

CHAPTER 1

INTRODUCTION

This chapter discussed the background of the study, formulation of the research problem, operational definitions, aim of the research, and significance of the study.

1.1 Background of the Study

Mastering English pronunciation for vocational high school students is quite important. Tandiana (2015) stated that most of Indonesian learners perceive English as a challenging language to acquire. The researcher visited many schools while doing community services in Tasikmalaya district. The researcher found that in the English class at a vocational high school in Tasikmalaya district, some students have proficient pronunciation and excel in English pronunciation. It can happen when the teacher's teaching strategies for pronunciation are effective. Pronunciation is a prominent indicator that becomes part of assessing an individual's speaking ability. Pronunciation is the systematic use of speech sounds in communication (Burns, A., & Seidlhofer, B., 2019). It concerns the next step for vocational high school students after their studies. In teaching English as a second language (ESL) or a foreign language (EFL), we sometimes overlook the importance of pronunciation teaching and learning. All foreign language classes should incorporate pronunciation lessons into a variety of activities (Scarcella & Oxford, 1994). Overall, pronunciation is considered a skill acquired in using English, not a specific material that is thoroughly taught, such as grammar structure material in class, especially for vocational high school students. In conclusion, mastering English pronunciation is crucial for vocational high school students, as effective teaching strategies can significantly enhance their proficiency and communication skills, preparing them for future opportunities.

The lack of teaching strategies and models indirectly impacts students' interests, especially in EFL vocational high school. The lack of alternative teaching strategies and teachers' ineffective use of models could potentially worsen this

situation. Teaching EFL presents numerous challenges for both teachers and students, including issues with speaking, vocabulary mastery, limited proficiency in teaching strategies, and inadequate facilities and resources (Smith, 2020). Therefore, teachers cannot neglect the importance of correct pronunciation when teaching EFL classes. Furthermore, vocational high school students are prepared to enter the workforce right away. In many of the job roles, prospective workers must have English skills, particularly the ability to speak English fluently. Students' ability to pronounce English correctly is crucial. It is the responsibility of a teacher to prepare vocational high school students to be excellent and competitive. In conclusion, the lack of effective teaching strategies and models negatively impacts students' interest and proficiency in EFL, making it imperative for teachers to prioritize correct pronunciation to adequately prepare vocational high school students for the workforce.

A previous study found the effect of drilling technique toward students' pronunciation proficiency at second grade students of *SMA Plus N 7 Bengkulu city*. The study was conducted by Sari (2019) used Quasi-Experimental Research. The study was adopted pre-test and post-test in the experiment and control groups. The study was conducted in two classes were purposively selected to be experiment and control groups. The experimental group was taught by using drilling technique and the control group was not. After giving treatment, the result of regression coefficient correlation between drilling technique and students' pronunciation proficiency showed there was any significant effect of using Drilling technique on students' pronunciation proficiency. In conclusion, the previous study demonstrated a significant effect of the drilling technique on students' pronunciation proficiency, accounting for 70.4% of the improvement, with the technique proving to be an effective method for enhancing pronunciation skills.

In contrast to the previous study, this study focused on teaching strategies of teaching pronunciation in English lessons at a vocational high school in Tasikmalaya district, as the previous study was primarily concerned on the effect of drilling technique toward students' pronunciation proficiency at second grade students of *SMA Plus N 7 Bengkulu city*. The findings of this study are expected to

make practical contributions to contribute ideas about teaching pronunciation strategies for teachers and undergraduate's students in the English education department major as the candidates of English teachers. In conclusion, this study focused on teaching pronunciation strategies in vocational high schools aims to provide practical contributions and insights for teachers and future English educators, building on previous research that primarily examined the effects of drilling techniques on pronunciation proficiency.

In conclusion, while some vocational high school students in Tasikmalaya excel in English pronunciation, many lack proper instruction. This deficiency can hinder their future careers and overall English fluency. Previous study supports the effectiveness of drilling techniques in improving pronunciation. This study aimed to address the gap in teaching strategies specifically for vocational high school students, with the hope of providing valuable tools for educators and future English teachers.

1.2 Formulation of the Problem

Based on what has been declared in the background, the researcher formulates the problem that will be discussed further: What strategies are used by teacher at vocational high school in teaching pronunciation of English lesson?

1.3 Operational Definitions

To avoid misunderstanding the terms set out in this study, the researcher provides the definitions related to this study as follows:

1. English Pronunciation

Pronunciation is the process of producing word articulation and sound with the correct accent and utterance, ensuring clarity and accurate communication. Pronunciation remains a critical challenge for non-native English speakers, significantly affecting communication and often overlooked in educational settings despite its

importance. Teaching English pronunciation in vocational high schools is essential to ensure students' clear communication and future employability.

2. Pronunciation Teaching Strategies

Teaching strategies of pronunciation refer to the methods, techniques, and approaches employed by teachers to help students improve their ability to produce accurate and intelligible speech sounds in a target language. Teaching strategies specifically aims to improve the speaking quality of students. There are several strategies of pronunciation such as reading aloud, eliciting the difficult words, drilling, minimal pairs, pronunciation and spelling activities, taping students' English, and listening activities. In this research, teaching strategies of pronunciation applied on English lesson in vocational high schools.

3. Vocational High School

In Indonesia, *Sekolah Menengah Kejuruan (SMK)* is a secondary school that offers instruction and practical introductory experience in skills that are programmed to prepare learners for a particular job. This study is focused on English teacher pronunciation teaching strategies in economics vocational high school.

1.4 Aim of the Research

The research aims to explore the teaching strategies to teach pronunciation during English class in one of the vocational high schools at Tasikmalaya district.

1.5 Significance of the Study

This research will benefit the readers who need models for teaching pronunciation. In addition, it will also give advantages to avoiding misinterpretation of this study.

1. Theoretical Contribution

This study is expected to deepen knowledge about English pronunciation teaching strategies. Hence, the result of this study will be additional evidence of English teaching strategies of pronunciation.

2. Practical Contribution

This study is expected to contribute ideas about teaching pronunciation strategies for teachers and undergraduates' students in the English education department major as the candidates of English teachers.

3. Empirical Contribution

This study increases the researcher's experience in creating scientific papers. Also, enrich the researcher knowledge in teaching strategies of pronunciation.