

## **Chapter One**

### **Introduction**

There are some important points presented in this chapter. This chapter discusses several points such as the background of the study, identification of the problem, and delimitation of the study. The research question and the objectives of the study are described in this chapter. Additionally, the significances of the research and the organization of this chapter are also described in this chapter.

### **Background of the Research**

English has been recognized as a global language for over fifty years old (Rohmah, 2009). English is widely used over around the world. Therefore, English has been taught by some country as a course especially in English Second Language Country and English Foreign Language Country. Moreover, English is tailed with some parts such as the use, the skills and the implementation with some technology development. In English skills, the most important English skill that should be mastered by foreign language learners is the ability to speak. According to Ghatage (2013) the most important aspect in English learning is speaking and how the way someone can follow the conversation in this language.

In addition, defining speaking can be widely discussed by some scholars. Speaking can be understood as a systematically process in connecting words into a sentence to be confessed to others (Torky, 2006). For instance, the researcher believes that the process of speaking is tailed with some parts such as vocabulary and pronunciation. According to Pardede (2018), “Good pronunciation skills are a key element to one’s ability to speak in every language” (p.1). In addition, he also

asserted that to be able to effectively speak the accuracy of pronunciation is a must so that the process of expressing idea or thought can be well delivered.

Moreover, pronunciation is the way in which a language or a word is spoken. In this case, the researcher argues that pronunciation in speaking really takes a significant account. According to Chanita (2017) pronunciation is the best way for someone to express what they mean to their partner when they speak the language. Using pronunciation, it will help learners to communicate with others. Learners are not only expected to have capability in specific point, but they also need to know the pronunciation. When they can pronounce the words, know what ways to pronounce, and understand why the learners pronounce the words, they can pronounce the words correctly (De Mello, 2017).

In English course, the position of pronunciation is often followed by vocabulary mastery. For instance, most of the students come to the university with limited words that barred them from being able to basically express themselves in English's language (Holtby, 2011). According to some scholars and some previous research, the researcher argues that there are some problems that maybe arise in learning pronunciation. At least, there are two problems in learning pronunciation based on the researcher view which are the problem in recognizing word intonation, and the problem of pronunciation accuracy. The aforementioned findings were found based on researcher's observation in learning situation at English Language Education Department (ELED).

Therefore, the researcher conducted a study on the ELED students' problems in pronunciation that the students encounter during learning

pronunciation process. In addition, the researcher explored the strategies to overcome students' pronunciation problems when learning English pronunciation based on their personal experiences.

### **Identification of the Problem**

In Higher Education, particularly, in EFL context, speaking becomes the integral parts of English. As the learning process, students may find the problems in speaking learning experience. The problems might make the students have less competence in speaking especially in the pronunciation.

The first problem is factor in influencing students' pronunciation skill. The researcher recognizes that there are some factors in influencing the way students get problem in pronunciation. The lack of English's exposure will influence the ability in having an appropriate English pronunciation (Octaviana, 2019). For instance, less exposure of English language also may become one of factors of the student's challenge in learning pronunciation. Exposure in the primary source of language is acquisition which is from outside or/and inside language input of the learners. In addition, the ESL (English as a Foreign Language) is not use in conversation of daily life. Murcia, et al., (2016) explained that learner who want to explore their second language better to go to abroad and life in other country. Another challenge that the students face in learning pronunciation is the students usually starts learning English when they in their teenager, therefore the process of learning the language will make the students sound like non-native speaker. In addition, motivation can be low if the students do not have the partner in speaking English.

Second, effect of students' pronunciation problem. The researcher realized that some students have certain problem about pronunciation that affect their classroom activity. For example, based on the researcher's observation at the English Language Department of a private University in Yogyakarta, the most problems that the students faced problem in speaking English especially in doing presentation in the classroom. Further, the students are not able to express their idea clearly and how they can confidently pronounce them. This becomes the reason why the researcher wants to explore the problems faced by English Language Education Department students in pronunciation.

In short, those two problems drive the researcher to conduct this researcher. In addition, the problems are found by the researcher through some steps such as reviewing related studies and conducting an observation so that the problems will be a real based problem. At the end of this research, this research will be able to find out their difficulties and how to deal with the problems.

### **Delimitation of the Research**

This research focuses on the problems that the students encounter in their pronunciation skills in learning English. The research will focus on the strategies to overcome the problems in learning pronunciation. This first delimitation is chosen because the researcher tries to find out the problem and the problem solver from student to encounter student's pronunciation problem. Besides, the researcher argues that conducting research about pronunciation will be complex research because it will tail many aspects such as phonology, phoneme, intonation and so

on. So, by setting this into a pronunciation problem, the researcher will have enough to time analyze and present result deeper.

### **Research Question**

This research is intended to answer these two following research questions, namely:

1. What are the problems encountered by the students in learning pronunciation at English Language Education Department of Private University in Yogyakarta?
2. What are the strategies that student use to encounter the problem?

### **The Objectives of the Research**

The objectives of this Research are followed by:

1. To find out the pronunciation learning problems encountered by the students in English Language Education Department of Private University in Yogyakarta.
2. To find out the strategies to solve the pronunciation learning problems encountered by the students in English Language Education Department of Private University in Yogyakarta.

### **Significances of the Research**

The research is expected to give benefits for the students, the teachers, and other researcher.

**For the students.** This research provides additional knowledge about speaking skills especially pronunciation when learning English language in higher education. The students get the information about pronunciation problems encountered by the students in learning process and the strategies to solve the student pronunciations' problems. So that from this research' result, the students may apply the strategies to encounter the pronunciation's problem learning process.

**For the teachers.** This research provides valuable information about the pronunciations' problems. This research's results are expected to give teachers information and insight about some pronunciation problem faced by students. Hopefully, by knowing the problem, they are expected to give students material and teaching methodology to tackle the problem in students.

**For the other researchers.** The result of this research can become knowledge for the next researcher on the students' problems and strategies in pronunciation. The knowledge of this study can be the references for other researcher that interested in this issue and concepts.

### **Organization of the Chapter**

The structure of this research is organized into five chapters. In the first chapter, the researcher explains the study's introduction, which conveys the background of the research, identification of the problem, delimitation of the problem, the research question, the research objectives, the significance of the research, and the outline of the research. The second chapter presents a literature review on the level of student motivation in online learning. The literature review describes online learning, learning motivation, motivation in online learning, and

gender and motivation in online learning. In addition, chapter two explains the factors that influence motivation. Besides, it also provides an overview of related studies. On the other hand, chapter three presents the research methodology, including research design, research setting, data collection method, data collecting procedure, research instrument, and data analysis. Furthermore, chapter four presents the results and discussion, and the last chapter concludes the research and provides recommendations.