

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Problem Background**

English is a global language for people who will progress and develop, they are the people who must be able to speak and explore the English language. English also has a purpose, which is to make it easier for us to communicate with people from different countries. In Indonesia, English is used as a foreign language. Indonesians use English to communicate in several situations. English is also often used in the delivery of information and knowledge. Thus, the Indonesian people will have broader insights they can speak English and use it regularly to find information. English is also studied as a compulsory subject at the junior high school to university level. Listening, speaking, reading and writing are part of English and there are language components one of them is pronunciation. Pronunciation is an important language component in communication. It helps the listener to understand the words spoken by the speaker. The speaker can't pronounce the English word correctly, communication can't go well.

However, mastery of English pronunciation is still a difficult thing for students. External factors that make it difficult for students are the lack of facilities from schools, for example there is no supporting lab for teaching pronunciation. The teacher's teaching technique is less interesting, because the teacher does not use supporting media in class, the teacher only uses the lecture method in delivering material, the teacher is not used to using English when teaching and the teacher does not teach how to pronounce English words correctly. In addition, there is an internal influence from students which causes learning English to be less meaningful. First, students do not pay attention to the teacher when the teacher is explaining the material. Second, students have limited knowledge of pronunciation, because they tend to pronounce English words according to what is written on them. Third, student learning motivation is still low. This can be seen when the teacher explains that students choose to talk to their friends. Then finally, English is a foreign language and students find learning English very difficult because students are not used to using it in everyday life.

When the researcher conducted the pre-survey, the researcher found that more than half of the students did not pay attention to the teacher who was teaching, they preferred to talk with their classmates. As a result, their enthusiasm for learning English is very low. From observation, the researcher found that there were 3 classes for each grade level. In addition, the researcher also conducted a pre-survey of grade 10 students' English pronunciation scores with the following results.

**Table 1.1 Pra Survey Data English Pronunciation Score of Tenth Grade Vocational High School Kartikatama Metro Students.**

No	Score	Classification	Students	Percentage
1	81-100	High	15	23%
2	61-80	Average	29	45%
3	10-60	Low	21	32%
<b>Total</b>			<b>65</b>	<b>100%</b>

Source : The English Teacher of Tenth Grade Vocational High School Kartikatama Metro

It can be explained that 23% of students' pronunciation scores are categorized as high, 45% are categorized as average and 32% of students' scores are categorized as low. According to the description of the relevant data, tenth grade students generally fall into the high category in the average classification for understanding English pronunciation. This proves that there is a problem with learning English in class.

After collecting pre-survey data, the researchers found several facts about their pronunciation problems: (1) there were only a few students who were active in learning (2) the teacher did not use interesting media so that students tend to get bored easily (3) most students did not know how to pronounce language words english properly.

Based on the facts above, the researcher tries to find a solution by finding interesting media for learning pronunciation. There are many media that can be used to improve pronunciation. In this study, Students do not learn the rules of spoken language with explicit instructions, but they copy what they hear. researchers used Bruno Mars songs in Doo-Woops & Holigans album. Students do not learn the rules of spoken language with explicit instructions,

but they copy what they hear. Most people enjoy singing songs. From songs many people can learn many things such as culture, new words, and how to pronounce words. Based on the reasons above, the researcher believes that songs can be used as an alternative in language learning.

Researcher believe that research on “The Effectiveness Of Bruno Mars Song In Doo-Wops & Hooligans Album On Students’ Pronunciation Mastery at Vocational High School Kartikatama Metro” can have an impact on their English pronunciation. When students apply learning using songs, they will get new things. In addition, it is also easier for students to learn how to pronounce English words by simply following what they hear.

## **B. Problem Identification**

Several problems can be identified based on the background of the problem, as follows

1. Students' mastery of pronunciation is still low, because students tend to pronounce English words according to the written words.
2. Students get bored very easily when learning because the teacher does not use interesting media.
3. Have limited knowledge of pronunciation, because they are not used to pronouncing English words.

## **C. Problem Limitation**

In accordance with the identification stated above, to avoid the possibility of expanding the problem to be studied, the researchers hereby limit the problem, namely the low pronunciation mastery of students in the thesis title "The Effectiveness Of Bruno Mars Song In Doo-Wops & Hooligans Album On Students’ Pronunciation Mastery at Vocational High School Kartikatama Metro."

**D. Problem Formulation**

Based on the background of the problem above, the formulation of the problem in this study was formulated, namely:

1. Is there any effect of bruno mars song in doo-wops & hooligans album on students' pronunciation mastery at Vocational High School Kartikatama Metro?
2. Is there any significant differences when use the bruno mars song in doo-wops & hooligans album on students' pronunciation mastery at Vocational High School Kartikatama Metro?

**E. Research Objectives**

Based on the background and problems described above, the objectives of this research are:

1. To find out whether there is an effect of using bruno mars song in doo-wops & hooligans album on students' pronunciation mastery at Vocational High School Kartikatama Metro.
2. To find out the significant differences when using bruno mars song in doo-wops & hooligans album on students' pronunciation mastery at Vocational High School Kartikatama Metro.

**F. Research Scope**

Based on the problems and objectives above, especially the problems of students who have not mastered English pronunciation. The next researcher will conduct research with the title "the effectiveness of Bruno Mars song in doo-wops & hooligans album on students' pronunciation mastery." The researcher will use the songs in the album which will be carried out in tenth grade at Vocational High School Kartikatama Metro in the 2023/2024 academic year.

**G. Research Banefits**

## 1. For teacher in school

Benefits for teachers, can improve the learning they manage and encourage teachers to continue to develop professionally. Can add to the teacher's insight into the use of learning media so as to create an interesting classroom atmosphere. And can solve problems that arise in class.

## 2. For students

The benefit for students is that they can improve students' English vocabulary pronunciation skills by using the Bruno Mars song on the album Doo-woops & holigans so that it can be applied in everyday life.

## 3. For researcher

For Researchers Increase knowledge and skills in conducting research to solve problems about education and learning.