

CHAPTER I

INTRODUCTION

This chapter consists of four parts. The first part is background explaining the problem encouraging the writer to conduct this present research. The second is research questions leading to the result of the research. The third is operational definitions to introduce the terms related to the research. And the last, significance of the research enabling to give the contribution.

A. Background

In spoken form, one of the language components is pronunciation which means not only how English sounds are produced but also how stress and intonation are used. Wulandari & Lestari (2016) stated that vowel and consonant sounds belong to segmental features, while stress and intonation belongs to suprasegmental features. They continuous that those components should be well-mastered not only theoretically but also practically in order to succeed the speaker's intention.

Although pronunciation has become the successful key in learning English, it is still not enough attention, especially in English education in Asian countries (Wei, 2006). It is because a lot of problems popped out when learning English pronunciation. Based on the study conducted by Shak, Lee & Stephen (2016)' it is emphasized that the sound challenges commonly faced by the learners were vowels (pure short vowels, pure long vowels and diphthongs), consonants (plosives, fricatives and affricates), silent letters, and the '-ed' form.

So that, for being a successful English pronunciation learners, they have to find the ways to solve that problems.

Tiono and Yostanto (2008) confirm that many English sounds such [v], [θ], [ð], [ʒ], [dʒ], and [tʃ] are not common in Bahasa Indonesia. The missing of English sounds clearly become challenges for Indonesian students, no exception with English department students in Tasikmalaya, West Java, Indonesia. When researcher interviewed first semester students, they agreed that the biggest problem in pronunciation class is how to pronounce English sounds correctly (vowel and consonant). Besides, it is difficult to transcribe every word into phonetic transcription. Moreover, they unrecognized some symbols of phonetic. Furthermore, they did not find the lesson when they were in junior and senior high school.

Related to the present study, many previous studies were conducted in field of learners' challenge. Hassan (2014) investigated the problems in English pronunciation experienced by learners whose first language is Sudanese Spoken Arabic. The study concluded that factors such as Interference, the differences in the sound system in the two languages, inconsistency of English sounds and spelling militate hamper Sudanese Students of English (SSEs) to acquiring pronunciation. In line with it, Hameed & Aslam (2015) attempted to explore the pronunciation problems faced by the Saudi students of English. The study concluded that they possess problems in pronouncing some sounds. Besides, most of them do not know where the sentence begin and a new sentence stop.

Moreover, consonant clusters were problematic too when pronouncing words like next, clothes, asked.

Although previous studies on pronunciation have appeared abundantly, the learners' challenges face throughout the world while learning English pronunciation are not the same, those challenges which are only contextually filled to their own setting. To fill this gap, this research aims to investigate the challenges faced by Indonesian learner in studying English pronunciation.

B. Formulation of the Problem

The current research is formulated in one question, "What challenges are faced by Indonesian learner in studying English pronunciation?"

C. Operational Definitions

To avoid misunderstanding, these are the operational definitions related to this research, as follows:

1. English Pronunciation : The way in which English word is pronounced
2. EFL Learner : A person who learning English as a foreign language.
3. English Pronunciation Learners Challenge : The obstacle faced by the learner when learning English pronunciation.

D. Aim of the Research

This research is aimed to know what challenges are faced by Indonesian learner in studying English pronunciation.

E. Significances of the Research

1. Theoretical Contribution

This research provides theoretical information and knowledge for the next researchers about what challenges are faced by Indonesian learner while studying English pronunciation.

2. Empirical Contribution

This research provides the informations and to help the next researcher in the future create the better research regarding what challenges are faced by Indonesian learner while studying English pronunciation.

3. Practical Contribution

The study will serve the reader or educational practitioner about what challenges are faced by Indonesian learner while studying English pronunciation.