CHAPTER I

INTRODUCTION

This chapter consists of background of the study, research question, limitation of the study, purpose of the study and benefit of the study. The explanation of each part is as follow.

1.1 Background of the study

English is one of the subjects being taught in almost all level of education in Indonesia. One of the levels is Elementary school. The aim of teaching English in the Elementary school is to motivate children to learn English in interesting and fun ways (Brewster, 2003). It is also to develop listening, reading, speaking, and writing skills in simple way (Pesola, 1988). In order to master the four skills, the students must have enough vocabulary because if they do not they will find difficulties in understanding English. Having good vocabulary as well as its pronunciation will help the children expressing ideas better when they speak or write.

Pronunciation is one of the most important things that should be mastered by students in order to communicate well because it plays a

central role in communication. When vocabulary is remembered how the written form is, it is useless if it cannot be pronounce clearly. It might lead to misinterpretation that makes miscommunication. Pronunciation is important to be taught from early age to avoid the miscommunication.

Young learners, especially in the elementary school, should have fun with English (Shin, 2010). When they are having fun, they will know how to participate effectively into English lessons. Many ways to make young learners have fun in learning English especially when they are about to learn pronunciation, and one of the ways is through songs.

Song is often used as media in teaching language skills since it makes students fun, relaxing in learning language. Song can be used in improving students' pronunciation since it provides the students not only with the way to improve the sounds but also the introduction and practice of new sounds (Griffee, 1992: 7). Song makes the students become more sensitive to the sounds. They can recognize and then produce the foreign language correctly (Revee and Williamson, cited in Griffee, 1992: 8). In a result, it helps them to pronounce the vocabulary better than just being taught word per word by the teacher.

Many kinds of song activities and materials can be used to teach pronunciation to the students. However, songs are often used to teach only

vocabulary without focusing on its pronunciation as long as the students know the sound, written form and meaning of the vocabulary. As the result, students' pronunciation is not as what the teacher's expected. That is happened in almost all of elementary school, including the school under study. That is why the researcher wants to conduct the study concerning songs as the media to teach pronunciation to elementary students.

Based on the statements above, using songs may be useful to teach pronunciation to elementary students. So, the researcher concludes in the problem of how English songs can be used to teach pronunciation to second grade of elementary students especially at SDN Cibubur 05 Pagi, East Jakarta.

I.2 Research Question

The research question of this study is "How songs are used to teach pronunciation to second grade of elementary school at SDN Cibubur 05 Pagi?"

I.3 Limitation of the Study

This research is focused on the use of two songs to teach pronunciation to second grade of elementary school at SDN Cibubur 05 Pagi. The teaching of pronunciation is only limited to the technique used.

I.4 Purpose of the Study

The purpose of this research is to find out whether songs can be used to teach pronunciation effectively.

I.5 Benefit of the Study

This research may help teachers to:

1. conduct vocabulary lesson that focus on pronunciation by using songs;
2. clarify kinds of song being used, how to use songs, why songs are used to teach pronunciation to second grade of elementary students