

## CHAPTER I

### INTRODUCTION

#### 1.1 Background

There are four skills in English such as speaking, reading, writing, and listening. Meanwhile, in speaking skill, pronunciation is the most important substantial to encourage students' confidence and mesmerizing when they speak. English pronunciation is included into one of language components besides grammar and vocabulary.

Almost all English language teachers get students to study grammar and vocabulary, practise functional dialogues, take part in productive skill activities, and become competent in listening and reading. Yet some these same teacher make little attempt to teach pronunciation in any overt way and only give attention to it in passing. It is possible that they are nevers of dealing with sounds and intonation; perhaps they feel they have too much to do already and pronunciation teaching will only make things worse. They may claim that even without a formal pronunciation syllabus, and withoutspecific pronunciation teaching, many students seem to acquire serviceable pronunciation in the course of their studies.<sup>1</sup>

Teaching pronunciation should be leading during learning process to convince the students how important pronunciation is, because some of teachers only focus on grammar in teaching English classroom without getting concern on students' pronunciation.

Many ways to enhance students' pronunciation. It can be use an electronic media such as software to give a new learning experience for the students since

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<sup>1</sup>Jeremy Harmer, *The Practice of English Language Teaching* (Longman: Cambridge, 2003), p. 183.

according to the phenomenon that happened in this globalization era which is most of people are close with the technology.

According to Mohammad Noor Zuhri's research that he inspired by the rapid development of technology from the early 1980s, Computer-assisted language learning (CALL) has now become an important component of foreign language learning pedagogy. Originally viewed as a supplement to classroom instruction, communicative instruction-based CALL activities are now used to promote learner autonomy and to encourage involvement with the target language both inside and outside of the classroom.<sup>2</sup> So, the researcher will try to apply the software named "A1 SpeechTRON" to know the effectiveness this program towards the students.

A1 SpeechTRON is a powerful Text-To-Speech program that is extremely useful for converting English Text to Voice. It can be used to read notes, documents, e-mails, e-books etc. It can convert any type of English Text that is typed or pasted into its text Window into Voice.<sup>3</sup> This program is indeed focused to improve the give an impact for students' pronunciation itself.

The researcher chooses SMK 3 Parepare as the object of this research because the researcher experiences during field experience program which is the researcher has known students' condition as well when they learn English especially when they pronouncing the English sounds and according to the researcher

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<sup>2</sup>Muhammad Noor Zuhri, "The Effectiveness of Using A1 Speech Torn as A medium to teach pronunciation of-ed Ending Regular Verbs in the Narrative Texts" (Unpublished Thesis of Walisongo State Institute for Islamic Studies Semarang, 2011), p. 3.

<sup>3</sup>[www.Caltroxsoft.com/introduction -to-A1-SpeechTRON](http://www.Caltroxsoft.com/introduction-to-A1-SpeechTRON) (Online) (Accessed on may, 20<sup>th</sup>, 2019)

experiences when field experience program, the researcher encounters many problems during learning process especially too much mispronouncing English words, some of students are difficult to pronounce the words even it is only common vocabulary.

Based on the researcher's experience, the researcher tries to use a new learning model and new learning style by using media which it will be such an interesting and catchable learning style in the classroom.

Based on the reasons above, the researcher conducts a research about The Effectiveness of Using 'A1 SpeechTRON' as media in Improving Students' Pronunciation at Second Year of Students' Vocational High School 3 Parepare.

## **1.2 Problem Statement**

Based on the background of the study stated above. The researcher formulates a research question as follow:

1. Is A1 SpeechTRON as media effective in improving students' pronunciation at the second year of the students' Vocational High School 3 Parepare?
2. How do students responses towards learning pronunciation through A1 SpeechTRON program?

## **1.3 Objectives of the research**

Based on the problem statement that had been made out of by the researcher above, this research has purposes to find out:

1. The effectiveness of using A1 SpeechTRON as media in improving students' pronunciation at the second year of the students' Vocational High School 3 Parepare.
2. Students responses towards A1 SpeechTRON program in learning English pronunciation.

#### 1.4 Significance of the research

The result of this research is expected to:

1. To add more knowledge about discourse study especially about this research especially for the researcher.
2. To help students able to pronounce the sounds as well and build up their confidence to be more active when they mention an English words during learning process.
3. To help the teacher to add more variation of model and give a new experience during the learning process.
4. To help an addition teaching media to encourage teaching and the learning process especially for the students of English Department.

