

CHAPTER 1

INTRODUCTION

This chapter provides an extensive overview of the study. It encompasses the background, formulation of the problem, operational definitions, aim of the study, and significance of the study.

1.1. Background

Learning proper pronunciation has attracted the attention of researchers. Thus, lots of EFL students consistently asserted that learning pronunciation is a difficult skill to master, particularly if the primary objective is to pronounce like a native speaker. This issue comes since some English consonants are absent from the native tongues of the speakers, having little knowledge of the language being studied makes pronunciation learning difficult (Visoni & Marlina, 2020). Abdalla et al. (2020) explored, the main reason is because English pronunciation is an important English language learning competency that is severely undervalued in EFL classroom setting at every standard of school, making it even more challenging to master. Therefore, due to a lack of exposure to the language and undervaluation in EFL schools, pronunciation is a tricky skill to master.

Regardless of how difficult learning pronunciation is, there are some EFL students that possess a good pronunciation mastery. The researcher had conducted preliminary interview that involved the lecturer of pronunciation class course and some fourth semester students of English Education Department in Siliwangi University, Tasikmalaya, Indonesia, that there are small amounts of students that have a good pronunciation mastery if the comparison is juxtaposed with the lack pronunciation mastery students. Pronunciation mastery means the competence to pronounce words that well aids speakers in making clear oral statements as well as understanding what the opposing speaker is saying. Additionally, speakers will find it easier to generate sounds correctly once they have mastered doing so (Loka et al., 2020). Eventhough there are some students that have good pronunciation mastery, the way they learned pronunciation and their strategy in learning pronunciation

should be identified and studied as references and models for students that still lack pronunciation mastery. Therefore, the researcher is motivated to study more about how these students learned pronunciation.

Students that have a good pronunciation mastery tended to direct themselves to improve their oral English proficiency by working to improve their English pronunciation. Griffiths and Cansiz (2015) stated, different students use various learning strategies to reach their objectives. These students tried to utilize the most convenient and effective learning materials based on their preferences and area of interest. Consequently, this research intends to study what learning strategies were utilized by students who possessed good pronunciation mastery.

Pronunciation learning strategies are reckoned to be one of the reasons these students possess good pronunciation mastery. It is considered that learning strategies will aid students in improving their pronunciation (Gilakjani, 2012). Rahmah and Rosyid (2018) also stated, if students want to master pronunciation, they must have to adopt learning strategies to learn pronunciation. It has been shown that some students used these strategies to learn pronunciation. The strategies used actually assisted them in learning pronunciation. Thus, pronunciation learning strategies are indeed advantageous in assisting students in learning pronunciation.

The studies that have examined students' strategies in learning pronunciation vary. Permatasari (2019) investigated EFL students' direct learning strategies used in pronunciation class, she examined EFL students that do not have a good pronunciation mastery and used direct learning strategies while in pronunciation class that can affect either students or lecturers. Marzuki (2021) explored students' learning strategies to learn pronunciation to avoid errors at pronouncing words in English. For instance, EFL students' strong non-native accents as well as the way they pronounce specific vowels and consonants frequently result in unfavorable interpersonal contacts, such as bullying and discrimination. Nevertheless, regardless of the situation that learning strategies in pronunciation mastery is essential, all the previous studies that the researcher stated focus on how beneficial learning strategies in pronunciation are to students that do not have a good

pronunciation mastery. Furthermore, there has not been an adequate amount of research that explores EFL students' strategies who are proficient in pronunciation. In order to fill the gap in this study, this particular study focuses on the strategies implemented by EFL students' who possessed a good pronunciation in learning English pronunciation.

1.2. Formulation of the Problem

The research question of this study is "What strategies are the proficient pronunciation learners implemented in mastering pronunciation?"

1.3. Operational Definitions

To prevent misunderstanding of this study, these are the operational definitions of each keyword:

- 1.3.1. EFL Students : EFL students are students who reside in regions where it is not the primary communication medium. EFL students in this research are English Education Department, Siliwangi University students that possessed a good pronunciation mastery.
- 1.3.2. Learning Pronunciation : Learning is a process that results in transformation as an outcome of knowledge and enhances the possibility of increased performance and further development. Pronunciation is a crucial component of learning a foreign language since it has a big impact on how well language learners communicate. Learning pronunciation is an activity of the way to pronounce and say words that is done by students in tertiary level to master pronunciation.
- 1.3.3. Pronunciation Learning Strategies : Pronunciation learning strategies in this research are the strategies implemented by EFL students

who have good pronunciation mastery to enhance their pronunciation ability.

1.4. Aim of the Study

This study aims to portray learning strategies that are utilized by EFL students that possess good pronunciation mastery so their strategies can be implemented by other students that still lack pronunciation mastery..

1.5. Significance of the Study

1.5.1. Theoretical Use

This study is conducted with the intention of enriching upcoming researchers' literature and enhancing comprehension of EFL students' strategies in learning pronunciation.

1.5.2. Practical Use

The substance of this study can be used by students to apply the learning strategies that match with their obstacles regarding the pronunciation learning process.

1.5.3. Empirical Use

This study is intended to provide the researcher with empirical understanding and awareness regarding EFL students' strategies in learning pronunciation.