

CHAPTER I

INTRODUCTION

1.1 Background of Study

Education is very important in shaping the young generation that builds the nation. The ability to communicate in a foreign language, especially English, becomes crucial for success in the era of globalization. Therefore, in the English as a foreign language teaching-learning process, students need to master English skills, namely speaking, listening, reading, and writing (Sariakin, 2021).

According to Susini and Ndruru (2021), language provides a variety of skills that humans use to communicate effectively. However, many people do not realize that the ability to communicate through language also includes important elements such as correct pronunciation. English, as one of the world's most widely spoken languages, requires good pronunciation to convey messages clearly and effectively.

Mastering the four English language skills speaking, listening, reading, and writing demonstrates good language skills. Among the four skills, speaking is the easiest to observe, with indicators such as vocabulary, grammar, fluency, and pronunciation used to evaluate students' English-speaking abilities (Yusriati, 2019).

Pronunciation is a fundamental element in English required by students in order to succeed in speaking and writing (Mulyani, 2019). Pronunciation includes aspects of fluency, accuracy, intonation, and stressing (Sari, 2016). Fluency refers to the ability to speak smoothly without many pauses, while accuracy focuses on correct pronunciation and grammar to convey messages clearly. Intonation, the rise and fall of tone, plays a key role in expressing emotions and distinguishing statements from

questions. Stressing, or emphasizing certain syllables or words, also alters meaning. Practicing these aspects enables students to communicate more naturally and effectively, enhancing their speaking skills overall.

Understanding teachers' instructional strategies for teaching pronunciation is essential, as each teacher may use different approaches to address these pronunciation aspects. This research aims to identify the specific strategies teachers employ and evaluate their effectiveness in improving students' speaking skills, with a particular focus on how well these strategies enhance fluency, accuracy, intonation, and stressing in students' spoken English.

The analysis of instructional strategies encompasses various aspects, including the teaching methods used, the selection of relevant teaching materials, teacher-student interactions, and follow-up actions provided to students to improve their pronunciation. Thus, this research is expected to offer recommendations or guidance for teachers at SMAN 3 Seunagan to enhance the effectiveness of their pronunciation instruction.

Firstly, Lestari's (2022) research indicates that the main challenges faced by teachers in teaching pronunciation are students' lack of confidence and limited mastery of English vocabulary. The strategies most frequently used by the teacher include role-play and storytelling. Students' perceptions of these strategies are generally positive, with role-play receiving a frequency score of 11.6 and an agreement percentage of 77.7%. Meanwhile, storytelling has a frequency score of 103.8 and an agreement percentage of 69.18%. Based on the average questionnaire

results and student interviews, the role-play strategy is preferred by students over storytelling.

Research conducted by Grandyna (2018), entitled “A University EFL Teacher’s Strategies in Solving the Teaching Pronunciation Problems”. The result of the research show that the challenges such as familiarizing students with different sounds, managing timing, and addressing students’ personal difficulties. To overcome these, she employs strategies like enhancing teaching quality, introducing pronunciation rules, and using various teaching techniques and classroom activities.

Both studies, Lestari’s (2022) and Grandyna’s (2018), share several commonalities. Firstly, both focus on teachers' instructional strategies, particularly in the context of English pronunciation. They uncover the challenges faced by teachers in teaching pronunciation to students. Secondly, both studies employ a qualitative research methodology, involving interviews and observations as data collection tools. Thirdly, the subjects of the studies include English teachers and students as respondents to gather their perceptions of the instructional strategies used.

The selection of the title "AN ANALYSIS OF THE TEACHERS’ STRATEGIES IN TEACHING PRONUNCIATION AT SMAN 3 SEUNAGAN" is based on several considerations. Firstly, this research holds local relevance, focusing on pronunciation instruction at SMAN 3 Seunagan. Secondly, given the challenges in teaching pronunciation, this study aims to make a positive contribution by analyzing and recommending effective instructional strategies. Thirdly, the research provides valuable insights to enhance the quality of

pronunciation instruction at the school. By understanding proven effective instructional strategies at SMAN 3 Seunagan, this study has the potential to serve as a local solution with a positive impact on English education in that environment.

1.2 Problem of Study

Based on the background of the study thus the problem of this study is; what strategies does the teacher use in teaching pronunciation?

1.3 Purpose of Study

The objective of this study to identify and analyze the specific teaching strategies employed by English language teachers at SMAN 3 Seunagan in addressing pronunciation challenges.

1.4 Significance of Study

The significance of this research is substantial in the context of English language education at SMAN 3 Seunagan. Discovering effective teaching strategies provide practical insights for teachers to address the challenges of teaching pronunciation. With the improvement of students' pronunciation skills, it is anticipated that their communication abilities be enhanced, aligning with the demands of an increasingly globalized world. This improvement not only prepares students to meet global demands but also enhances their competitiveness on the international stage.

The success of this research is not only beneficial locally at SMAN 3 Seunagan but also contributes to the general knowledge of language teaching strategies. The research findings can serve as a foundation for the development of more effective

teaching methods for English pronunciation. Thus, this research not only aids in achieving local educational goals but also makes a positive contribution to the global development of language teaching methods.

1.5 Limitations of Study

While this research aims to provide valuable insights, it is important to acknowledge certain limitations. Firstly, the study confined to the context of SMAN 3 Seunagan, and the findings may not be directly generalizable to other educational settings. Additionally, the research focuses primarily on teachers' instructional strategies, and other factors influencing pronunciation skills not fully explored. The sample size and scope of the study may limit the depth of analysis, and external factors such as students' individual differences affect the generalizability of the findings.

1.6 The Definition of Key Teams

1. Strategy

Strategy is the refers to a plan of action designed to achieve a specific goal or solve a problem. In the context of education, it involves systematically organized methods to facilitate the learning process, enhancing both the efficiency and effectiveness of instructional outcomes.

2. Teacher Strategy

Teacher strategy is the approach or set of techniques employed by educators to convey subject matter effectively and foster student understanding. These strategies encompass methods of instruction, classroom management, and assessment tailored

to meet students' needs and learning styles, aiming to optimize the teaching-learning process.

3. Pronunciation

Pronunciation is the way in which a word or language is spoken. In language learning, it involves the correct articulation of sounds, intonation, stress, and rhythm that are essential for conveying meaning and facilitating clear communication.

4. Teaching

Teaching is the process of imparting knowledge, skills, and values to learners through structured lessons, activities, and guided interactions. It encompasses various roles, from facilitator and instructor to mentor and evaluator, enabling learners to acquire new knowledge and skills.

5. Teaching Pronunciation

Teaching pronunciation is a specialized component of language instruction focused on helping students produce language sounds accurately and understand phonetic aspects of the language. This includes training in phonemic awareness, stress patterns, rhythm, and intonation, with the objective of improving students' clarity and effectiveness in spoken communication.