

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Language is the centre of human life (Cook in Petrides's study: 2006). People around the world need to be able to communicate with each other. By using language, people can realize that. There are so many languages in the world. One of important language is English. English is one of instrument to communicate orally and written.

English as the foreign language in Indonesia is used to teach formally only from the junior high school to the university level, but nowadays, English is taught in lower level such as Elementary School, Kindergarten, and Play Groups. It means that children are introduced to English early. As they are introduced to English since the earlier age, it is hoped that they will learn English more naturally as they learn their mother tongue. Although English is not examined in National Examination, English becomes an important subject besides other subjects because English is international language. Indonesian Government wants to prepare the students in face globalization challenge. So, the Government decides to put English as a subject in school.

In learning English especially orally, the language is usually used in social interaction, daily conversation to communicate with someone like parents and children, teacher and students, friend relationships, and the others.

Pronunciation is viewed as a sub-skill of speaking. Fraser in Gilakjani (2011) explains that being able to speak English includes a number of sub-skills of which pronunciation is by far the most important (other sub-skills of speaking include vocabulary, grammar, and pragmatics). Fraser also argues that “with good pronunciation, a speaker is intelligible despite other errors; with poor pronunciation, understanding a speaker will be very difficult, despite accuracy in other areas”. It shows that pronunciation is one of the most important sub-skills in oral communication. Students need to understand how sounds are produced to develop their communicative interaction. Students have to be trained to pronounce English sounds correctly from the beginning.

Indonesian pronunciation is different with English pronunciation. In Indonesian language, we pronounce the word similar to the written forms, but in English are different. Students in SDN Banjarsari are having problem in pronunciation. The problem of the students is in English words pronounced differently to the written forms, so the learners get difficulty to read and speak the English word, such as in the word “Family” they pronounce “Famili”, the word “Brother” they pronounce “Broder”, and the word “Take” they pronounce “Take”.

Talking about motivation and pronunciation, there are so many issues about them, but there are little of researchers who doing research about relation of motivation and pronunciation. There are some of research about that, but most of them have subject in high level (Junior high school until university). There are not many yet of researchers relate motivation with

pronunciation in Elementary School. That makes the researcher interest to do a research about motivation and pronunciation in Elementary School.

Related to the motivation, pronunciation ability might be influenced by the students' motivation. Motivation is the essential factor to learn something. Students who do not have motivation will not reach the pronunciation ability, but if the students have high motivation, the ability can be reached by the students. It is the same with the problem of pronunciation in SDN Banjarsari. Some students' of SDN Banjarsari are able to answer written question, but for pronounce some words they are still difficult. Some of students stated that they are lazy to learn English because the pronunciation form is different with the written form. It makes them feel confused and unmotivated to learn English.

Related to the explanation above, the researcher wants to know the relation between students' motivation to learn English and the students' pronunciation ability of the 4<sup>th</sup> grade students of SDN Banjarsari.

## **1.2 Problem Statement**

According to the background above, the writer formulates the problem statement of this study as follows

“Is there any correlation between students' motivation to learn English and English pronunciation at the 4<sup>th</sup> grade students of SDN Banjarsari?”

### **1.3 Objective of the Study**

In line with the statement of the problem, the purpose of the study is to describe whether there is significant correlation between the students' motivation to learn English and the students' pronunciation ability of the 4<sup>th</sup> grade students of SDN Banjarsari.

### **1.4 Hypothesis**

The hypothesis of this study is there will be a correlation between students' motivation to learn English and the students' pronunciation ability.

Collins (2011:67) has found that there is a strong correlation between both intrinsic motivation toward accomplishment and accentedness ratings and a very positive attitude toward pronunciation and accentedness ratings.

### **1.5 Significance of the Study**

The researcher expects that the correlation in this study can get the correlation between students' motivation to learn English and the students' pronunciation ability of the 4<sup>th</sup> grade students of SDN Banjarsari and give good contribution towards the teaching-learning process of pronunciation practice. If this study gives positive and strong correlation, it means that students' motivation related to the students' pronunciation ability. For the school, the researcher hopes that this study is useful and become an input for

the English teacher to motivate their students to improve their pronunciation in teaching learning process.

### **1.6 Limitation of the Study**

To avoid abroad and uncontrolled discussion, the researcher focuses the correlation between students' motivation to learn English and English pronunciation at the 4<sup>th</sup> grade students of SDN Banjarsari.

### **1.7 Definition of Keyword**

Correlation is relation between two or more things. Things that correlated are students' motivation and students' pronunciation ability.

Students' motivation is the psychological feature of students that stimulate them to action toward a desired goal.

Pronunciation ability is ability about the way a person states or expresses some words or a language.