

CHAPTER I INTRODUCTION

This chapter covers 5 points. They are background study, reasons of choosing the topic, research questions, aims of research, and contribution of research.

A. Background of The Study

Pronunciation is one of the important elements in English. First, pronunciation is the key in communication. As claimed by Yates and Zielinski (2009: 11) learners (students) with good pronunciation will be understood even if they make errors in other areas, while those with unintelligible pronunciation will remain unintelligible, even if they have expressed themselves using an extensive vocabulary and perfect grammar. Second, by mastering good pronunciation, students will be more confident in speaking English and will be able to speak English exactly like a native speaker. Based on Yates and Zielinski (2009: 12) that is what most learners want, although some learners may wish to sound more native-like than others for particular professional or personal reasons. In brief, understanding and trying to make good pronunciation is needed by students.

In daily learning, students still face some problems in producing words (sounds) or on the other word is pronunciation. One of them is having mispronunciation. An explanation presented by Susanto (2017: 6) said that mispronunciation is the performance errors or mistakes of pronunciation caused by fatigue and inattention, and also lack of knowledge of the rules of the language. The two reasons that caused (cause) mispronunciation above, remind the students not to pronounce words as they want, have to know how to

pronounce words very well and master the whole of pronunciations component to minimalize and eliminate having mispronunciation while they are communicating.

Having mispronunciation can be a problem for the students especially in communication. One of the experts said that there are some problems in having mispronunciation for the students. As stated by Silalahi (2016: 163) mispronunciation also can lead to communication, misunderstanding, and misperception among participants of communication. The three of them are related to each other. Hence, it's dangerous for students did mispronunciation because it can interrupt the conversation and change the atmosphere between the speakers. Therefore, communication will not run smoothly.

There are some causes of mispronunciation. First, the lack of pronunciation knowledge, so some students do not have knowledge on pronouncing some English sounds. This is due to they rarely practice how to pronounce well. The next cause is the students had good competence in speaking especially in the pronunciation field but they sometimes do a mistake. It is called nervousness. Nervousness is a disease that is often experienced by students. When students did the nervousness, they will suddenly forget how to pronounce the pronunciation well even though the student has mastered that ability. The last cause is about the environmental background of its speakers. If the statement refers to the good one, it is better, but contrary, in many cases this problem happens in the bad one that is sometimes speakers have mispronunciation because people around them are not a native speaker.

According to those explanations above, people will know how important it is to say the correct pronunciation to make communication run well. Therefore, it needs to minimize the habit of saying mispronunciation, but people especially students who are studying English still do mispronunciation even though they learned about pronunciation well. Those are the main issues in this research that will be analyzed and discussed.

B. Reasons of Choosing The Topic

There is a reason which this research was carried out:

1. Knowing the pronunciation problems of the students in EFL class especially in the second semester of English Education Students will give some valuable information for teachers or lecturers about their students pronunciation problems.

C. Research Question

Regarding the previously mentioned issue, the research question is “what are the students’ pronunciation problems in EFL class?”

D. Aim of The Research

This research was carried out in order to reveal the extent of the students' pronunciation problems in the EFL class.

E. Contribution of The Research

This research provides some advantages for students, teachers and other researchers who focus on analyzing pronunciation competence and pronunciation problems. This analysis has two main significances involving theoretical and practical.

First of all, is about theoretical. This research can be used as a reference if there are others researchers who do the research in the same field. It helps teachers in evaluating the learning process to develop student's pronunciation competence as well.

Practically, this research gives information about students' pronunciation problem. Furthermore, students will know how to pronounce words correctly without making mistakes in pronunciation.

