

Chapter One

Introduction

In this chapter, the researcher presents the introduction of the research. The introduction elaborates seven points in order to deliver a basic understanding of this research. Those points are background of the research, statement of the problem, limitation of the problem, research questions, objective of the research, significance of the research, and organization of the chapters respectively.

Background of the Research

Mastering a good pronunciation is one of important components in learning foreign language, including English. Mastering a language is not only about knowledge of vocabulary and grammar, but also pronunciation. Sulaiman and Putra (2017) argued, that pronunciation of words is very crucial to be mastered because the meaning of the word that is pronounced will be determined by how we pronounce it. So, English pronunciation must be mastered by students to avoid misunderstanding in communication.

Focus on learning pronunciation is a necessity for every English student to derive easiness in English communication. Aulia (2018) stated, in learning English, students should focus on developing their abilities in mastering English language components, such as structure, vocabulary, and pronunciation. Those features are important for our success of using language skills in English communication. Therefore, the researcher concerned on how pronunciation aspects, especially for students in how to certain sounds in English which was conducted in this research.

The fact that one letter could be pronounced with various sounds when putting together with various letters may create pronunciation problems for students whose first language have different pronunciation system from English. These problems as mentioned by Fraser (as cited in Rofiq, 2014), that English words are very rarely to be pronounced as it is written. Additionally, in English, each letter is not indicated a sound, and English words are not read like a letter itself. It is usually found when students try to read English words in the textbooks. The words are different with how to read it.

Based on the researcher's observation and experience at an English Language Education Department of a private university in Yogyakarta, he found problems happened with students' pronunciation. Such as they were hard to pronounced the word "that" /ðæt/. They pronounced it with using sound /d/ like letter sound "d" in their first language (Indonesian). At the time, the lecturer explained that students used to find difficulties in pronouncing sound /ð/, because it does not exist in their first language (L1). Thus, the problems happened with students' pronunciation because pronunciation habit of their L1 affected their English automatically. Dulay and Krashen (as cited, in Utami, Wello, & Atmowardoyo, 2017) stated, that interference is an automatic transfer, and overlapping between first language and target language. Based on the case mentioned above, the researcher was interested to find out deeply related to pronunciation problems faced by ELED students.

Statement of the Problems

An English student must have ability in how to pronounce English words well and correctly. Siregar (2017) stated to speak well, every English student must

have a good ability in vocabulary and pronunciation. In fact, in pronunciation, students found problems in producing word sounds. It was like what happened toward ELED students of private university in Yogyakarta. The researcher found students were difficult to differentiate English word sounds which were almost similar with their first language, such as between *procedure* and *prosedur*, *panorama* and *panorama*. At the time, in the class of *Capita Selecta on Linguistic*, the lecturer asked them to read the English words “Procedure and Panorama”. They were difficult to pronounce “Procedure” properly. They pronounced it with using sound /ɔ/, /ə/ and /dur/ which should be pronounced /ə/, /i/ and /dʒə/. Then, they were difficult to pronounce “Panorama” properly. They pronounced it with using sound /ɑ/, /ɔ/ and /ʌ/ which should be pronounced /æ/, /ə/ and /ə/. Caused by this case, the researcher began to think what exactly problem happened to students in the class. In fact, there was a negative interference of students’ first language to their target language. Luo (2014) stated that pronunciation problems occurs because mother tongue interference which is frequently happen in second language teaching and learning. When they wanted to try to speak English, they were influenced by their first language. Directly, students thought that English words had almost similar sound with their first language. Therefore, it happened unconsciously when they use that words.

Additionally, another pronunciation problem occurred to English students was students confused about sound production. According to Sulaiman and Putra (2017), the problems that occur toward English student is students are confused about sound production. There were many English words were hard to be pronounced, caused they had almost similar sound. Such as to distinguish between

pronouncing “*still and steal, said and sad, foot and food, bath and bad*”. On the other hand, Akmajian (as cited in Diana, 2015) also mentioned, that one of students’ difficulties in learning foreign language is about learning phonemes (sounds) which are not owned by students’ first language. These difficulties are caused different sound of both languages, such as the way to put the sound on correct position. On the other hand, Ruzkina (2016) said, pronunciation problem occurs because some aspects, such as native language, students’ age, motivation and concern for good pronunciation.

Good communication is supported by the language components that speakers have, such as vocabulary and pronunciation. Pronunciation has important role in communication, because it can ease the people to understand what we speak. Keshavarz and Abubakar (2017) argued that pronunciation plays an important role in communication because mispronunciation can inhibit intelligibility. Therefore, it will occur to listener when listening to the speaker speaks English with mispronunciation. A single sound of word that is produced by speaker with wrong pronunciation will hamper listener’s understanding.

Based on the problem mentioned above, this research was conducted to investigate deeply about pronunciation problems faced by ELED students of private university in Yogyakarta. Additionally, the researcher conducted this research to find out strategies on pronunciation problems happened toward English students. With this research, the researcher tried to express the problems regarding difficulties of sound production that happened to students in learning English as a foreign language.

Delimitation of the Problem

Based on the statements of the problems above, the researcher focused on investigating the pronunciation problems which can be pronunciation error happened toward students when speaking English. Related to the pronunciation problems happened to them, the researcher also focused on about sources of pronunciation problems happened to students. Besides, the researcher excited to explore and make sure what exactly problems happened with their pronunciation until they got pronunciation error in their speaking. Then, with the existence of problems happened with students' pronunciation, the researcher also focused on about problems solving used by students in solving pronunciation problems.

Research Questions

Based on the information mentioned earlier, the research questions were formulated as follows:

1. What are the pronunciation problems faced by ELED students in learning English?
2. What are the sources of pronunciation problem encountered by ELED students?
3. What are ELED students' strategies used to overcome pronunciation problems?

Purpose of the Research

The specific purposes of this research:

1. To explore pronunciation problems faced by ELED students in learning English.
2. To find the sources of pronunciation problems encountered by ELED students

3. To identify the strategies used by ELED students in solving pronunciation problems.

Significance of the Research

The researcher's expectation toward this research is to give some advantages to related parties, such as:

Students. This research is conducted by researcher to raise students' awareness to consider the characteristics of pronunciation problems and sources of problems happened with their pronunciation. Additionally, it helps students to find out strategies in solving English students' problems in their pronunciation. The importance of this research is students can pay attention to use correct pronunciation in their English speaking.

Teachers. This research is helpful for teachers to know the characteristics of pronunciation problems and sources of problems happened towards students' pronunciation. Then, the strategies which is offered on this research by researcher can be used by English teachers as a key of problem solving for students' pronunciation problems in speaking English. Then, these strategies are not only giving solution toward students' problems, but also, they can give solution in building awareness toward importance of learning pronunciation in speaking English.

Other researchers. This research can be used as one of the references to develop their study deeply with similar topic. In other hand, researchers can continue and explore this research into deeper strategies related to the topic.

Organization of the Research

The researcher presented this research into five chapters. First chapter included background of the research, statement of the problems, delimitation of the problems, research questions, purposes of the research, significance of the research. Second chapter of this research described about insights of the literature review which was used to support this research. Third chapter presented the methodology used to collect the data as complement of this research. The methodology used in this research was a qualitative as a research method and case study as a research design. Additionally, this research also showed the research setting and research participants to collect the data, data collection method with using audio-visual analysis and interview to collect information, and data analysis as trustworthiness and interpretation of cases which are elaborated in this chapter. Fourth chapter explained the findings of the research related to the research questions, such as pronunciation problems and sources of pronunciation encountered by ELED students. Then, ELED students' strategies used to overcome pronunciation problems. Last chapter explained the conclusion and recommendation related to the topic. The important things were the researcher supposed this research could be solution and recommendation toward students, teachers, and other researchers.