

CHAPTER I INTRODUCTION

This chapter firstly explains the background of the study, a significance of the study, research questions, aim of the study, and scope of the study as well. Besides, clarification of some terms used in the study and an organization of the paper will be presented and explained on the end of this chapter.

1.1 Background of the Study

In learning English, some Indonesians often have difficulties in communicating with each other. It is because most of them can not pronounce English words appropriately. For them, it is not easy to learn English pronunciation. There are some vowels and consonants sounds in English pronunciation which do not exist in Bahasa Indonesia (Permanasari, 2012, p. 4). For an example is a word *cheek* which is pronounced as *chic*. Those two words have different meaning. The meaning of cheek is the soft part of your face which is below your eye and between your mouth and ear (Cambridge Advanced Learner's Dictionary third edition, 2008). Whereas the meaning of chic is stylish and fashionable (Cambridge Advanced Learner's Dictionary third edition, 2008). From that example, it is obvious that pronunciation is a very important thing in learning English. A wrong pronunciation can change the meaning and create misunderstanding and miscommunication. Hence, pronunciation is required to express the meaning accurately and fluently and also to achieve good communication (Saripahlana, 2011, p. 11).

Regarding the importance of learning pronunciation, teachers should know methods and media applied in English pronunciation to students. Teachers can use any methods and media to improve their students' pronunciation skill as long as the methods and media are effective, interesting and enjoyable for them. Lewis and Hillary (1990, p. 64) said that students are unlikely to be very successful at learning

anything unless they enjoy the process. Regarding the teaching pronunciation media, Guillota and Kenning (1994, p. 76) stated that language teachers have traditionally embraced monolingual dictionaries rather than bilingual dictionaries as an instructional media. Using monolingual dictionaries is difficult to students. It requires the students to have a minimal level of language proficiency such as phonetics and phonology signs (Amritavalli, 1999, p. 262). Besides, Lewis and Hillary (1990, p. 277) maintain that paper-based or monolingual dictionaries are too fat. That is the reason why students are lazy to bring it to school, why teachers do not carry one from classroom to classroom. Rather than using monolingual dictionaries, it is better if teachers use bilingual dictionaries as a media to teach pronunciation.

Bilingual dictionaries such as electronic dictionaries provide a voice of native English speaker. Hence, the students are able to practice the pronunciation after hearing it from the Electronic Dictionary. Moreover, electronic dictionaries are the modern and interesting way to check whether their current pronunciation has been appropriate and accurate or not. Besides, electronic dictionaries are also a media to enhance students' pronunciation (Jian, 2009, p. 503). It is because they can practice it by themselves and also take turn with their friends while spending their leisure time.

Concerning most teachers which still use Monolingual Dictionary as a media in teaching pronunciation, this study was aimed to find alternative media that can be used in or out classroom to help students in learning English pronunciation. For that reason, this study focuses on the use of Electronic Dictionary in teaching and learning pronunciation.

1.2 Statement of Problems

The following are the research questions of this study.

1. Is Electronic Dictionary significantly effective to enhance students' pronunciation?
2. What are students opinions towards the English pronunciation teaching through Electronic Dictionary?

1.3 Purpose of the Study

The purposes of this research are to investigate whether Electronic Dictionary can enhance students' pronunciation or not and to investigate students' responses towards learning pronunciation through Electronic Dictionary.

1.4 Scope of the Study

This study is limited to the analysis of investigating the use of Electronic Dictionary. The Electronic Dictionary that will be used is PC-based Electronic Dictionary. It is Cambridge Advanced Learner Third Edition. This study will analyze the pronunciation aspect which cover the consonant type of /ʃ/ and /tʃ/. The reason why researcher focuses on the consonant /ʃ/ and /tʃ/ is because those two consonants are not exist in Bahasa Indonesia and it was found that Indonesian have difficulty in pronouncing those consonant type (Matthew, 2005, p. 36). Besides, the reason of focusing on /ʃ/ and /tʃ/ because the samples have difficulty in pronouncing those two conconantal types. Samples mispronounced /ʃ/ as /s/ and /tʃ/ as /t/, for example the word English /'ngliʃ/ is pronounced as Englis /'nglis/ and the word catch /kaetʃ/ as cat /kaet/.

1.5 Significance of the Study

This study will give theoritical and practical benefits. In term of theory, this study can contribute in English Language Teaching by suggesting Electronic Dictionary as a media to enhance students' pronunciation. In terms of practice, the result of the study will be useful for teachers and students. This study and its findings are expected to be useful for teachers so that teachers can teach pronunciation to students in an interesting way by using modern media such as Electronic Dictionary instead of using Monolingual Dictionary. Besides it is also expected that the study will provide information about students' opinions of using Electronic Dictionary as a media in teaching and learning pronunciation. Meanwhile for students, it is expected that this

study will motivate students in learning pronunciation and provide information about learning pronunciation in an interesting and modern way.

1.6 Clarification of Key Terms

There are several terms that should be clarified to avoid misconception. Those terms as follows.

a. Electronic Dictionary

Electronic Dictionary is an electronic aid which gives any information about spelling, meaning, use of words, pronunciation, and phonetic letters (Hillary & Hail, 2002, p. 839). There are several types of electronic dictionaries such as Pocket Electronic Dictionaries (PEDes), CD-ROM electronic dictionaries, and online dictionaries. In this research, the term Electronic Dictionary refers to a CD-ROM Electronic Dictionary which can be installed in Personal Computer or Notebook.

b. Media

Media means many different things to different people. The most close connotation of the term media at least have to be related to language teaching. According to Brinton (2005) as cited by Wida (2010, p. 15) stated that media helps teachers to motivate students by bringing some real things into classroom and by presenting language in its more complete communication context. In this research, the term media refers to a modern technology to teach students in learning pronunciation.

c. Pronunciation

According to Howee as cited in Wida (2010, p. 23), pronunciation is producing the sounds of speech, including articulation, stress, and intonation, often with reference to some standard of correctness acceptability. Pronunciation is usually served with a quick run through the alphabet to illustrate the characteristics of sound with each other. In this research, the term pronunciation refers to pronounce some letters or a combination of morpheme (Permanasari, 2012).

1.7 Organization Paper

The paper of study is organized into five chapters. Each section is provided by subsections to give an insight to the topic under investigation.

The first chapter is introduction. This chapter provides background of study, statements of problem, purpose of study, scope of study, clarification of key terms, and organization of paper in order to give an overview to the readers.

The second chapter is literary review. This chapter explains the theory shaping the study to the readers by providing definition of pronunciation, the importance of pronunciation, and the use of Electronic Dictionary.

The third chapter is research methodology. This chapter focuses on the methodology employed in conducting the study. It covers research design, participant and site of the study, data collection, and data analysis.

The fourth chapter is findings and discussions. This chapter presents the findings of the data analysis. Those findings will be discussed and interpreted in this chapter.

The last chapter is conclusion. This chapter presents the conclusion and some suggestions to other researchers who intend to develop the research.

1.8 Concluding Remark

This chapter has presented some aspects underlying the study including background of the study, statement of problems, purposes of the study, scope of the study, significance of the study, clarification of key terms, and organization of the paper. The next section will present some theories relevant to the study

