

## **Chapter One**

### **Introduction**

This chapter discusses the introduction of the research. In this chapter, there are seven parts of discussions. They are background of the research which is talking about the reason of the researcher conduct the research. Then, it discusses the identification of the problem, the limitation of the problem, the research question, the objective of the research, the significance of the research, and the organization of the chapter.

#### **Background of the research**

English language is the international language of the world. According to Rahayu (2018), in Indonesia English is an international language considered as an obligatory subject in every school level and as a foreign language that must be mastered because most of knowledge book is written in English language. Therefore, all people from all over the world learn about English language. Moreover, some countries use English language as their second language. English language becomes foreign language for Indonesian, not a first or second language. Mother tongue of Indonesian is Indonesia language. According to Çakır and Baytar (2014), foreign language learners usually find the difficulties of target language pronunciation because the new sounds that they acquire are not suitable with their mother tongue. That is why Indonesian feel that it is difficult to learn English language.

Indonesian language has different structures with English language. The differences where the sound of language is different are the main and significant problems experienced by every foreign language student. According to Gilakjani (2011) the main problem that foreign language students have with the sound of foreign language is that they must change their pattern of first language accent that they have in childhood. According to Mulatsih (2015) Indonesian students is difficult to pronounce English words correctly, for example

when they are asked to pronounce the word “diamond” /'dajə mə nd/ they will pronounce /djamon/. For some foreign language students, it is hard to learn a language which has different accents or sounds from their first language. They should have to change their accent into a language with different accents.

To reduce the problem of foreign language students with the language, there should have teaching and learning English language. In teaching and learning, there are some materials that we should learn about English language including grammar, vocabulary, tenses, structure, etc. One of the materials of English is pronunciation. According to Wei (2006) pronunciation is a thing that cannot be separated from language learning. It consists of components that are related to sound like rhythm, intonation, etc. Pronunciation is considered as the main part of language even in the teaching and learning process. Although it is not included in English language subject in classroom, it has more benefits in speaking English language. According to Villalobos Ulate (2012) pronunciation has a major place in language learning because when it is not produced correctly, it will be misunderstanding communication between speakers even if their grammar and vocabularies are used correctly. Thus, pronunciation is very important for people to learn about it.

Furthermore, what often happens to students is that many do not pay attention to or even do not care about pronunciation. Because from the beginning they learn English, they are taught about grammar, tenses and are more focused on that and do not pay attention to pronunciation. So that, many errors occur in their pronunciation. As stated by Sahatsathatsana (2017), it is generally recognized that English pronunciation is not emphasized in the primary and secondary school levels. The content will be mostly focused on grammar. This made students encountered difficulties in learning when the students studying in bachelor's degree majoring in English which pronunciation were significantly focused.

Besides that, the role of teachers in teaching pronunciation to students is very important. Teachers as the main role who teach and deliver knowledge to students should have efficient teaching strategies. The teacher's necessity to have some strategies in teaching will greatly help students in understanding the lesson because students' understanding about the lesson depends on how teacher's strategies and deliver the material moreover for English students who need to be proficient in English. Grammar, vocabularies, and pronunciation are some aspects of English language that students need to master. So, the teacher should have some efficient strategies for students' pronunciation improvement because teacher takes part in students' English proficiency.

Therefore, this study aimed to investigate the problems of teachers when teaching pronunciation. Besides the problems that teachers face in teaching pronunciation, it would be some problem solving or strategies on how they teach pronunciation, so the researcher wants to know the problems and strategies of the teachers in teaching pronunciation.

### **Statement of the Problem**

In ELED of a private university in Yogyakarta, teaching pronunciation is applied in one of courses which is named Capita Selecta on linguistics. The implementation of teaching pronunciation is often neglected among students and teachers even though it should be taught in all courses, but it is neglected even a few who prioritize other materials such as grammar, tenses and others. Based on prior interviews with the lecturer teaching the course, teaching pronunciation is only part of Capita selecta on linguistics. In Capita selecta on Linguistics, there are some components that be taught such as morphology, phonology, semantics, pragmatics, and syntax. With so much material in it, it makes it difficult for teachers because they are not focused on teaching pronunciation. As a result, there are many problems appear because of the different nature of sounds and patterns in English. Besides, the researcher wants to know the teachers' problem in teaching pronunciation. Additionally, the teachers

should use effective strategies in order to solve the problems faced in teaching pronunciation. Moreover, interesting strategies for teaching pronunciation are needed to make the students pleased and delighted in learning pronunciation. The strategies used by English Language Education Department (ELED) of a private university in Yogyakarta teachers vary greatly, so the researcher wants to know the strategies used by the teachers in solving the problems of teaching pronunciation.

### **Delimitation of the Problem**

This study aimed to identify the problems of teachers when teaching pronunciation. Besides the problems that teachers face in teaching pronunciation, it would be some problems solving or strategies on how they teach pronunciation, so the researcher wants to know the problems and strategies of the teachers in teaching pronunciation.

Discussing about teaching pronunciation, the problems that teachers face are not far from their problems and their strategies in teaching pronunciation. From that, the researcher focuses on the problems about pronunciation and the strategies that teachers used when they teach pronunciation to students.

### **Research Question**

The research questions are:

1. What are the problems that teachers face in teaching pronunciation of ELED students at a private university in Yogyakarta?
2. What are the strategies that teachers use in facing the problems of teaching pronunciation of ELED students at a private university in Yogyakarta?

### **Objective of the research**

The research objectives are:

1. To identify teachers' problems in teaching pronunciation of ELED students at a private university in Yogyakarta
2. To investigate teachers' strategies in solving the problems of teaching pronunciation of ELED students at a private university in Yogyakarta

### **Significance of the research**

The final result of the research can be useful for English language teacher or lecturer in teaching pronunciation, pre-service teacher, and also the other researcher.

English language teacher. This research can be useful for the English language teacher or lecturer for the references for their teaching pronunciation. The teacher will know about the potential problems that they have when teaching pronunciation. Also, the teachers or lecturers are able to know the possible strategies to teach pronunciation so that the teacher can teach the students with the strategies effectively.

**The other researcher.** This research can inspire future researchers to further explore the issues on teaching pronunciation problems and strategies. The future researcher can use the results of this study for future reference to their research. Moreover, the main objective of this study is to assist in the teaching pronunciation and learning process.

### **Organization of the Chapter**

Chapter one, the researcher discusses about the background of the research, the identification of the research, the limitation of the problem, the research question, the objective of the research, and the significance of the research. In the significance of the research, the researcher's goals with his research are for English language teacher, pre-service teacher, and the other researcher.

Chapter two, the researcher will discuss about pronunciation. It includes the meaning of pronunciation, teaching English pronunciation. Also, it will discuss about teaching pronunciation problems and teaching pronunciation strategies.

Chapter three, the researcher will explain about methodology of the research that the researcher used. It includes research design which is used for doing this research, then research setting, participants/population and sample, research instrument, data collection method which is used to collect the data of this research and data analysis which is used to analyze the result of the data of the research.

Chapter four, the researcher explores the finding and discussion about the research. The finding and discussion present the point of view of the participants' regarding to this research. Also the comparison between their points of view and literature from the experts to complete the explanation. In-depth discussion is also provided to make this study are easy to understand.

Chapter five is the final chapter of the research. This chapter consists of the conclusion and the suggestion. The conclusion explains and concludes the result of the research. Then, the suggestion gives some advices for teachers, students, and future researchers who will deal with the result of this research.