

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, statements of the problem, objectives of the study, significances of the study, scope and limitation, assumptions, and operational definition.

1.1 Background of the Study

One of the human efforts to interact between two or more people to exchange information, give opinions or transfer ideas, give instructions and so forth is communication. Communication has a close relationship with language. Furthermore, English is one of the languages in the world known as an international language, because people from various countries use English. Thus, it can be said that English is an important international language that can connect people with the world since English holds the role of the language most often used by people throughout the world.

Relating to communication, pronunciation becomes important because of its function in a language. People are easy to get misunderstood in communication because of the way they pronounce sentence well. Suwartono (2006) argues that pronunciation is an essential part of a language because usually, the first thing people ask about learning a language is English. Thus, pronunciation plays an important role in communication especially in second or a foreign language, English.

According to Ramelan (1999) as foreign speakers, Indonesian students often make mistakes in pronunciation. The first reason is the different elements between the target language and the native language. Moreover, problems in the pronunciation of English words may be caused by the related sounds between the native language (L1) and the target language (L2) with slightly different qualities. The same sound between the native language and the target language compilation occurring in groups can cause Indonesian students to have difficulties in solving English words. Besides, the last reason is the same sound with a different contribution.

Even though after increasing years of language learning many English learners have great strenuous English pronunciation. Fraser (2000) states that many adult learners say that pronunciation represents one of the most difficult languages to obtain, and needs help being explained by the teacher. In addition, many institutions do not provide enough time and space for students to learn broad pronunciation, so they bet between learning to speak and pronunciation in the class. Therefore, Harmer (2001) states that a lot of teachers do not pay enough attention in English pronunciation. There are different reasons for this negligence. Many learners state that they do not need to learn pronunciation and learning pronunciation because it's a waste of time. They state that just communication in English is enough and when they are understood, nothing else is important.

Moreover, the learning process that is often found in the classroom that normally uses is a traditional method, or usually called as face-to-face learning. Face-to-face learning makes some students sometimes feel bored to follow it. This causes the goals of learning by the teacher and the students being incompatible. Thus, the teacher should be aware of the importance of pronunciation a find the appropriate strategy or method in teaching pronunciation.

Furthermore, in this 21st-century era teachers must be smart and be able to take advantage of existing technological developments. The process of utilizing technology in learning is usually called electronic learning or *e-learning*. Some students feel that using face-to-face learning models is too old-fashioned. Thus, the implementation of *e-learning* in the learning process will not be out of date and provide results that are as expected and more effective.

Based on the explanation above, this study is going to observe the implementation of a blended learning strategy in teaching pronunciation at STKIP PGRI SIDOARJO. Based on that assumptions, the researcher wants to conduct a research entitled “TEACHING PRONUNCIATION BY USING BLENDED LEARNING STRATEGY AT STKIP PGRI SIDOARJO”

1.2 Statement of the Problems

In this research, the researcher identifies the implementation of teaching pronunciation by using blended learning as the learning strategy to develop students' pronunciation ability in English communication. In conducting this research, the researcher concerns on the statement of the problem. The statement of the problem of Teaching Pronunciation by Using Blended Learning Strategy at STKIP PGRI SIDOARJO, are:

1.1.1 How is the implementation of Blended Learning Strategy in teaching pronunciation?

1.1.2 How is the students' response in learning pronunciation by using Blended Learning strategy?

1.3 Objectives of the Study

After finishing the research, the researcher is willing to explain this study in certain following purpose:

1.3.1 To describe how the implementation of using blended learning as the strategy in teaching pronunciation

1.3.2 To describe the students' response in the use of blended learning strategy in teaching pronunciation

1.4 Significance of the Study

The researcher expects to give the results of this study can give a contribution to:

1.4.1 The English Lecturer

The results of this research can be used as a meaningful consideration by the English lecturer to develop the quality of English teaching, especially in teaching pronunciation

1.4.2 The Students

The treatment that gives and the results of the research to the students are used to motivate the students and make them interest in understanding the importance of pronunciation in communication activities, especially for L2 learners. Thus, the students have new motivation in learning pronunciation through blended learning strategy

1.4.3 The Other Researchers

The results of this research can be used as the information or a reference by other researchers to conduct further research focusing on the pronunciation by using other strategies or techniques.

1.5 Scope and Limitation

In line with the background of the study, the focus of this research is on the implementation of Blended Learning as the strategy in teaching pronunciation. Moreover, the study investigated students' views and perceptions about learning pronunciation through Edmodo as a blended learning medium. This research is conducted for students of the English Education study program at STKIP PGRI SIDOARJO especially in the first semester 2019/2020 academic year. The decision is conducted by considering the importance of having good pronunciation skills within an educational activity.

1.6 Assumptions

The researcher assumes that the use of blended learning strategy in teaching pronunciation by using Edmodo is an appropriate strategy in teaching pronunciation, and can help students in increasing their pronunciation ability.

1.7 Operational Definition

To reflect the research items, some terms are used by the researcher in making this research. To make it clear, the researcher gives some definitions as follows:

1.7.1 Teaching

Teaching has basic meaning as the process to give information to students. When doing teaching activity, the teacher is transferring knowledge, message, or skill to the student, and at that moment also occur interactive process between teacher and students.

1.7.2 Pronunciation

Pronunciation is the act or manner of pronouncing words; the utterance of speech, a way of speaking a word, especially a way that is accepted or generally understood, and a graphic representation of the way a word spoken, using phonetic symbols.

1.7.3 Blended Learning

Blended learning is a learning strategy that supports the use of technology in face-to-face conventional learning. The birth of this method aims to perfect the shortcomings of conventional face-to-face learning methods that do not use the technology in learning, as well as the lack of e-learning methods that ignore face-to-face learning. In this method, students learn face-to-face in the classroom supported by various learning media such as Websites, online video or *Learning Management System (LMS)*.

1.7.4 Edmodo

Edmodo is an educational technology company offering a communication, collaboration, and coaching platform schools and

teachers. The Edmodo network enables teachers to share content, distribute quizzes, assignments, and manage communication with students, colleagues, and parents.

