CHAPTER 1

INTRODUCTION

A. Background of the Study

The discussion of this term paper is based on my internship at SDK Gamaliel from July 17th, 2017 to August 19th, 2017 as an English teacher assistant. I was the assistant of two English teachers, in sixteen classes from the first to the sixth grade. My jobs were preparing the teaching aids for the first to the third grade classes, assisting pupils when they did exercises by explaining the tasks, monitoring them in doing the task, checking their work and giving marks. I come to school at 6.30 a.m from Monday to Friday and I left school at 2.30 p.m. On Saturday, the schedule was from 8.00 a.m to 12.00 p.m. For the first 30 minutes in the morning, the teachers had a morning devotion. The class usually starts at 7.00 a.m. The classes of the first to third grade end at 12 p.m and the class of fourth to sixth grade end at 1.00 p.m. I went home at 2.30 pm because it was the rule for teachers and staff of SD Gamaliel. The number of pupils were about 60 students in the second grade classes.

During my internship, I found a problem. The problem is there were ten pupils from the second grade who had pronunciation problem. I observed that during speaking practice in the class, the teacher asked the pupils to

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pronounce the words, but many of them could not properly pronounce the words. It was written in my journal dated July 26th, 2017 that I found eight students from two classes, had difficulty in pronouncing English words, such as "orange" /ˈɒr.ɪndʒ/, three students of class 2A pronounce it as /ɒren/. It was also recorded on my journal dated July 31st, 2017, that seven students of class 2A could not pronounce "It is" /ɪt ɪz/, instead they pronounced "It's it" /ɪtz ɪt/. When the students make error in pronounciation, the teacher will approach them and give the correct pronounciation.

Based on my observation, it was clear that the pupils had a problem in pronouncing the English words. The source of the correct pronunciations are from Oxford Dictionary (2003) and the example of errors in pronunciation which I recorded in my journal dated from July 26th-August14[th], 2017 are as follow :

No	Word	Correct pronunciation	Errors in pronunciation
1	Orange	/ˈɒr.ɪndʒ/	/ɒren/ , /ɒreng/
2	Truck	/trʌk/	/trəʊk/ , /trək/
3	Gift	/ɡɪft/	/ɡɪf/, /ɡaɪv/
4	Boat	/boʊt/	/bɒt/ , /bɒʌt/
5	I have	/aɪ hæv/	/aɪv hev/
6	Eraser	/ɪˈreɪ.zər/	/erʌsər/
7	It is	/ɪt ɪz/	/ɪtz ɪt/
8	What	/wɒt/	/wʌt/ , /waɪt/
9	Kite	/kaɪt/	/kɪt/
10	I go	/aɪ ɡəʊ/	/aɪɡɒ/
11	Four	/fɔː/	/fɒr/
12	Eat	/iːt/	/eʌt/ , /ɪt/
13	Dinner	/ˈdɪn.ə/	/daɪnər/

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| 14 | At | /ət/ | /ɪt/ , /eʌt/ |
| 15 | Do | /du/ | /dɒ/ |

I would like to discuss how to handle the pupils at the second grade in Gamaliel Elementary School with pronunciation problem as the topic of my Term Paper. I choose this topic because pronunciation is really important for their success of learning and speaking English. Fangzhi (as cited in Billah; 2007) states that it is important to pay attention to pronunciation since it results in whether or not someone's message can be passed or not by other people. If the pronunciation problem is not solved properly, the pupils will get dificulty in speaking and writing the English words correctly. Accordingly, I would like to discuss the causes and effects of this problem and find the best solutions to overcome the problem.

B. Identification of the Problem

The problem that will be analyzed is described in these questions :

1. Why did the ten pupils at second grade classes in Gamaliel school have problem in pronouncing the English words ?

2. How did the problem influence the pupils towards their academic performance ?

3. How should I overcome the problem effectively ?

C. Objectives and Benefits of the Study

There are three objectives of the study, which are to analyze the causes, the effects of the problem and the solutions to solve the problem which I had

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during my internship at SDK Gamaliel. The benefit of this term paper is helping teachers get some ideas about teaching pronounciation in creative ways such as using audio visual aids, word scramble activities, and song. Also, the readers who have children or those who want to become a teacher can use the information for learning English pronounciation. And for me, I will get knowledge about how to teach the children English pronunciation.

D. Description of Institution

In this part I will explain the description of institution based on the data from *Pengenalan bahasa inggris pada siswa kelas I di SDK GAMALIEL Bandung tahun ajaran 2005/2006. According to* Rohaeni (2007) SDK Gamaliel is a Christian school which started in 1986. Initially, it was located on Jalan Irsad no.7 Bandung. The school is supervised by Yayasan Pendidikan Kristen Gamaliel. In 1999 the school moved into the new building which was at Jalan Cibadak no. 171-173. Along with the growth of the school , then in 2002 it was decided to build a new building complex at Jalan Jendral Sudirman no. 205-207. It took four years to finish the building. Then, in November 2006, SDK Gamaliel started to use the new building, alongside with SMPK and SMAK Gamaliel. SDK Gamaliel's vision is to create skillful and qualified graduates with a noble character, who care about environment, and are independent and dependable. (appendix E).

E. Method of the Study

The data used in this paper was collected during my intership at SDK Gamaliel from July 17th, 2017 until August 19th, 2017. The process of

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collecting data was done by observation which was recorded in my internship journal. In addition, I did library research to find the theories from the Internet or books. The theories are used to analyze the causes, effects, and potential solutions of the problem.

F. Limitation of Study

There are three limitations of study. First, the focus of analysis is on pronunciation problem I observed at the second grade classes. Second, the subjects of study are ten pupils, four pupils from class 2A who are two boys and two girls and six pupils from class 2B who are four boys and two girls during my internship at SDK Gamaliel. Third, the internship took place from July 17th, 2017 until August 19th, 2017.

G. Organization of the Term Paper

This Term Paper has four chapters. It started with Abstract, Declaration of Originality, Acknowledgements and then divided into five parts. The first part is Chapter I, Introduction which contains Background of the Study, Identification of the Problem, Objectives and Benefits of Study, Description of Institution, Method of Study, Limitation of Study, and Organization of the Term Paper. The second part is Chapter II, Problem Analysis which contains the discussion of causes and effects of the problem. The third part is Chapter III, Potential Solutions which contains the potential solutions of the problem. The fourth part is Chapter IV, Conclusion which contains the best solutions I will choose for the problem and the reason why I choose them. And the last

part is References and Appendices which contain the sources of the theories I used, then the Flowchart, Journal and several supporting documents.