

Chapter One

Introduction

This chapter discusses the background of the research, the statement of the problem, the limitation of the problem, the research question, the objective of the research, the significance of the research, and the research outline.

Background of the Research

Speaking English becomes one of important skills to master in this global world because people need to exchange information with other people from different countries. Therefore, they need to be able to speak English. In speaking English, there are several things that need to be considered such as overcoming anxiety, preparing carefully, setting the tone, considering language and style, incorporate visual aids, be aware of time limits, choose of delivery method, project a personal, practice of speech (Book & Edelstein, 2009).

Nunan (2003) argued that “speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning” (p.48). To be able to convey meaning well, student not only learn about how to speak but also learn how to communicate well with others. In order to have a good communication, there are some aspects of speaking skill that was required to be mastered and one of them was pronunciation.

Speaking skill was an important thing in learning English because if someone has a good speaking, they are considered as successful in learning English. According to Richard (2008) “learners often evaluate their success in language learning as well as the effectiveness on the basis of how much they feel they have improved in their spoken language proficiency” (p.19).

In learning speaking, there are two elements that need to be considered, namely, fluency and accuracy (Harmer, 2007). According to Evanchan (2010) accuracy is the ability to effortlessly name words or to draw on a mediated process when unfamiliar words cannot

be automatically recognised. Speaking English is not only about grammar but also learning about pronunciation. It is supported by Thornbury (2005) who argued that when someone speaks accurately, it means doing it without or with few errors on not only grammar but also vocabulary and pronunciation. While Johns and Berglund (2002) stated “Fluency is the bridge between word identification and constructing meaning and the ability to read with accuracy, expression or phrasing, appropriate rate, and comprehension” (p.36). Pronunciation is also considered as a part of accuracy and as the way a word or a language is spoken, or the manner in which someone utters a word. According to Hornby (1995), pronunciation is the way in which language is spoken, the way in which word is pronounced, the way person speaks the word of language. In learning pronunciation, it focuses in accuracy. Therefore, pronunciation produces the sound and then have a meaning.

Pronunciation is important in learning English because pronunciation can help someone enhance their skill in speaking. Therefore, Morley (1998) said that pronunciation plays an important role in helping learners become a good speaker. Moreover, pronunciation is the key in communication because when someone understands one’s pronunciation, it creates good communication. According to Marzá (2014), pronouncing word properly is a key aspect to understand and make ourselves understand. Thus, pronunciation is an important thing in communication. If there are some words incorrectly, it makes others have misunderstanding. When misunderstanding appears, the communication can not run fluently or impossible to occur. Thus, according to Harmer (2001), pronunciation teaches students not only become aware of different sounds and sound features, but also can improve their speaking immeasurably.

Based on the researcher’s experience, the researcher learns English since the fourth grade in elementary school until now but the researcher still commits error in pronouncing some English words. In addition, based on the researcher’s observation, there are some

students who still pronounce some words incorrectly, and the students said that if the students find unfamiliar words, it makes them do not know how to pronounce it. In English Education Department of a private university in Yogyakarta, there is a subject in learning English such as Capita Selecta on Linguistics. In Capita Selecta on Linguistics, the students do not only learn about grammar but also learn about phonetics and phonology. Moreover, based on the researcher's observation, the researcher still finds some students who commit error in pronouncing words. This was proven when the lecturer gave one word and then the lecturer asked students to pronounce the word, most of the students could not pronounce the words correctly. Eventhough some students learn English at least ten years but they still pronounce some words incorrectly. However, based on the researcher's observation, the researcher saw some of the students who have increased their current English pronunciation. Thus, based on the researcher's observation, there are some students who were less in pronunciation in the first semester, but the student were finally able to their increase pronunciation. Therefore, regarding to problem the researcher is going to know the students' strategies in learning their pronunciation with the tittle "Exploring Students' Strategies in Learning Their English Pronunciation".

Statement of the Problem

Learning English is very challenging especially learning pronunciation, because there are some difficulties in learning pronunciation such as pronounce some word incorrectly, use stress incorrectly, and remove letters in some word incorrectly. Based on the researchers' experience, the researcher still pronounce word incorrectly because the researcher find unfamiliar word in learning English. In EED of private university in Yogyakarta, pronuciation is a one of the courses to learnin learning pronunciation, most students admitted that they found difficulties. However, some students showed their improvement in their pronunciation.

Based on this phenomenon, the researcher is interested in knowing the student's strategies in improving their pronunciation.

Research Question

Based on the problem in this research, the researcher formulated a research question namely "What are the students' strategies to learn their pronunciation?"

Objective of the Research

The objective of this research is to explore the students' strategies in learning their pronunciation.

Significance of the Research

Based on this research, the researcher expects many advantages for some people to get from this research namely:

For the researcher. This research will be useful for the researcher. The researcher expect this research can help the reseacher in learning English especially in learning pronunciation because learning pronunciation is very challanging, then there are some strategies in this research, so the researcher can know the strategies in improving pronunciation skill. Moreover, The researcher also can use several strategies in daily life, so that it can be beneficial to improve the researcher's pronunciation.

For teachers. The reseacher hope this reseach can help the future teacher get more information especially about learning pronunciation. Then, teachers can know the strategies in improving students' pronunciation. Then, teacher can apply the strategies in teaching and learning process.

For students. The researcher expect this research can help students to get information about learning pronunciation especially in strategies in improving their pronunciation. The students know the strategies in improving their pronunciation and students can use those strategies that fit with them.

Outline

Chapter one, the researcher discussed about background, research question. In research question, the researcher discussed about the strategies in learning pronunciation. Furthermore, the researcher also discuss about statement of the problem, the objective of the research, and significance of the problem. In significance of the problem, the researcher chooses for the researcher himself, teacher, and student.

Chapter two, the researcher discussed about literature review that includes the definition of pronunciation, the elements of pronunciation, the importance of learning pronunciation, problem in pronunciation, and the strategies in learning pronunciation. Besides that, in this chapter, the researcher also discussed about conceptual framework.

Chapter three, the researcher discussed about Research Methodology that includes research design, research setting, research participants, research instrument, data collection method, and data analysis.

Chapter four, the researcher discussed about finding and discussion. In this research, the researcher found eight findings such as using dictionary, watching English movie, understanding phonetic symbol, playing games, asking friends, reading aloud, recording one's self utterance, and looking for partner.

Chapter five, the researcher discussed about conclusion and recommendation. The researcher recommends this research to the students, the teachers or the lecturers, and the other researchers.