

Chapter One

Introduction

In this chapter, the researcher discusses the introduction of the study. This chapter includes six parts discussions. There are the background of the research, the statement of the problems, the limitation of the problem, the research questions, the objectives of the research, and the significance of the research.

Background of the Research

The English language is known as popular language. “English as a global lingua franca is increasingly important or even compulsory to learn in all nations through the world” (Panggabean, 2015, p. 35). English is very common learned and taught by people around the world in order for them to be able to communicate effectively with each other. Panggabean (2015, p. 35) added that “In Indonesia, learning and teaching English is conducted extensively in formal schools beginning from early education to university levels”. Even though the students learn the English language, they do not normally use English even after completing the learning (Mattarima & Hamdan, 2011).

Indonesian language has different rules from English. The difference between how the word produced in Indonesian and English native speaker is the factor of difficulty in English pronunciation e.g. in pronouncing *enough* /ɪnʌf/ and *should* /ʃʊd/ (Tahereen, 2015). Indonesian tend to pronounce “g” word /ɪ'noug/ and pronounce “l” to /ʃold/ (Yudanika, 2013). Based on the researcher’s prior

observation, Indonesian students likely use Indonesian language speech patterns or styles when pronouncing English word because students' first language often interferes with English pronunciation. Yoshida (2016) stated that students' first language has a strong influence on the way they learn the pronunciation of a second language. Some of them will not speak out because they are frightened of making mistakes, and most of them feel embarrassed. However, in learning English, there are some constraints faced by learners such as lack of pronunciation ability.

Teaching pronunciation can reduce the problem. There are many English teaching learning courses, but they do not focus on pronunciation because some curriculums do not put pronunciation as a mandatory lesson (Moedjito, 2016). Gilakjani (2012b) stated that pronunciation is the foundation of communication, and it should be valued in the same weight as other skills of language such as writing, grammar, and reading. According to Kelly (2000), a consideration of learners' pronunciation mistakes and how these can prevent successful communication are useful basis on which to assess why it is important to deal with pronunciation in the classroom.

Pronunciation is a key element of oral skill in a language. The role as a key element in oral skill in an English language program depends on a large degree on the individual teacher. In the process of teaching English pronunciation, learners need a facilitator who will help them to achieve in learning English especially pronunciation well. Harmer (2001) explained in his book that the role of teachers is some extent

facilitative. Additionally, he also added that the roles are aimed to help the students' learning and progress in some ways.

Pronunciation teaching is in form of presentation of new words, sentence patterns, and several practice activities (Brewster, Ellis, & Girard, 2004). The teacher needs to consider carefully the fact that pronunciation is not just about an individual's sound which is only one aspect (Brewster et al., 2004). Tenant (2007) wrote in his article, there are only a few teachers who try and do some pronunciations, but the majority does very little or none at all. He added that the reasons to avoid teaching pronunciation are divided into many aspects of pronunciation such as difficult to teach, and pronunciation can be quite difficult to create a lesson around pronunciation point. Teachers sometimes feel underprepared to teach pronunciation, and many of them struggle to learn the phonetic alphabet. The quality of teaching that students' receive usually affects the quality of their learning. Many course books or journals provide plenty of activities and ways to teach pronunciation. One of the Indonesian teachers in Moedjito's study (2016) said that she was very unwilling to teach pronunciation because she really did not know how and what to teach because pronunciation did not include a mandatory in curriculum guideline currently.

The idea of teachers' problems in teaching pronunciation is clearly identified from the researcher's experience in pronunciation learning in the second semester at a private university in Yogyakarta. In the learning process, the teacher organizes the activity in the class. The activities mostly included reading dictionaries and watching

pronunciation video. Besides, the teacher also demonstrated the pronunciation of the English words and initiated the students to imitate. When the teacher demonstrated the pronunciation, some students still mispronounce and keep producing the wrong sound of the word. After that, the teacher told that this is fossilization. That way, the teacher asked the students one by one to pronounce one word that usually occurs mispronounced to see which students still dealt with fossilization. The teacher also gave the feedback if the students were getting their English right. Based on this experience as a student who studies as a pre-service teacher, the researcher saw that the students are struggling to master pronunciation. Fossilization is one problem faced by the students. Besides, it also becomes a problem for the teachers because it makes the teachers inconvenience in teaching pronunciation. As a student, the researcher knows her own problems in learning pronunciation, but the researcher also wants to know the problems in teaching pronunciation from teachers' point of view and experiences. According to Moedjito (2016) who conducted a research in Indonesia, he stated that teachers from Indonesia agreed that pronunciation is a difficult part of English component. Also, it becomes a reason why the researcher wants to investigate the teachers' problems in teaching pronunciation in a private university in Yogyakarta. Moreover, the researcher also wants to know what the strategies used by the teachers to overcome the problems teaching pronunciation.

The Statement of the Problems

Pronunciation ability is an important skill which needs to be learned by students because it is related to spoken communication. Actually, teachers need to assist the students in learning how to pronounce language because it can give a positive impact on students' pronunciation ability. The researcher aims to investigate the teachers' problems in teaching pronunciation. There are many problems appear because of the different nature of sounds and patterns in English. Besides, the researcher wants to know the teachers' problem in teaching pronunciation. Additionally, the teachers should use effective strategies in order to solve the problems faced in teaching pronunciation. Moreover, interesting strategies for teaching pronunciation is needed to make the students pleasant and delight in learning pronunciation. The strategies used by English Language Education Department (ELED) of a private university in Yogyakarta teachers vary greatly, so the researcher wants to know the strategies used by the teachers in solving the problems of teaching pronunciation.

The Limitation of the Problem

Discussing about teaching pronunciation, it must include some problems faced by English teachers. That way, this study focuses on exploring teachers' experience in teaching pronunciation. Besides, the scope of experience is only on the problems faced in pronunciation teaching and the strategies used in solving the pronunciation teaching problems.

The Research Questions

To meet the goals of this study, two research questions are formulated as follows:

1. What are the problems faced by the teachers in teaching pronunciation at ELED of a private university in Yogyakarta?
2. What are the teachers' strategies in solving the problems of teaching pronunciation at ELED of a private university in Yogyakarta?

The Objectives of the Research

Due to the research questions above, the objectives of the research are to answer those two research questions mentioned, and those research objectives are:

1. To identify problems faced by the teachers in teaching pronunciation at ELED of a private university in Yogyakarta.
2. To investigate the teachers' strategies in solving the problems in teaching pronunciation at ELED of a private university in Yogyakarta.

The Significances of the Research

After the objectives of the research are fulfilled, this study is expected to be useful for the following parties. The parties are teachers, pre-service teachers, and other researchers.

For teachers. The researcher expects this research can add the knowledge of strategies used by teachers in teaching pronunciation. This study also can provide the strategies which can be used to solve teaching pronunciation problems and to

improve the way of teaching pronunciation. Besides, this study can be additional information for evaluating strategies used during the teaching, especially in teaching pronunciation. Thus, teachers can adapt and integrate some strategies that are supposed can help them improve teaching from this research.

For pre-service teachers. The researcher expects this research can add knowledge about problems in teaching pronunciation and strategies to prepare the pre-service teachers in teaching pronunciation in the future. If the pre-service teachers find the similar problems when teaching pronunciation in the future, they can use the strategies provided in this study. Also, the pre-service teacher can integrate the strategies to help them improve teaching progress to prevent problems happened in their teaching.

For other researchers. This study can be an encouragement to conduct further research about problems in teaching pronunciation and strategies to overcome the problems in teaching pronunciation with different research focus and methodology. This study can be a theoretical framework for other researchers when they conduct a study with similar discussion research. Hence, this study also can provide the findings that can be additional information for other researchers who focus on conducting a study in the scope of teaching pronunciation.