CHAPTER I

INTRODUCTION

This chapter presents a brief explanation of the whole contents of the research. This chapter consists of background of the study, research questions, aims of the study, scope of the study, significance of the study, clarification of key terms, and the organization of the paper.

1.1 Background of the Study

Speaking is the most important skill required for communication of all the four macro English skills (listening, speaking, reading and writing) that must be taught to the students in order to communicate verbally with the foreigners (Zaremba, 2006). Meanwhile, the students have to learn about components of speaking itself such as pronunciation, grammar, vocabulary, fluency, and comprehension. Regarding this, pronunciation is one of the most important elements in speaking english. It is believed that as a sub-skill in speaking, good pronunciation is essential and contributes to the listener's understanding (Fraser, 2000 & Gilakjani, 2011). In line with this, stress as one of suprasegmental features in pronunciation is an essensial part that needs to be taught in teaching pronunciation because pronuncing a word with appropriate stress is needed in speaking (Haryani, Ohoiwutun & Hastini, 2016). However, stress is quite critical in EFL (English Foreign Language) classroom (Gilakjani, 2012). The students struggle by placing incorrect stress placement in words (Roach, 2009).

Based on the discussion with English teacher in the conducted school of this study, it is also found most of Indonesia students face some difficulties by pronouncing words with incorrect stress. For instance, the students pronounced "adjective" with incorrect stress. They pronounce the stress in the second syllable "ad**JEC**tive" (o**O**o). In fact, it should be pronounced by correct stress where the stress is in the first syllable "**AD**jective" (**O**oo). Regarding this, if the English speakers put the stress in the wrong syllable, then the word will not be understood

by the listener, even misinterpreting (Fraser, 2001). One of the reasons that Indonesia students experience difficulties in pronouncing word stress is that suprasegmental features especially word stress are rarely or even not at all taught in teaching pronunciation class (Haryani, Ohoiwutun & Hastini, 2016). Similarly, Greenwood (2002) and Silveria (2002) cited in (Kanoksilapatham, 2014) state that pronunciation is not included in some teaching and learning contexts.

Considering the problem above, highly effective pronunciation teachers use instructional media as the important technology in the education and teaching fields. It has become a part of the teaching process to achieve its goals (Alhasan & Altayeb, 2011). It is also necessary to use advanced teaching methods to keep up with the state-of-the-art appropriate for the curricula and students' level of academic maturity (Ali, 2007). In addition, the instructional media can enhance the teaching process, decrease its period of time, clarify its meanings, explain the ideas, and help the students to gain skills needed in their education (Ahmad, 2010). It is in line with one of instructional media types, named Audio Visual Aids as the main focus in this study.

Audio visual aids are those instructional devices which are used in the classroom to encourage learning and make it easier and interesting. The material like charts, maps, models, film strip, projectors radio, video, power point, television etc. called instructional aids (Rather, 2004). It is believed that by using the audio visual aids the students will be more interested in learning pronunciation, because they can see as well as hear what is being said. It is supported that AVAs provide the learners with realistic experience, which capture their attention and help in the understanding of the historical phenomena. They appeal to the mind through the visual auditory senses (Jain, 2004). In this study, video about word stress and power point are applied as teaching media. This is supported by the use of repetition drill, role play, work in pairs, and games in group as teaching learning activities.

Therefore, the use of Audio Visual Aids that arouse the interest of learners and help the teachers to explain the concepts easily is needed for mostly Indonesia students. Aside from the students are rarely taught in teaching pronunciation class, there are also students who can speak English, however, they can not stress the word correctly. Moreover, through the use of Audio Visual Aids, the students can

learn word stress through auditory of visual stimuli both with a view to help learning pronunciation.

This aids could be supported by the previous study conducted by Maharani, (2017) & Wulandari, Laila, and Prasetyarini, (2008). The result of this study shows that teaching pronunciation by using audio visual aids is successful. The students learn pronunciation from the native speakers on the videos shown. By watching the videos, the students can listen and repeat the correct pronunciation of word stress. The implementation of AVAs indicate improvement in students' pronunciation.

In Indonesia, however, only few studies related to using Audio Visual Aids to improve students' pronunciation. The related studies about Audio Visual Aids mostly to improve listening, vocabulary and writing skills while this study focus on pronunciation sub-skills. Beside that, almost all of the previous studies focus on segmental features such as consonant and vowel and also suprasegmental features such as intonation, stress and tone while this study only focus on stress. Furthurmore, the previous studies mostly used quantitative method while in this study used qualitative method. Therefore, the researcher has triggered to fill the gap by using Audio Visual Aids into this study.

1.2 Research Questions

Regarding to the background information of this topic, the author break down the purposes of the research into a research questions as follow:

1. How does Audio Visual Aids (AVAs) affect students' English pronunciation?
2. What are the strengths and weaknesses of using Audio Visual Aids (AVAs) in teaching English pronunciation?

1.3 Aims of the Study

This study aims to investigate the effect of Audio Visual Aids (AVAs) in students' English pronunciation. Apart from that, this study also aims to find out the strengths and weaknesses of Audio Visual Aids (AVAs) in teaching English Pronunciation. It is supposed that by getting the result of this research may help them to improve their pronunciation.

1.4 Scope of the Study

This study is limited in the scope of English as a foreign language (EFL). Audio Visual Aids is implemented in this study. Then, the AVAs employeed in this study is video. Further, this study merely finds out the effect of Audio-Visual Aids in students' English pronunciation and investigates the strengths and weaknesses of Audio-Visual Aids in teaching English pronunciation. The study involved only 15 students. Lastly, this study was conducted in senior high school.

1.5 Significance of the Study

The use of audio-visual aids in language teaching has become a common fashion for the language teachers, many of them might not be well aware of the effectiveness of these. However, this study can give an insight to the language teachers of using audio-visual aids in facilitating language skills of the learners. This study has both theoretical and practical significance. Theoretically, this study is expected will give useful information for teachers to use Audio-Visual Aids in teaching English pronunciation especially about word stress, within EFL Classroom. Furtermore, practically, the result of this study may be beneficial for the language teachers to know better about the strengths and weaknesses of using Audio-Visual Aids in EFL Classroom, the English teacher to have a future guideline regarding the pronunciation issue, the students to improve their pronunciation especially about word stress and to speak English better with good pronunciation.

1.6 Clarification of Key Terms

In order to avoid unnecessary misunderstanding and misconception of the reader, some terms that are used in this study are clarified as follows:

Audio Visual Aids is an educational device, tool and material that make learning Pronunciation become fun and interesting. The students can learn Pronunciation through AVAs both hearing and seeing the materials. Audio Visual Aids in this study focus on using videos and power point. So, the students watch the videos of native speaker as the learning material. After watching the video, there will be instructions of assignment in the power point slides.

Word stress is one of the emelent of suprasegmental features in pronunciation. This study focuses on word stress as the main material that will be presented through videos. However, word stress is the important key to speak english better. It also can avoid misunderstanding of language meaning to the listener. So, the students will learn how to pronounce words with correct stress; weather the stress is in the first syllable, second syllable or last syllable of the word.

Teaching pronunciation is needed in this study focuses on helping the students knowing the elements of pronunciation especially word stress, understanding the spoken English heard and helping the students to make their own speech comprehensible. Repetition technique is used in this study to help the students remember the materials easier.

1.7 Organization of the Paper

This paper is presented in five chapters. Each chapter is subdivided into subtopics that will be further elaborated. The study is organized as the following organization:

CHAPTER I: Introduction; this chapter presents a brief explanation of all aspects written in the research including, background of the research, research questions, aims of the research, significances of the research, scope of the research, clarification of the related terms, and the organization of the paper.

CHAPTER II: Theoretical Foundation; this chapter presents theoretical foundation of the study. This chapter elaborates the theories of the nature of audio visual aids, types of AVAs, the advantages of AVAs, the nature of pronunciation, word stress, teaching pronunciation, and teaching pronunciation using AVAs.

CHAPTER III: Research Methodology; this chapter depicts research methodology that is applied in investigating the study. This chapter mainly discusses research design, research site and participant, data collection and data analysis.

CHAPTER IV: Findings and Discussion; this chapter provides and discusses the result of the research findings about the use of AVAs in in improving students' pronunciation.

CHAPTER V: Conclusion and Suggestions; this chapter presents the conclusion from the findings and offers some suggestions regarding the use of AVAs in improving students' pronunciation for the teachers and further researchers.