CHAPTER 1

INTRODUCTION

This chapter presents the background of the study, statement of the problem, purpose of the study, scope and limitation, and definition of key terms. Each section is presented as follows:

1.1 Background of the Study

Language is essential for human to communicate with others. As human being, people need to communicate with others to express their ideas or desires. English has become the most widely used as the language of the world since the 20th century and the 21st century and even now regarded as a universal language. Therefore, we are forced to meet global standards because we live in a world of globalization.

English is the first and foremost criteria when a person applying for a job or seek an admission in a reputed college, university, or institutions. In his research (Hasman, 2000) describes that more than 1.4 billion people live in countries where English is an official status. More than 70% of the world's scientists read in English, more than 85% of the world's mail is written in English and 90% of the information in the world of electronic retrieval systems is stored in English. The company welcomes the candidates who are fluent in English and have relevant qualifications and expertise.

For different fields English is an international language that is widely used. Nowadays many people that come from different countries learn English to communicate with others in larger society considering the importance of certain purposes such as business, politic, etc. Moreover, we have entered globalization that
many foreigners come. English is one of the most important things to be learned because we can communicate well with them if we master English.

In Indonesia, learning English as a foreign language is not easy for the society. It happens because it is difficult for them to memorize a lot of unfamiliar vocabularies with different spelling and pronunciation from Indonesian language. Also, they should understand the meaning of common communication with people from different countries. Learning English can be a burden for some students. It makes most of the students are afraid of the subject. They think that learning English must use numerous language rules. Moreover, due to their limited knowledge in the classroom, some English teachers teach speaking to students with boring and uninteresting ways.

Incorrect pronunciation is often caused by the lack of sound similarity between English and the students’ native language. According to Fulcher (2003), being able to articulate the words and create the physical sounds that carry meaning, the speaker must first decide what to say. Therefore, students need knowledge of the foreign language they wish to speak, an understanding of the phonetic structure of the language at the level of the individual word and understanding of intonation. In this situation, students wish that they could speak English fluently but most of them think that English is too challenging for them to master (Solihin 2009 in Juhana, 2012).

Fulcher (2003) explains that speaking skills can help avoid misunderstandings in communication with the speaker and the listener. Speaking skills is the single most important aspect of learning a second or foreign language (Nunan 2000, in Juhana, 2012). According to them, speaking in a second or foreign language has often been
viewed as the most demanding of the four skills. In the other words being able to speak fluently is urgent in students’ language learning. In this study, speaking is an oral skill to express thought ideas and feeling in English. It is a part of English teaching and learning.

In Indonesia, pronounciation has not yet received similar attention. When the writer involves herself in teaching English class, a lot of students have many problems in pronounciation. When speaking English with very little or poorly trained pronounciation skills, they have problems either making themselves understood or understanding others (Liu, 2007 and Gilbert, 2009). Liu for example, says that some students felt very self-conscious about their pronounciation when speaking English; some found it frustrating to “jump into” a discussion.

The study entitled “A study of students problem in daily English speaking activity at SMA Pomosda Tanjunganom Nganjuk “ had been raised by Yunita Arita (2008). The research found that way the students cope the problem in speaking were doing more exercise and studied with the teacher and friends. The students used vocabulary in their daily communication and often exercise with friends and studied from the book. The students learn to pronounce the good word and studied from the book or dictionary, listened the record of native speaker and learn the right pronunciation and right spelling with the teacher.

Based on the statements, the writer wants to conduct this research to identify the pronunciation problems made by students in English speaking class at SMA Tamansiswa Malang.
1.2 Statement of the Problems

Based on the explanation in the background of the study, the writer formulates the problem as follows:

1. What are the pronunciation problem faced by tenth grade students in English speaking class at SMA Tamansiswa (Taman Madya) Malang?
2. What are the students’ strategies to overcome their pronunciation problem in English speaking class at SMA Tamansiswa (Taman Madya) Malang?

1.3 Purpose of the Study

Based on the statement of the problems, the purpose of this study is to find out:

1. To describe the pronunciation problem faced by tenth grade students in speaking class at SMA TamanSiswa (Taman Madya) Malang.
2. To explain the strategies to overcome pronunciation problem faced by tenth grade students in speaking class at SMA TamanSiswa (Taman Siswa) Malang.

1.4 Significance of the Study

The writer hopes that this study can give contribution and information for the English teachers of SMA Tamansiswa (Taman Madya) Malang, especially to improve the process of teaching and learning language in order to achieve the objective of learning English. For students, the result of this study is expected to
help the students to overcome and minimize the pronunciation problem in speaking class. Then, it is to enlarge or expand the writer’s knowledge and also provides a basis for further researcher of different phenomenon and follow up this study.

1.5 Scope and Limitation

The writer conducts this study and it focuses on pronunciation problem faced by students in speaking English class and the strategies used to overcome the problem. The scope of this study is on pronunciation problem faced by students. The subject of this study are limited on the tenth grade students at SMA Tamansiswa (TamanMadya) Malang.

1.6 Definition of key terms

In order to avoid misunderstanding, of the key terms used in this study, they are defined as follows:

- **Pronunciation** is a feature of speech of writing, spelling will often have an influence on the learning of pronunciation as the majority of learners use written text and their studies (Hewings, 2004)

- **Speaking** is a verbal use of language to communicate with others (Fulcher 2003 in Nina 2011)

- **Speaking Class** is the activity for a set of communication by sound through the organ of speech and learning among human beings of certain group of
community (Hamid 2003, in Marrina 2006). Classroom activities that develop learners’ ability to express themselves through speaking.

- **Taman siswa (Taman Madya)** is a school that the writer used as the subject that the students of MIA’s class are not as good as it is expected. The students hardly use English during the speaking classes.