

Chapter One

Introduction

In this chapter the researcher discusses several aspects. There are six subsections in this chapter. They are background of the study, identification of the problem, delimitation of the problem, research question, significance of the problem and last one is organization of the chapters.

Background of the Study

Speaking is one of the important and essential skills that people must practice. In speaking English good pronunciation is needed to make a better speaking skill. Each language has its own structure and system. Consequently, the structure and system of English are different from Indonesian language. The current problem is that not all language teachers have sufficient useful strategies for teaching pronunciation, and they do not know what strategies are appropriate when they meet a specific problem. In an EFL setting, the students must not only increase their English comprehension for the classroom, but also need to communicate and interact in English outside the class in various situations. Thus, students' pronunciations need to understand and to be understood.

Pronunciation is part of speaking and needs a lot of effort to master the skill, since pronunciation have so many aspects that we have to focus on. According to Yates and Zielinski (2011) pronunciation are includes the consonants and vowels of a language (segments), aspects of speech beyond the level of the individual segments, such as stress, timing, rhythm, intonation,

phrasing, (suprasegmental aspects), and how the voice is projected (voice quality).

Furthermore, according to Pourhosein (2016), pronunciation instruction can help learners to have a better understanding. Therefore, it ought to be seen as a crucial component of communication that is included in classroom activities. Teaching pronunciation in the classroom is necessary, not only it is important for teacher to pay attention on how they teach the students, but they also need best strategies in the process. In addition, many teachers are not aware of the importance of pronunciation. Teachers must pay enough attention to grammar and vocabulary in learning a foreign language and they help learners become skillful in listening and reading (Gilakjani, 2016). Pronunciation of elements much wider than sounds of consonants and vowels. It includes the elements of rhythm and intonation, which support the communicative process.

Anyone who wants to gain communicative competence must study pronunciation. In addition, Gilakjani (2016) also found that the goals of learning pronunciation are not to ask the learner to pronounce like the native speaker, instead intelligible pronunciation should be the real purpose of oral communication.

When students want to study and master pronunciation as teachers, they must teach the students and choose the best strategies for them. However, only a few teachers know how to teach pronunciation in the classroom. Some teachers ignore pronunciation and need to put more effort into teaching pronunciation.

Furthermore, Gilakjani and Sabouri (2016) found that teachers pay more attention to teaching grammar and lexis because they may feel more uncertain

about pronunciation than grammar and lexis and are worried that they need more knowledge to help their learners effectively. In this case, teachers must improve their strategies and prepare proper material for teaching the students. To communicate effectively, it is essential to become proficient in using the phonological elements of the language we studied. In addition, schools also need to develop awareness for a teacher to support teacher media and material in teaching pronunciation in the classroom.

Based on researcher's observation, in one of state vocational schools in Sragen. The researcher found that teachers in that school seemed confused to apply strategies to teach pronunciation in the classroom. Students' progress in learning pronunciation seemed neglected. Also, the media needed by teachers was also not facilitated by the school so that teachers and schools not too focus on improving students' pronunciation skills. Based on the phenomenon that occurred, the researcher is interested investigating deeper about how teachers teach pronunciation and the challenges faced by the teachers.

Identification of the Problem

As a teacher, it is not that easy to teach pronunciation teacher also might face many problems in the classroom. In addition, teacher also try to solve this problem in various ways. There are some problems which relate to the practice of teaching pronunciation. First problem is English teacher still needs to pay attention to English pronunciation in EFL classrooms. Beside pronunciation material implemented in the classroom needs an improvement to gain students motivation in learning pronunciation, in fact not all teachers realized this problem.

According to Pillai (2017), in teaching pronunciation, teachers must develop awareness of the features of English pronunciation in their variety, or the context in which they teach English.

The second problem is that teachers have their way of teaching English and some of them need clarification about applying the appropriate strategies they can apply in the classroom. The third problem is that schools also need to be more supportive in providing appropriate media for teachers to teaching pronunciation in the classroom. Those problems are coming from the students, teachers, and school, and this has become a concern that needs to be investigated.

Delimitation of the Problem

Based on an identification that the researcher mentions above, in this research, the researcher will focus on how do the high school teachers' teaching pronunciation and to know the challenges that teacher might face in teaching pronunciation in the classroom. This research takes place in one of state vocational school in Sragen, West Java and using qualitative approach

Research Questions

To know teacher perception on how teaching pronunciation strategies in a state vocational school in Sragen, the researcher has formulated two research questions. The research questions are presented as follows:

1. How do teachers teach pronunciation in a state vocational school in Sragen?
2. What are teachers' challenges in teaching pronunciation in a statevocational school in Sragen?

Objective of the Research

The aim of this study is to explore teachers' strategies in teaching pronunciation and to find out teachers' challenges in teaching pronunciation in a state vocational school in Sragen.

The Significance of the Research

Due to two research questions above, this research is intended in the hopes of giving benefits for some parties. Teachers, institutions, and other researchers are expected to get the benefit from this current research. The detail of benefit can be seen as follows:

For Teachers. This research can benefit teachers by adding teachers' knowledge about teaching pronunciation in the classroom and reflecting on their teaching pronunciation process. Besides, this study's information can also be used to solve teaching pronunciation problems in the classroom. Thus, teachers can adapt and integrate some supposed strategies to help them improve teaching from this research.

For Students. The researcher expects this research can help students to get information about learning pronunciation especially in strategies in improving their pronunciation. Also, it can avoid the challenges while learning pronunciation in the classroom.

For other researchers. This study can help the next researcher to explore more about teacher strategies and challenges in teaching pronunciation. Moreover, this research also can be theoretical framework or reference for their research. Other researchers also can conduct the same research in wide range of

research scope and participants.

The Organization of the Chapter

In this part the researcher will give the details of the research in each chapter presented. Every chapter related to the content of the first chapter, this part is done for readers to see the content in each chapter of the study. In chapter one, the researcher discusses the background of the study that describes why this study was conducted, beside that this chapter also discusses mention about the identification of the problem then it is followed by limitation of the problem, research question, the significance of the study, and the last one is organization of the study.

In chapter two, the researcher takes some journal articles to support the research, in addition in this chapter the researcher includes some reference that is related to the study. Chapter three, in chapter three the researcher will focus on the research methodology, in this chapter will explain the design of the research, research setting, research participant, followed with research instrument used on the researcher, and how to collect the data, the last one is the data analysis explanation in this study.

The next chapter is chapter four. In chapter four the researcher presents the finding of the study, in this chapter the researcher will report the result based on data collection from the participant, the report that includes in this chapter will explain about teacher's strategies in teaching pronunciation and the challenges that teacher's face in teaching pronunciation in the classroom. The researcher includes some theories that are related to the finding. The last chapter will talk

about the conclusion and recommendation, the researcher includes all things related to the topic that discuss about. Also, the researcher provides recommendations for some parties.