educational objectives. The Law of the Republic of Indonesia No. 20 of 2003 on the National Education System Article 1 point 19 described that the curriculum is a collection of plans and agreements for the purpose, content, and material of learning and the methods used as guidelines for the implementation of learning activities to achieve specific educational goals. As described above, curriculum served as a guideline for the direct and indirect application of educational activities in schools for related parties, such as teachers, directors, supervisors, parents, community, and learners themselves.

Teacher skills and methods of teaching English must be prepared to support global life. As the purpose of English subjects in *Kurikulum 2013* is to develop the potential of learners to have communicative competence in interpersonal, transactional, and functional discourse, using a variety of oral and written English texts, coherently by using linguistic elements that are accurate and acceptable, about factual and procedural knowledge, and instill

the noble values of nation character, in the context of life in the home, school, and society.

Teaching English is not a simple task, especially when teaching pronunciation. Because learners always used mother tongue and lots of regional languages so that even though English has been learned from elementary school but they are still lack and unable to learning English

To fix the issue, there are four approaches in teaching English they are Scientific approach, Problem-based learning, Project-based learning, and Discovery learning. In this research, the researcher used the scientific approach because one of the objectives of this approach is to establish the ability of learners to solved a problem systematically. As a new approach, the use of the scientific approach made teachers felt a little hard, so this is one of the obstacles for teachers in teaching because not familiar with how to used this approach.

Besides using scientific approaches, there are so many methods and technique in teaching English. One of the approach and technique communicative approach using Reading Aloud technique, it can be implemented in English pronunciation teaching. According to Huang (2010), reading aloud have a function in increasing oral English and can practice pronunciation. This method is simple to practice and had many advantages for learners, also reading aloud is also doesn't need a significant preparation because to do this strategy is straightforward and the learners are easy to do this. Based on this explanation, the researcher chooses reading aloud as an innovative learning method to improve the learners' capacity in pronunciation.

Pronunciation is one of the components in English which have an essential function as communication purpose. Without correct pronunciation will make ambiguity, misunderstanding, and different meaning. Clear pronunciation made the listener easy to comprehend and produce intelligible sound. Nunan (1992), stated that this is probably due to the fact that the influence of the first language seems to be more apparent in the case of pronunciation than for grammar and pronunciation.

As one of English components, the study of pronunciation has become an important aspect of teaching English as a foreign language. Goodwin (2001), stated that in teaching pronunciation, the goal of instructions threefold: to enable our learners to understand and be understood, to build their confidence in entering communicative situations, and to enable them to monitor their speech based on input from the environment. Based on that statement, it showed that pronunciation is also very necessary for teaching English as a foreign language.

Pronunciation is also very important especially in teaching-learning English in the class. First, it is used for teaching learners in reading class to applied reading aloud. Second, in speaking for making conversation, and in listening for taking information, took or listened from recorded tape, or teacher dictation. It means that the ability of learners' pronunciation is very necessary because the teacher will be teaching language skills that include pronunciation. So, the learners will be able to comprehend what the speaker said.

Moreover, learners of junior high school, especially in SMPN 1 Cipanas Cianjur, cannot pronounced English well, and in fact, they were didn't pay attention that their pronunciations are incorrect. In a preliminary study in April 2019, the researcher found that the learners of SMPN 1 Cipanas Cianjur still faced many difficulties to pronounced each word well. They didn't distinguish how to pronounced one word with another. Thus, when the researcher was did test them through a text conversation, only a few of them can pronounced it well, most of them hard to pronounced [p] [f] [v] [ð] [θ] in consonant sound and [ε] [ɪ] [i:] in vowels sound.

Based on the difficulties faced by teachers in implementing 2013 Curriculum, teachers can use scientific approaches or communicative approaches in teaching activities especially in teaching pronunciation, and it was hoped that learners can be more interested and motivated to learned. According to Richard (2006) communicative approach is a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. Furthermore, scientific approach implied the fundamental concept that inspires or lies behind the formulation of teaching methods by implementing scientific characteristics. The scientific learning approach (scientific teaching) is a part of the pedagogical approach to the implementation of classroom learning that underlies the application of scientific methods, stated by (Wardanartama, 2018).

Based on the research background above, the researcher was interested in conducted research entitled "Communicative Approach and Scientific Approach in Teaching Students' Pronunciation".

B. Research Questions

Creswell (2009) stated that the research question in quantitative or qualitative research that narrow the purpose statement to the specific question that the researcher seeks to answer. Research questions of this research are:

1. Is there any significant differences in learners pronunciation between learners who were taught using Scientific approach(X1) and those who were taught using Communicative Approach(X2)?
2. How were the implementation of Scientific approach (X1) and Communicative approach (X2) in teaching English Pronunciation?
3. What are students' difficulties in learning pronunciation through Scientific approach and Communicative approach?

C. Hypothesis

H₀: There are no significant differences between communicative approach and scientific Approach in teaching English pronunciation.

D. Objectives of The Research

Based on the research question, the researcher has some objectives of the study, they are:

1. To find out whether there are significant differences in learners pronunciation between learners who were taught using Scientific

approach(X1) and those who were taught using reading Aloud Technique(X2).

2. To find out the implementation of Scientific approach (X1) and Communicative approach (X2) in teaching English Pronunciation.
3. To find out what the difficulties of learners in learning using Scientific Approach and Communicative Approach.

E. Scope of The Research

The scope of this research will be focused on:

1. The subject of the study is limited to the seventh-grade learners of SMPN 1 Cipanas academic year 2018/2019.
2. The object of the study is limited to learner pronunciation especially in consonant [p] [f] [v] [ð] [θ] and vowel [ε] [ɪ] [i:] by using Scientific Approach and Communicative Approach through Reading Aloud.

F. Significant of The Research

1. Theoretically

The result of this research is to contribute useful information for the future research of teaching pronunciation. It is expected that this study can be empirical information for the English teacher about teaching pronunciation skill (the use of communicative approach and scientific approach).

2. Practically

- a. The result of the research could be used as the information for the teachers and learners on what is teaching pronunciation skill (the use of communicative approach and scientific approach).

- b. The result of the research could be used as the information for the other researcher who interested in teaching pronunciation skill (the use of the communicative approach and scientific approach).

3. Pedagogically

This study will provide English teachers with a new understanding about teaching pronunciation skill (communicative approach and scientific approach) to the seventh grade of SMPN1 Cipanas Cianjur. Therefore, the teachers and learners in the classroom can be solved.

G. Definition of Key Term

1. Pronunciation

Pronunciation is the way we create the sound of the language how and where we place the stress, and how we use pitch and intonation to demonstrate how we are feeling and what we mean.

2. Communicative Approach

Communicative approach is based on the concept that learning language effectively results from having to communicate real meaning. When learners engaged in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn how to use the language.

3. Reading aloud Technique

Reading aloud is defined by the clear articulation of words, flexibility in stress, intonation, and rhythm, and the effective use of pauses.

4. Scientific Approach

Scientific approach is an approach used in learning that emphasizes the use of scientific methods in teaching and learning activities. This is based on the essence of learning which is actually a scientific process carried out by learners and teachers. This approach is expected to lead learners think scientifically, logically, critically and objectively in accordance with the facts.

H. Structure of The Research

There are five chapters in this research:

- Chapter I : Introduction. Contains background of the research, research questions, objectives of the research, scope of the research, significance of the research, definition of the key terms and structure of the research.
- Chapter II : Literature Review. In this chapter, the researcher provides knowledge related to the topic. Those are taken from reliable linguist around the world.
- Chapter III : Research Methodology. In this chapter consists of the research method, population and sample, instruments, research procedure, and the data analysis.
- Chapter IV : Findings and Discussions. In this chapter shows all results of data analysis describe and interprets the findings based on the collected data.

Chapter V : Conclusion and Suggestion. This chapter shows the conclusion of the research findings and it gives a suggestion.