RESEARCH PROPOSAL

Teaching Pronunciation Methods

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**ABSTRACT**

Language is the basic unit of communication, and pronunciation is always identified with it. The aim of this study examines that the research was done on methods of teaching pronunciation. So far, so many different methods and approaches have been found like “audiolingualism” and “cognitive approach” (Celce-Murcia and her colleagues, 1996, pp 3-4).

Basically, the most responsible people are teachers. They must know sound production. Satya explained that differences in sound systems have a phonological basis: they depend on variation in speech organ positions or breath control (2008). So, teachers should teach students how they produce the sound in their own language and a foreign language. The type of teaching pronunciation methods have been used as well as the degree of phonetic analysis or explanation which teachers have provided students (Celce-Murcia and her colleagues, 1996). Since phonetic alphabet was formed, it has made possible to correctly show the sound of any language. In order to have good speech habits, teachers should teach learners to phonetic. Because pronunciation is very important and is taught as the beginning of the correct understood. Ideology and intuition rather than research have always determined its importance.

**INTRODUCTION**

In the history of teaching pronunciation in English language, a number of methods and approaches have been formed. Some approaches to teaching, such as the reformed method and audiolingualism, elevated pronunciation to a pinnacle of importance, while other approaches, such as the cognitive movement and early communicative language teaching, mostly ignored pronunciation (Celce-Murcia, Brinton, & Goodwin, 1996). This situation shows that pronunciation opens to judgment.

Celce-Murcia et al. examined some fundamental approaches in their book, and according to them, there are two general approaches to teaching of pronunciation: “an intuitive-imitate approach” and “an analytic-linguistic approach” (1996, pp 2). First, an intuitive-imitate approach is related with the student’s skill to listen and imitate and assumes the availability, validity, and reliability of good models (Celce-Murcia, Brinton, & Goodwin, 1996). And according to Kelly, an intuitive-imitate approach is occasionally supplemented by the teacher’s or textbooks writer’s impressionistic and often phonetically inaccurate observations about sounds based on orthography (1969). Second approach is an analytic-linguistic approach. An analytic-linguistic approach uses information and tools like phonetic alphabet, imitation and production.

Pronunciation is imitation and intuition; it means that students or learners imitate and repeat a model such as a teacher or speaker. Kelly said that pronunciation is “Cinderella” foreign language teaching because linguists and philologists have always studied on grammar and vocabulary (1969). Unfortunately, pronunciation has kept in background.

This study will examine methods and approaches of teaching pronunciation in method part. It will explain what Direct Method, Audiolingualizm, Cognitive Approach, The Silent Way and Communicative Approach are.

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