

## **Chapter One**

### **Introduction**

In this chapter, there are several things that the researcher would like to explain. They are background, identification of the problems, delimitation of the problems, the research questions and the objectives of the research. This chapter also provides significances of the research and the organization of the chapters.

### **Background of the Research**

Learning English is usually more challenging and difficult for average people mostly in non-English countries. Because English is not their first or their second language, so it is very unlikely use in their daily lives. According to Al-Sibai (2004), in oral communication the use of English as a second language is one of the most highly complex activities to be considered when learning English. In the field of English learning, there are four interrelated aspects including listening, speaking, reading, and writing. Based on the four aspects of English that have been mentioned above there is one among the four aspects that are more often applied in practice, namely speaking. Speaking skill has an important role in communication. Speaking is a part of daily life that everyone should develop in subtle during interaction.

One of the micro skills in speaking is pronunciation. Centre (2002) defines, the pronunciation relates to the sound source that is used to make meaning including intonation, word expression, pressure, time, and rhythm. Yates (2002) stated that how sound is expressed in its widest definition as a form

of attention through movement and expression is closely related to the way people speak the language. The purpose of pronunciation learning is not to train students to speak like native speakers, but how they can speak clearly and be understood by others. If students want to improve their pronunciation, students must change their mindset to the sound of each word in English including the larger pronunciation parts such as syllables, stress patterns, and rhythms (Gilakjani, 2016).

Correct and fluent pronunciation indicates that students have mastered the ability to speak. However, differences in country, culture, and ethnicity will be an obstacle when students learn English pronunciation techniques. According to Riswanto and Haryanto (2012), students in Indonesia encounter many obstacles in learning English pronunciation skills. This difference also lead to difference in accents. Since the first time the students are born, they are taught with different languages, accents, and pronunciation. Which are then familiarized by their parents. Therefore, it creates challenges for students to learn and understand accent language, and pronunciation that is new to them. Gilakjani and Ahmadi (2011) said that based on general observations, along with increasing age those who started learning English experienced problems or challenges in getting the English pronunciation understood by others.

Pronunciation is taught in schools. One of the school the researcher has observed is a private school in Yogyakarta. The students of this school have been

taught English since the first semester. The teacher taught English materials including pronunciation. Based on the observation from the researcher, the students were taught pronunciation through drilling. Moreover, the teacher also taught pronunciation through speaking practice which is tested at the end of the semester. When the researcher taught English at this private high school in Yogyakarta during his internship, the researcher observed the fact that when the students spoke English, they still had problems to pronounce the words. These problems might relate to the students' mother tongue, classroom environment, and students' motivation. The researcher knows that the students on average have a Javanese accent and that is what the students use in their daily lives. This habit also makes it challenging for most students to speak English pronunciation. The researcher also noticed that students used different strategies to overcome their challenges. Knowing students' challenges as well as their strategies is very important for a teacher when teaching pronunciation. Therefore, the researcher was interested in conducting a research on students' challenges and strategies in learning pronunciation in this private high school in Yogyakarta.

### **Identification of the Problems**

There are several factor that might be involved in learning English pronunciation. When students learn English pronunciation, they might affected by the three factors. First students' mother tongue, second students' classroom environment, and third students' motivation. These factors will raise challenges for the students.

On the other hand, the challenges that students face will make them have to use strategies to overcome the problems. There are a lot of strategies that can help students in overcoming their challenges. They are such as using electronic dictionary, listening to English songs, and watching English movies. However, not many students probably know the various strategies. Therefore, the various challenges and strategies in learning English pronunciation make the researcher interested in conducting this research.

### **Delimitation of the Problems**

In this research, the researcher only focuses on the challenges that students have in learning pronunciation and strategies to face the students' challenges in learning pronunciation. The researcher focuses on the learning pronunciation challenges and strategies in a private high school in Yogyakarta. Due to the limited study time of the researcher, then the researcher delimited the problems of the challenges and strategies in learning pronunciation.

### **Research Questions**

In this research, the researcher has two research questions. They are:

1. What are the challenges faced by the high school students in learning English pronunciation?
2. What are the strategies used by the high school students to overcome the challenges in learning English pronunciation?

## **Objectives of the Research**

The objectives of the research are as follows:

1. To find out students' challenges in learning English pronunciation.
2. To identify the strategies to face students' challenges in learning English pronunciation.

## **Significance of the Research**

The aim of this research is to provide information on the challenges and strategies in learning English pronunciation. This research expects to be useful as new idea for English teachers and other researchers.

**English the students.** This research can be used for students as reference material to overcome their challenges in learning pronunciation.

**English teachers.** In this study, the researcher expects teachers can get the information on the challenges and strategies in learning pronunciation.

Therefore, the teachers can choose teaching method that can minimize the students' challenges in learning pronunciation. The teachers also can support the students' strategies in their learning process by serving the best strategies.

**Other researchers.** This research is also useful for other researchers in reviewing issues related to or similar to the topic of this research.

## **Organization of the Chapters**

This research is reported in five chapters. Chapter one consists of background of the research. It explains the reason why the researcher is interested in finding out the challenges and strategies in learning pronunciation. The next section is identification of the problems. The researcher wanted to find out the potential problems that might be the challenges that students faced in learning pronunciation.

The next section is the research questions. First, “What are the challenges of students in learning English pronunciation?” Second, “What are the strategies to overcome students’ challenges in learning English pronunciation?” The next section is the objectives of the research, significance of the research, and the organization of the chapters.

In chapter two, the researcher explains the literature review. It explains about speaking and relation to pronunciation and aspects of pronunciation. The next section is about the challenges faced by the students also strategies used by students to overcome the challenges in learning English pronunciation. The next section is review of related studies and conceptual framework.

In chapter three, the researcher explains the method to conduct the research. Which is qualitative approach using descriptive qualitative design. The next section is research setting which involves a private high school in Yogyakarta. Then the researcher explains four participants to collect the data.

The next section is data gathering technique, data collection procedure, and data analysis.

Chapter four findings and discussion. It deals with the findings on the challenges faced by the students. It also presents the findings related to the strategies used by the students to face the challenges. The findings are followed by the discussion.

Chapter five conclusion and recommendation. It presents the summary of the research and draw the conclusion. It is followed by the recommendation for the students, the teachers, and the next researchers.