

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

In this millennial era, many people use English as the communicational language that is related to other people in Indonesia country or many countries in the world. Besides that, students feel difficulty in using English for example when they have difficulty pronouncing, especially students who have studied English from elementary until college students. This difficulty in pronouncing makes students feel so difficult to communicate. Moreover, their difficulty in pronouncing is based on many factors such as circles, less knowledge about how to pronounce correctly and appropriately, and less learning English.

Pronunciation was also very important in English language learning as a foreign language. Some students with incorrect pronunciation cannot express themselves correctly and efficiently and there is the added risk that they may not be understood by others. (Cavus, 2016: 365). It means that the students may not realize that when a particular word is stressed or said differently this can affect the message that is sent to the listener. Yates also stated that pronunciation is important because it does not matter how good learners' vocabulary or grammar is if no one can understand them when they speak. To be understood, a learner needs a practical of the sounds, rhythm, and cadences of English and how they fit together in connected speech. So, pronunciation is really important to master English because pronunciation not only makes the students aware of different sound features but also improves their all skills in the language.

Moreover, in Indonesia, there are many difficulties in pronouncing words for many people such as students that still studying in school. Besides that, there is a problem that occurs in Indonesia that is students still have difficulties in learning English at school. Students have learned English every day at school but students cannot understand what they have learned. Students have difficulty mastering the fourth of main skills such as reading, writing, listening, and speaking. This difficulty shows that less motivation and confidence to learn English, especially in pronouncing words. But, if the students still have difficulty pronouncing students have to correct themselves. Therefore, pronunciation is correct and appropriate it is easy to be understood by the listener.

English is one of the most important languages that should be learned because English is an international language, and by using English we can communicate with people around the world. Furthermore, there are some aspects that we should consider in learning English, such as listening, reading, writing, and speaking. In learning English, several obstacles become obstacles, one of which is pronunciation. Pronunciation itself is the pronunciation of letters or words according to the rules of the English language. There are still many schools that have not been able to teach pronunciation to the maximum, for example, SMA 7 Batanghari. Therefore, the researcher wants to analyze the difficulties of students learning pronunciation.

Pronunciation is main of the language components that are considered more important. It means that pronunciation is the one of components of speaking in the English language. Pronunciation is one of the most important skills in English Language Teaching. If speakers have very bad pronunciation, their speech will not

beunderstandable to the listeners. Furthermore, Pronunciation is one of the main components of language that help learners to communicate in English as a foreign language. The pronunciation system of English words is unique. That is the reason many people speak pronunciation in English is often very difficult for non-native speakers of English. The way people pronounce English words depends on how the words are heard in our ears. Therefore, it is important to listen to the right pronunciation of English as a foreign language. (Sumarniati, 2017: 7).

However, in learning pronunciation most students find problems. They have difficulties to pronounce the words in English because most of the students are afraid to make mistake in pronouncing the words. The students have lack of motivation to learn pronunciation and the students did not have a strategy for learningpronunciation. Kelly stated that there are two key problems with teaching and learning of pronunciation. Firstly, it tends to be neglected. Secondly, when it is not neglected, it tends to be reactive to a particular problem that has arisen in the classroom rather than being strategically planned (Kelly, 2000: 21).

Preliminary research was conducted by the researcher at tenth grade SMA 7 Batanghari. The researcher interviewed and observed the teachers and some of the students in the class at tenth grade SMA 7 Batanghari which consists of two classes. It was found that at tenth grade of senior high school have studied pronunciation. Theteacher did not teach about phonetic symbols of pronunciation but the teacher only taught how to pronounce the words in English understandable. The teacher teaches pronunciation by integrating pronunciation with the skills in English (reading, listening, and speaking). However, the researcher found that the

students had some problems with pronunciation in learning English. The problems that were found by the researcher of each class are the same.

The first problem that was found by the researcher was some of the students werestill having difficulties with pronunciation, especially single vowel sounds. This is because the students usually pronounce the words based on the letters. The students would pronounce a word in English as they pronounce it in Indonesia. For example, the word “cheese”. The students pronounced the wrong pronunciation of the word “cheese” in English the letter /e/ sounds like /i/ in Indonesia. However, the teacher had used the technique in teaching pronunciation that is direct feedback but the students still had difficulties in pronouncing single vowel sounds. The second problem that was found by the researcher was the students were not motivated to learn English, especially pronunciation. For example, when the teacher explains the material in front of the class the students feel bored. It can be seen from the students’ actions, the students asked permission to go out of the class. But, some of the studentsdid learn pronunciation seriously.

Based on the problems above, the reseacher was interested to conduct a research under the title: *“The Analysis of Students’ Difficulties in Learning English Pronunciation in SMA 7 Batanghari”*.

1.2 Research Question

The purpose of this research is to The Analysis of Student’s Difficulties in Learning English Pronunciation in SMA 7 Batanghari to fulfill the following objectives:

1. What factors influence student’s difficulties in learning english pronunciation at SMA 7 Batanghari?

2. How to overcome student's difficulties in learning english pronunciation at SMA 7 Batanghari?

1.3 Purpose of the Research

Based on the formulation of the problem above, the purpose of the research was to find out the Student's difficulties in Learning English Pronunciation at SMA 7 Batanghari.

1. To determine the factors that influence student's difficulties pronouncing English at SMA 7 Batanghari.
2. To Investigate the solution to the student's difficulties in pronouncing english vocabulary at SMA 7 Batanghari.

1.4 Research Limitations

Based on identification the problems above, this research limits the scope of the problems to be researched by analyzing Students' Difficulties in Learning English Pronunciation in SMA 7 Batanghari.

1.5 Significance of the Research

From this study, researchers has benefits that expect to figure outforthem, and this research is expected can give the benefits to:

1. For Institutions

For institutions expect can help teachers teach how to pronounce correctly for students and this result can be given by researchers about Students' Difficultness in Learning English Pronunciation in SMA 7 Batanghari because this is important to improve their pronunciation to support students' speaks in learning and communicating by English.

2. For teachers

For teachers can help students' difficulties in pronouncing especially English vocabulary and can be give the motivation by teachers to improve students' pronunciation can be good and right.

3. For future researchers

The findings of this research is expected to give contribution to every EFL teacher in Indonesia. It provides some information about students' difficulties in pronouncing particular English sounds as as guidance for them to teach pronunciation to their students. To give information about students' pronunciation difficulties in speaking English, to be a source of the idea for others researcher who interest in the same topic.