

## CHAPTER I

### INTRODUCTION

This chapter focuses on discussion of background study, research questions, research purposes, research significance, conceptual framework, and previous study.

#### A. Background Study

English is used as an international language and is widely used for communication around the world. Pronunciation is one way to communicate with other persons to understand what someone says. According to English Cambridge (2011), the way people speak words is called pronunciation. The majority of people speak Standard English with an accent that reflects their origins or current location in the country. Learners of British English are familiar with the RP (Received Pronunciation) accent, which is widely heard on the BBC and other news outlets, as well as in some language learning materials, but a variety of regional dialects of English from around the world are also common. Pronunciation is also the act or manner of pronouncing words; emission of speech is referred to as pronunciation (Harcourt, 2016). Pronunciation is a way of pronouncing or pronouncing a word in English and is directly related to speaking. When students learn about pronunciation, they will get some benefit from that pronunciation; they will get easy communication with others.

Based on the 2013 syllabus, in English subjects at the junior high school level, there are no pronunciation lessons. However, in the basic competence of the syllabus, students must pronounce words and sentences correctly. In the sense that students should be taught pronunciation even though they do not learn it as a subject. Based on preliminary study

experienced by the researcher at SMPN 1 Tirtayasa, Serang, Banten, most seventh grade students have problems in pronouncing English words. It is not only seventh graders who have this problem; some eighth and ninth grade students also have similar problems with the English pronunciation. However, this study was limited to choose the participants from the seventh graders due to sampling and resource reasons. It was found that the pronunciation problem was due to a lack of motivation that caused a lack of interest in practicing the pronunciation of English words. This problem was also caused by the fact that the language mostly used is the first language (L1), namely the regional language and Bahasa Indonesia. Therefore, to increase motivation and interest in pronouncing English words, students need to get sufficient feedback from their English teacher. When they get the appropriate feedback, they will try and keep trying to improve their pronunciation.

According to Ramaprasad (1983:4), feedback is a record of approximately the space between the real degree and the reference degree of a device parameter. This is used to automate the space in numerous ways. For example, in magnificence sports, the instructor presents remarks to college students whilst they are doing something. It is not an unusual place to understand that reward and encouragement are excessive motivators for supporting younger students' responses in the manner they need them to. As an instructor for younger learners, it is essential to recognize a way to speak with them and offer essential comments in a high-quality and positive manner. As a result of gaining confidence and support, they get narrow in on what is right and wrong and make better choices about correcting and improving their pronunciation. In the classroom, growing students' motivation to obtain powerful comments should be very essential. There are a few pointers on the quality of offering comments to learners; that is to inspire or persuade them that they can do that extra perfectly, and to agree that getting to know

approximately those pronunciation chants is straightforward and could now no longer be a burden to them.

Therefore, this research aims to investigate the teacher's feedback in teaching pronunciation skills to students of a junior high school. This research is important to do because the evidence of a teacher's feedback in teaching students' pronunciation skills to junior high school students is so enormous. There are some previous studies about the teacher's feedback in teaching pronunciation skills to students. Firstly, a study was implemented by (Xuan Van Ha, 2021). This research aimed to investigate oral corrective feedback in English as a Foreign Language classroom: A teaching and learning perspective. Secondly, a research was done by Mehmet Demirezen (2015). It showed that the result of this research determined the self-perceptions of English teachers in Turkey from the aspect of correct pronunciation as work ethics in teacher education. The vast majority of non-natives fell to achieve native speaker competence and performance in pronunciation. Finally, the research was completed by Saeideh Ahangari (2011). It found that making errors in pronunciation were an indispensable part of the learning a foreign language process. Finely tuned and pertinent corrective feedback, it is an important tool for teachers to prevent their learners' errors from getting fossilized and help them to progress along their interlanguage continuum. There are different factors contributing to the efficacy of corrective feedback, among which is taking into consideration the proficiency level of learners in choosing corrective feedback techniques.

Based on the explanation above, the researcher found a main reason for English pronunciation mistakes is that not all students of a junior high school are able to find a way to appropriately pronounce English words from their school. This the reason of this research was conducted to the seventh

grade students of a junior high school, i.e. SMPN 1 Tirtayasa, Serang Regency, Banten Province.

## **B. Research Questions**

There are several questions that researchers should answer in this study:

1. What is the type of giving feedback to students when teaching pronunciation?
2. What are difficulties found by students when learning about pronunciation?
3. How do students assume the teacher's feedback on their pronunciation skills?

## **C. Research Purposes**

Related to the research questions, here are the objectives of the research:

1. To find the types of giving feedback to students when teaching pronunciation.
2. To find the difficulties found by students when learning about pronunciation.
3. To find how students assume their teacher's feedback on their pronunciation skills.

## **D. Research Significances**

The results of this research are expected to provide the following practical benefits:

### **1. Teachers**

This research can be used by teachers in junior high schools. They can find out the practice of the teacher's feedback in teaching students' pronunciation skills at junior high school. Besides, teachers who become collaborators of this research can gain experience when participating with the research.

### **2. Students**

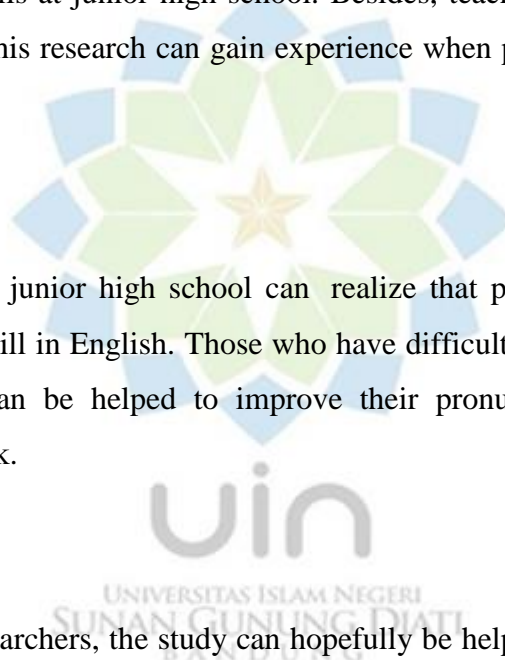
Students of a junior high school can realize that pronunciation is a very important skill in English. Those who have difficulty in pronouncing English words can be helped to improve their pronunciation through teacher's feedback.

### **3. The Researchers**

For other researchers, the study can hopefully be helpful as the source for further research regarding analyzing teachers' feedback in teaching pronunciation skills to junior high school students.

## **E. Conceptual Framework**

### **1. Teacher's Feedback**



Feedback is a process in which learners can understand and use information about how they are performing to improve the quality of work or learning strategies they have used. Every student requires feedback from a teacher; they require feedback to recognize the quantity of their mastering system within the classroom and to discover the extent of mastering they are capable of obtaining. Through feedback, the teacher can provide suggestions to students for development, learning strategies, and error correction. Feedback should also be communicated in a language that the students can understand, has a genuine purpose, and is important to each student's individual needs. One very important element is the feedback that provides a foundation or theorem for positive student-teacher relationships. By providing appropriate and accurate feedback, students can understand that teachers really care about them and their education. This component should also promote a student's progress and provide avenues for motivation. Finally, according to Rofa'ah (2016) feedback in learning is an important form of input for teachers and students. With the feedback, students can find out the extent of their abilities in something and understand where their strengths and weaknesses are. Feedback is also useful for the teacher to determine what actions will be required in learning.

## **2. Teaching Pronunciation**

Teaching is the art of persuading students to behave in ways that are expected to result in mastery, as well as of attempting to persuade students to behave in this manner (Schlechty:2004). This means that by using teaching as "an artwork," the teacher should create conditions that facilitate mastery, and then inspire inexperienced students to be interested in what is being transmitted to them. A work of art that can encourage students to act in a

method that can be considered to produce master. With this effort, it can encourage students to behave in this way. With the help of the use of teaching, as Schlecty said is a work of art, the teacher must be able to create conditions that can facilitate mastery and can inspire students who have no experience or have no hobbies. Therefore, students must also have artwork or skills that live in them; speaking and pronunciation skills are two that each pupil should have. However, for younger, inexperienced students, improvising talking pronunciation is not too concerning due to the fact that they like to mention something that they experience is right. Every student in junior high school has very unique traits, and it is very tough to wager on their temper in any respect at any time. Teachers must have a strategy to find out what activities that the students like the most, so that teachers can provide early feedback for them.

According to Ahmed (2017), teaching about pronunciation is the right thing, especially for students where their age makes it easy to memorize, and this should make them able to communicate with their interlocutors and also make them better able to develop good speech skills. Despite the fact that many English people are no longer aware of their pronunciation because they believe what they say is true. There is much misunderstanding in communication caused by misspelled words. When teachers teach the pronunciation of English as a remote language, a second language, the number one intention is to make it easy for university or college students to talk with one-of-a-kind people.

### **3. Pronunciation Skills**

In general, Poejilestari (2017) stated Phonetics is less significant than pronunciation. Stress and intonation are equally vital as the sounds

themselves, and they should be taught from the start. Many elements, particularly learner circumstances, influence whether or not pronunciation requires special attention or focuses on language education. Learners whose original language has sounds that are comparable to English are less likely to experience pronunciation issues. Pronunciation is less important for students who have had more exposure to English. Adult learners require extra attention to pronunciation since they are more prone to substitute native language sounds for English sounds.

For ESL students, learning proper English pronunciation is critical since mispronunciations can impede fluency and, in some situations, distort the meaning of words. Learning how to pronounce words correctly can help students feel more at ease while speaking English and avoid seeming awkward or unsure of their word choices. When confronted with students who, for fear of mispronouncing the best choice of words, substitute phrases that alter or obfuscate the meaning of their speech. However, there are a variety of teaching approaches available to assist ESL students in improving their pronunciation of English words (Johnson, 2019).

Below is a list of a few useful tips needed to help ESL students improve their pronunciation and help them be understood in their everyday life (TEFLLESSON, 2020):

- a. Use the IPA phonetic alphabet

When it comes to improving pronunciation, teaching students how to read and speak phonetic symbols will give them a huge edge. Encourage your students to check the phonetic pronunciation



of new words to learn how to pronounce them correctly without the assistance of a teacher or an English speaker.

b. Read lips, listen and imitate

Watching English speakers' mouths and lips to check the correct position when pronouncing certain words and copying what they do can really help students' pronunciation.

c. Check tongue position

Incorrect tongue position is a common cause of pronunciation mistakes. When working on improving their pronunciation, remind your students to be careful of their tongue posture. To demonstrate proper tongue positioning, use a Sound Articulation Diagram. Encourage your children to inquire about how their tongue moves when pronouncing specific words from their professors or other English speakers.

d. Notice the syllable stress

While listening, have your students take note of which syllable is stressed in a word. Phonetics can also help identify this. For example, in the word Biology /baɪ'ɒlədʒi/ the stress is on the second syllable /ɒl/. It is shown by a vertical line seen before the stressed syllable.

e. Listen and repeat

For enhancing pronunciation, students frequently use the shadowing technique or repeating after an English speaker. Students could achieve this by recording themselves speaking little

pieces of language and listening back to compare to the original. Students should strive to figure out the words/phrases they are mispronouncing. Audiobooks would be ideal for this activity because it would be useful to read the text while listening to a reader.

## **F. Previous Study**

Based on this research, there are some previous studies that have been found by several researchers regarding teacher's feedback and pronunciation teaching for students.

The First previous study is research by Baker, A & Burri, M. (2016), the title of this research is "Feedback on second language pronunciation: A case study of EAP teachers' beliefs and practices." This research was conducted at the EAP program in North America. This paper focuses on the cases of five experienced English for Academic Purposes (EAP) instructors who attempted to provide feedback on certain pronunciation features that negatively impacted students' comprehension. There are five participants of ESL teachers, these five teachers were selected based on their educational qualifications and experiences. The relationship between this research and what has been done is the same: it is to find the feedback given by teachers to students.

The second previous study is done by (Mirja, 2015). It was conducted on how ESL and EFL learners improve differently in pronunciation in Lebanon. The researcher explained that in Lebanon, many ESL/EFL students reached university level in general, and their phonetics has very poor and underdeveloped English due to a lack of pronunciation skills in English. They used Arabic as their mother tongue, but some of them also learnt English as

their second language (ESL). According to the researcher, English is a foreign language, as in other schools, it is used as the language of instruction. In this study, the researcher used a mixture of qualitative and quantitative methods, and the researcher took 22 participants for this study. This study aims to determine whether there are differences between French and English-educated students in terms of English pronunciation after the intervention of pronunciation learning strategies (PLS), such as the use of phonetic symbols and transcription, repetition after teacher/other people, and minimal pair drilling. In this study, the discussion on the topic of ESL and EFL is similar, namely pronunciation for ESL and EFL, but there is also a difference, namely that researchers researched how ESL and EFL learners improve differently in pronunciation in Lebanon.

The third is a study done by Anggraeni (2012). The title of the research is "The Characteristics of Teacher's Feedback in the Speaking Activities of the Grade Nine Students of SMP N 2 Depok." The objectives of giving feedback in speaking activities by the teacher are to find out the types of feedback that the teacher gives in the speaking activities. Explicit correction of the form as the figure study shows that the teacher's role in giving feedback and the purpose of giving feedback are to provide: (1) information for the teacher and students, (2) advice to the students, (3) students with language input, (4) motivation for the students, and (5) guide for students toward autonomy. The research results also show that the teacher's feedbacks are: (1) objective, (2) clear, (3) assisting, (4) encouraging, and (5) proportional. This study has similarities with these topics, but the discussion is different, because this study discusses the Characteristics of Teacher's Feedback in the Speaking Activities. Meanwhile, the current research topic is analyzing teacher feedback in teaching pronunciation.

The next, the research was previously done by Alsolami (2019), was conducted at Najran University, Saudi Arabia. The title of this research is “Effect or Oral Corrective Feedback on Language Skills”. This research mainly explores the impact of verbal corrective feedback on learners’ language skills, it generally analyzes articles that address the issue of oral corrective feedback and drives information regarding impact of the strategy in language learning outcome. The methods that are used in this research are mixed methods of the quantitative and qualitative.

The Last, the research was previously carried out by Couper, G (2019). This research aims to provide teachers' cognitions of corrective feedback (CF) on pronunciation. This research was done in AUT University, New Zealand. The title is “Teachers’ cognitions of corrective feedback on pronunciation: Their beliefs, perception, and practice. There are 19 participants from five different institutes that were recruited. The conclusion in this study is that they have seen that teachers give CF but there are ways that can be more efficient and effective.

From several previous studies that have been carried out there are several similarities and advantages for the research to be carried out, as for the similarity is wanting to know the feedback given by the teacher to students when studying pronunciation in English, and the advantage is that future researchers can make previous research as reference.