

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, statement of the research problem, objectives of the research, significance of the research, scope and limitation of the research, and the definition of key terms.

A. Background of the Research

Pronunciation in every language has different characteristic with other language. In Indonesia itself, pronunciation becomes important aspect in speaking activity. Indonesian speak with their language's pronunciation. It will be different when they pronounce English words. Most of Indonesian feel difficult when they practice English pronunciation because Indonesian pronunciation is different from English pronunciation. Commonly, English pronunciation's difficulties appear when Indonesian are in schooling time. English learners can master the key of good speaking by learning pronunciation because pronunciation is important aspect that must be mastered by English learners. Pronunciation is the way a certain sound or sounds are produced and pronunciation stresses more the way sounds are perceived by the hearer (Richard and Schmidt, 2002). While (Harmer, 2007) says that pronunciation is about the way in producing sounds, placing stress, and using pitch and intonation of the language to show what the speaker means. Sometimes English learners pronounce the words based on their feeling without concerning the phonetic transcription. They do not realize that it will be the big problem in their speaking activity. Moreover, it will be common mistake repeated when they do speaking activity. Whereas, without correct pronunciation, the speakers will make ambiguity and multi

interpretation in their speaking activity. In fact, the information will be clear if the words are pronounced clearly, so, there is no misunderstanding. This is probably due to the fact that the influence of the first language seems to be more apparent in the case of pronunciation than for grammar and vocabulary (Nunan, 1999). So, the learners must concern with their pronunciation.

Astonishing thing done by English learners are doing the mistakes in pronouncing words, although they stay in university level. Because they stay in university level, of course their levels are one step ahead from senior high school students. As English students in university level, they have to minimize their mistake in speaking activity especially in pronunciation aspect because it is an important aspect to deliver what they mean to the hearers. Mistakes in pronouncing words become common phenomena to English learners because English as the foreign language need a long time to recognize it. It can be anticipated by seeing international phonetic alphabet in the dictionary and practice it frequently.

Some learners in the first semester in IAIN Tulungagung feel difficult when they differentiate voiced and voice less sounds such as “laugh” and “love”. The word “laugh/la:f/” has consonant “f” in the end of sound while “love/lʌv/” has consonant “v” in the end of sound. It will be misunderstood by the hearer if the speaker cannot differentiate between consonant “f” and “v”. Most of students also neglect about stressing words such as stressing sound “d”, for example “and”, “send”, “land”. They just say it without any stressing to the consonant “d”. Whereas, stressing sound “d” is very important in speaking activity. Just take example to the words “land” and “lent”. It will make ambiguity if there is no stressing in sound “d”. The hearers can misinterpret in differentiating between “land” and “lent”. They also feel difficult in differentiating long vowel and short vowel such as in the words

“leave” and “live”. Most of them speak in the same vowel /ɪ/, it is absolutely wrong, because the word /leave/ uses long vowel /li:v/ while word “live” uses short vowel /lɪv/. By these mistakes, absolutely the hearers will misunderstand or misinterpret with what the speaker means.

There are some factors of learners’ difficulties in pronouncing words, such as they do not know the new words’ pronunciation. This is common problem faced by some learners. Usually they feel strange with the words that they hear at the first time, so that’s why, they do mistakes in pronounce it. It will be more complicated problem when the native speaker says the new word in the sentence. It makes the learners misunderstand with what the native speaker said. Then, when they hear native speaker to pronounce the words, they cannot focus on catching the word’s pronunciation one by one because most of native speakers speak very fast. Most of English learners in IAIN Tulungagung especially in the first semester is not familiar with native’s accent. They feel weird when they hear some words said by native speaker because for some native speakers have different accent.

After knowing the learner’s difficulties in pronouncing words, the lecturer should give reaction by creating strategy in teaching pronunciation. Strategy is any of wide variety of exercise, activities, or tasks used in language classroom for realizing lesson objective (Suyanto, 2008). Therefore, the lecturer should have effective strategy when he/ she teaches his/ her students about pronunciation. By the suitable strategy, students will feel enjoyable in studying pronunciation and also it can build students’ confidence in pronouncing words. The fluent speaking is built from a good ability in pronunciation.

There are some previous studies conducted by some researchers relating with students’ difficulties in English pronunciation and teacher

strategy in teaching English pronunciation. For the first previous study is a study about improving students' pronunciation through audiolingual method using repetition drill. It is a study conducted by Sa'diah (2015). The next previous study is conducted by Wulan (2013) by title improving students' pronunciation using story telling. Then, a study conducted by Habiby (2006), the study investigates about English pronunciation problems encountered by Indonesian advanced students. The last is a study conducted by Dewi (2008), the study focuses on investigating about pronunciation problems faced by the English department students in pronouncing -ed ending. Based on some previous studies mentioned, there are several differentiations with this study. For the first is about strategy aspect used in teaching pronunciation. In previous studies, the strategy used by teacher is only audiolingual method, those are repetition drill and storytelling. While in this study, the strategy used is not only audio lingual, but the lecturer uses audiovisual as supporting media to attract students' motivation in learning activity. Moreover, the lecturer also combines audiovisual with drilling in teaching activity. The next is from students' level investigated. In previous study, the level of students that have problems in English pronunciation are advanced level, it means that they are university students. The students investigated is from English department from any semester and also the students that join in English debate club. While in this study, it focuses on investigating university students at the first semester that are taught in pronunciation practice class. The last is from students' pronunciation problem aspect. In previous studies focus on investigating students' difficulties in pronouncing vowel, consonant, and the words with -ed ending. While in this study, the researcher focuses on investigating students' pronunciation problem in vowel, diphthong, and consonant that are contained in the words. So, this research is important to be

done because English department in IAIN Tulungagung has pronunciation practice lesson. This lesson focuses on guiding students to master English pronunciation. Because it is a new lesson, the strategy applied by the lecturer must be effective for teaching the students. This study is done in order to be reflection for the lecturer who teaches this lesson in the next semester. So, the lecturer can prepare appropriate strategy well. Then, segmental features become important aspect in pronunciation. Mostly, the students neglect it when they are in speaking activity. So, this research is important to be done in order to know about the factors causing students' pronunciation difficulties in pronouncing words and the segmental aspects that are difficult to pronounce it. So that the students can minimize those problems.

The lecturer of pronunciation practice class applies the good method in teaching pronunciation. The lecturer uses technology as the media in teaching activity. The lecturer uses native's recording. It can be downloaded from internet. The lecturer also uses projector in teaching and learning activity. In this case, lecturer as the stakeholder has the power to supervise his students' pronunciation practice by him/ herself. Therefore, this teaching activity is very credible because the students' mistakes in pronouncing words will get correction directly. In fact, the lecturer also gives example of correct pronunciation directly. So, students can imitate the pronunciation practiced by the lecturer.

Based on the reason above, the researcher believes that this research can be useful for students and lecturer because it can improve the quality of pronunciation skill in speaking activity and also it can be guidance for the lecturer to apply those strategy or it can be innovation to create the new strategy in teaching pronunciation. So that's why the researcher interests in conducting a study about **students' difficulties in pronouncing words and**

lecturer's strategy in teaching pronunciation at the first semester of IAIN Tulungagung.

B. Statement of Research Problems

Based on the background of the research, the research problems of the study formulated as follows:

1. What are the lecturers' strategies used in teaching English pronunciation?
2. What are the students' difficulties in English pronunciation?
3. What factors do affect the students' difficulties in English pronunciation?

C. Objectives of the Research

Based on the statement of the research problems above, the objectives of the study are as follows:

1. To describe the lecturers' strategies used in teaching English pronunciation.
2. To describe students' difficulties in English pronunciation.
3. To describe factors affecting of students' difficulties in English pronunciation.

D. Significance of the Research

The researcher hopes that the result of the study will give contribution for:

1. For the lecturer

The lecturer can know and understand about the students' difficulties in pronouncing words. So, the lecturer can enrich their strategy in teaching pronunciation and moreover the lecturer can create the new technique and strategies in teaching pronunciation.

2. For students

This study can motivate the students to master pronunciation. Hopefully students can increase their knowledge about pronunciation. So, the students can minimize their mistakes in pronouncing words. Therefore, they can build their skills in a good speaking ability.

3. For future researchers

The writer hopes that this study can be guidance for the future researchers whose have same topic with the writer.

E. Scope and Limitation of the Research

This study focuses on describing students' difficulties in pronouncing words especially vowel, diphthong and consonant, and lecturer's strategy in teaching pronunciation. The research is done in three pronunciation practice classes of the first semester at IAIN Tulungagung.

F. Definitions of Key Terms

Definition of key terms are necessary to be given in order to avoid misunderstanding and misinterpretation of the title, they are as follows:

1. Difficulty

In Oxford dictionary (2008), difficulty means something or situation causing the problems. In this study, difficulty means the problem faced by the students in pronouncing words.

2. Pronunciation

Pronunciation is the way in making sounds of the language, how and where the speaker places the stress, and how they use pitch and intonation to show their feeling and what they mean (Harmer, 2007). So,

pronunciation is the competence of someone in producing suitable sound by speech organ.

3. Strategy

Strategy is any of wide variety of exercise, activities, or tasks used in the language classroom for realizing lesson objective (Suyanto, 2008). So, strategy is a technique used by lecturer in teaching pronunciation activity. So that the students can master pronunciation well.