

## CHAPTER I

### INTRODUCTION

In this chapter, the researcher discuss the background of the research, problem statements, objective of the research, significance of the research, scope of the research, and operational definitions.

#### 1.1 Background of the Research

In teaching English as a foreign language in Indonesia, teachers often have to deal with a number of problems that can interfere with students' ability to improve their English skills. One issue that is difficult to understand but has a lot of familiarity to it, namely pronunciation. Pronunciation should not be neglected when learning English. Pronunciation refers to how a word is pronounced. In addition, the pronunciation in it includes articulation, emphasis, and tone. Pronunciation includes language features (vocabulary and grammar) as well as skills (speaking and listening). (Adila & Refnaldi, 2019) studied the pronunciation errors made by senior high school students in speaking performance. Pronunciation errors can be caused by the discrepancies of the vowel words in English and Indonesian. Some of the English vowel words do not exist in the Indonesian language. Most of the students replace the words that have similar sounds.

The purpose of learning English pronunciation was for students to be able to pronounce a word such as a native speaker's accent. But students can easily pronounce the words accurately for easier understanding by the interlocutor. finding in Indonesia creates complicated problems. When learning a new language, everyone studies the components of the language. Indonesian learners may find it difficult to pronounce English words despite English lessons at his school, but they cannot pronounce it well. At school, students only study English subjects for comprehension. So they don't know how to pronounce every English word correctly, even though they are expected to be fluent in English outside the classroom. In this case, imitation is one of the alternative ways to learn English pronunciation. They can learn English pronunciation from their teacher

or, ideally, from native speakers. They will try to imitate and practice many foreign sounds better than native speakers. Students are not exposed to the native speaker. You have very few opportunities to meet native speakers. As a substitute, students can use recorded material, but not all teachers can afford electronic material. Not all schools are equipped with electronic devices. The teacher is the only model. The teacher must be a representative model. The influence of the different dialects found in Indonesia raises a complex problem.

(Wafa et al., 2010) The difficulties can be overcome by giving students additional opportunities to practice writing, but both the teacher and the students frequently adhere to the outdated perspective that speaking skill is the key to success in English learning. The skills of English are absolutely needed to master the language (Rokhayani et al., 2014)

English is a foreign language with deviations of vocabulary, syntax and pronunciation from Indonesian. According to (Pourhossein, 2016) pronunciation is the act of making sounds to convey meaning. The different meanings will result from different pronunciations or sounds.

When it comes to education Non-native English speakers have a proclivity towards making mistakes (Sembiring & Ginting, 2016). Currently, English vowels and consonants sound so different from those of other languages. Vowels and consonants are pronounced differently in Indonesia. English vowels and compound vowels have distinct sounds. The majority of the time, this results in various interpretations. When a speaker refers to heat, for example (n) /hi: t/ However, if the listener hears hit(v) /ht/ instead of hit(v) /ht/, the meaning changes. misinterpret the speaker's message.

According to (Zhang & Yin, 2009), a specific sound that does not exist in the native language can make it difficult for second language learners to produce those sounds or sometimes try to replace them with similar sounds in their native language. When speaking English, speakers and listeners have a mutual communication relationship (Habibi, 2016). This means that the speaker and the listener influence each other in communication.

Students' ability to learn English will improve if they are taught how to pronounce words correctly. According to (Ahmed, 2017) English teachers discovered that putting attention Word stress, phrase stress, and intonation all have an impact on rhythm.

When researcher was PPL at SMKN 1 Pati, the researcher found that students had a hard time distinguishing between English consonant and Indonesian consonant. Then researcher discovered the student's ability to use their accent or dialect when pronouncing sentences. The students can pronounce the phonetic transcription, but they did not know the accent of the sentence because most of the students are from the surrounding area and their native language always bothers them. English also had consonant clusters consisting of an initial cluster like [fl] in "fly" and a final cluster like [pt] in stop. (Mulansari et al., 2014) found that the most problematic sound for students was / ʒ : / and that the most dominant factor for student errors was the internal factor, i.e. students did not have a high motivation to learn English to learn. SMKN 1 Pati students often had some difficulty pronouncing the last group, especially those ending in -ed. That the difficulty of pronouncing English vowels is found in the world: sheep - ship. They cannot distinguish between long vowels [i:] and short vowels [i]. They tend to say the words the same way. Based on my observations at SMKN 1 Pati, the researcher chose the school because most of the students in the school had many problems with the pronunciation of English vowels and consonants even though English is taught in their school, but many of them cannot pronounce English words correctly, especially vowels.

## **1.2 Statement of the Problems**

In the context of the research above, the researcher framed the problem as follows:

1. How do students pronounce the sound of English consonants and vowels?
2. What factors influence students' difficulty in pronouncing English sounds?

### **1.3 Objective of the Research**

Based on the problem statement, the research objectives are as follows:

1. Explain the production of the sounds of the English consonant and English vowel
2. Describe the factors that influence students' difficulties in pronouncing English sounds.

### **1.4 Significance of the Research**

The research results of this study should be useful both theoretically and practically. In theory, researcher hope this research can be a reference material for other researchers, especially to analyze English pronunciation errors.

In practice, researcher hope this research provides information for teachers / lecturers. to continue and provide students with learning methods for teachers who teach English. In the long term, it is expected that students' pronunciation ability can be improved, so that their oral expression ability also increases.

### **1.5 Scope of the Research**

The research consists of two issues. The first is the tenth-grade students of SMKN 1 Pati's production of pronouncing English consonants and vowels. The second issue is about the difficulty students encounter pronouncing English sounds. The participants in this study will be SMKN 1 PATI tenth-grade students.

### **1.6 Operational Definition**

Based on the research title, researcher explained the operational definition of each terminology as follows:

1. English Pronunciation is one of the problems of correct pronunciation of words and often connects the spoken word with its written form.
2. The students of the tenth grade of SMKN 1 Pati are the students of class X of the SMKN 1 Pati.