

Chapter One

Introduction

In this chapter, the researcher presented the introduction of the research. First, the background of the research explains the reasons the researcher is interested in students' perceptions of strategy to improve their pronunciation skills on learning English. The research questions and research objectives regarding the specific purpose analysis to be studied is presented in this chapter. The importance of this research shows the benefits of research for certain people. Finally, this chapter present the chapter organization which shows a description of each respective chapter.

Background of The Research

The ability of students to speak English accurately and fluently guarantees their ability to communicate in English. The development of science and technology is affecting learning methods and systems around the world today. The world of education moves dynamically and follows the development of this technology. The need for students to improve in speaking English pronunciation. So, it needs innovation that continues to grow from teachers to be actively involved in the learning process. To be able to speak well, students should be able to master the pronunciation of English words. How important is pronunciation in English is because it wrong pronunciation of words in English can cause misunderstanding. According to Huda and Dewanti (2022), mispronouncing one consonants or vowels only in a word can be misunderstood.

According to Ambarwati, R., and Mandasari, B. (2020), pronunciation is of the important things to speak in English. Mastering good pronunciation makes it easier to communicate with others. According to Gilakjani, A. P. (2011), in this case, pronunciation in English is a necessary skill to give meaning to communication. There is a need for strategies to improve speaking English, especially pronunciation because it is essential to maintain students' ability to speak English.

There are two benefits of good pronunciation. The first benefit of good pronunciation is to be able to speak well. Students should be able to master the pronunciation of English words. So, it was easy to improve the fluency of each word conveyed. Students were also finding it easy to communicate using English. The second benefit of pronunciation is that the interlocutor was easily understand the pronunciation spoken in English. So, communication was smoother by having good pronunciation. By having good pronunciation, it was easy for students to pronounce words or accents that are like native speakers. So, it is very important for students to have good pronunciation.

Based on the results of my observations among private university students in Yogyakarta, researchers found several phenomena that occurred among non-ELED students. The first is mispronunciation vowel: Because English vowels differ from those in their original tongues in terms of quantity and quality, non-English speaking pupils frequently have trouble pronouncing English vowels. For instance, while English has 12 vowels, many Asian languages only have five.

The second is about difficulty with consonant clusters. Consonant clusters are uncommon in many languages, making it challenging for non-English speaking pupils to pronounce them correctly. For instance, a student who speaks Spanish as their first language can find it

challenging to pronounce terms like "strong" or "twelfth" since they contain difficult-to-pronounce consonant clusters." or "twelfth" since they contain difficult-to-pronounce consonant clusters.

The third is about stress and intonation. The students who do not speak English may also have difficulty with English's stress and intonation patterns. English is a stress-timed language, which implies that some syllables in a word receive more emphasis. English also uses certain intonation patterns, such as rising intonation at the end of a question, to communicate meaning. Pupils who are not accustomed to these patterns may find it challenging to comprehend or communicate in English.

Based on the previous research above, this research has similarities which also discuss the elements of pronunciation does to support students in learning pronunciation. The two previous studies discussed show to find out perception on the strategies to Improve their pronunciation skills in learning English. However, there are still many differences between previous research and this research. This study uses Non-English Language Education (ELED) students as participants who are different from previous studies and have different perspectives on research objectives. In addition, this study also has another focus on improve pronunciation skills in learning English, and challenges in applying the strategies in improving students' pronunciation.

From the results of observations, researcher found several phenomena that occur, so researcher are interested in conducting research on “The Non-English Department Students’ Perception on the Strategies to Improve Their Pronunciation Skills in Learning English” at a private university in Yogyakarta.

Identification of The Problem

The Researcher have conducted initial interviews with some of these students. Researcher know that student's perception on the strategies to improve their pronunciation skills on learning English. The researcher also said that for learning English, students used strategies to improve their pronunciation skills. This study focuses on students at private university in Yogyakarta about strategies in improving English pronunciation.

The researcher are interested in exploring perception as an effective strategy for students to improve pronunciation in learning English. In addition, the researcher is interested in investigating students' perceptions as obstacles in learning English to improve pronunciation. According to the teacher, many students have not mastered English pronunciation properly. Then, according to students, there are still many who do not understand the correct pronunciation of English. So, there is still a need for strategies to improve English pronunciation for students.

The first problem that occurs when learning pronunciation is the lack of understanding of every word in English, between the writing and pronunciation of the different sounds of each word. This is the main factor in the problems that occur in learning pronunciation in English. So, the need for strategies related to these problems, to know and remember the right sound spoken in a word or sentence. Then, must know in what context the sound is pronounced correctly.

The second problem in pronunciation is related to fluency, namely the ability to pronounce a whole series of sounds easily and quickly. It becomes a problem factor in learning pronunciation. Regarding pronunciation and fluency, it has its own strategy to make it easier to learn pronunciation. Then, in spelling it is also important for students to learn pronunciation.

Delimitation of the problem

In this study, the research was focus on how students' strategies in improving pronunciation. This research took at the private University in Yogyakarta. The participants in this study were students of the Arabic Language Education study program. The findings of this study present differences in students' perceptions of improving English pronunciation skills strategies.

Research Question

Based on the background above, the problem of the research can be formulated in the following questions:

1. What strategies are used by non-English language Department students to improve pronunciation skills in learning English?
2. What are the challenges in improving students' pronunciation?

Objectives of The Study

Based on the problem statement above, the research objectives can be seen below:

1. To find out the non-English Department students to improve pronunciation skills in learning English.
2. To find out the challenges in improving students' pronunciation.

Significance of the problem

The result of this study is expected to be useful for:

Student. The purpose of this study was to see students' perceptions of the strategy for pronunciation skill improvement English. Students can use this information to help them choose learning strategies that were help them improve their English pronunciation skills. Therefore, with the research students', can also study independently.

Teacher. Provide information and motivation for teachers to improve new strategies in adding English speaking skills, pronunciation, and develop creative aspirations in teaching. Thus, teachers can use strategies in learning pronunciation when teaching. Teachers can also use this study as a reference to better understand learning English in pronunciation.

Future researchers. The results of this study are expected to help in looking for references for further research on the same topic from different perspectives. This research can help other researchers to get information about challenges in strategies learning English in pronunciation. It is also hoped that it can serve as a further reference for those who want to study the same topic based on different points of view and goals.

Organization of The Research

This research consists of five chapters. The first chapter explains the background of the research, identification of the research, problem boundaries, research questions, research objectives, and research significance. Chapter two is a library. It provides the definition of e-learning, understanding Student Perception of Strategy to Improve Their Pronunciation about Learning English. This chapter explains the theory related to Strategies in improving Pronunciation Skills. Chapter three is methodology. This chapter describes how the research was conducted by the researcher. This chapter discusses methods, instruments, participants, settings,

and data collection techniques. In this chapter, the researcher also explains how to analyze the data.

Chapter four contains findings and discussion. This chapter presents the results of data analysis. Chapter five contains conclusions and suggestions. This chapter provides general answers to research questions and recommendations from researchers. Recommendations are given to teachers, students, and other researchers.