

## CHAPTER I

### INTRODUCTION

#### 1.1 Research Background

Pronunciation is essential for delivering a speech to avoid miscommunication. However, pronouncing an English word is quite challenging for Indonesian learners

since they have been used to speaking in their mother tongue. Gilakjani (2012), state that pronunciation is a set of habit of producing sound. Pronunciation becomes key to attaining the received talks in the English language. Despite the difficulties, students must learn how to pronounce the exact words as it is an important part of speaking skills and communication.

According to Umar (2021), without clear pronunciation, the listener will feel frustrated it is because they do not know what are the learners saying. The aim of teaching English at school or university is to advance four important skills, they are, is, listening, speaking, reading, and writing. Despite that, the other aspects of language are simultaneously taught to advance the four important skills above include grammar, pronunciation, vocabulary, and spelling. Thus, pronunciation is an important bridge between the learners and the native English speaker.

Teaching English, especially for young learners is quiet challenging for teachers, as it is required to put more effort into building the motivation of the students to learn English. It must be in a fun environment because young learners tend to get bored easily.

Pronunciation is one of the important aspects that is difficult to teach. A teacher must make sure that the students are hearing the teacher's pronunciation correctly. Mohamed Idris S. A. et, al. (2020) state that teaching pronunciation to EFL learners has been ignored and avoided immensely due to various reasons. One possible reason is that EFL teachers are not competent enough to teach pronunciation rules to learners. Another reason is that the vast majority of non-native teachers are not fluent enough in English because they either have not studied English in an English-speaking country or have not been exposed enough to an English-speaking environment.

Alex Sudrajat (2016), investigates the difficulties of English pronunciation encountered mostly in secondary school learners when pronouncing English consonants whose first language is Javanese. Students need teachers to be better in their teaching, especially in the learning process in pronunciation instructions on speaking skills. Not only imitating and memorizing words but the teacher is also expected to have a correct and clear pronunciation. Clear pronunciation is very important in oral communication so that the native speakers and listeners are comfortable when they get involved in communication.

“The English pronunciation is complicated and confusing because the system of vowels and consonants has a lot of different sounds. It drives to the reason why it is very hard for non-native speakers to deal with English pronunciation”  
Maiza, (2020).

In English, there are twelve vowel such as, /ɪ:/, /I/, /e/, /æ/, /ə/, /ɜ:/, /ʌ/, /ɑ:/, /ɒ/, /ɔ:/, /u:/, /ʊ/. Besides, there are two kinds of vowels: long vowels and short vowels. The long vowels are /ɪ:/, /ɜ:/, /ɑ:/, /ɔ:/, /u:/ while the short vowels are /I/, /e/, /ə/, /ʌ/, /ʊ/. It is in contrast with Indonesian vowels, which include only five: /A/, /I/, /U/, /E/, and /O/. English has 24 consonants such as [p], [b], [t], [d], [k], [g], [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [h], [tʃ], [dʒ], [m], [n], [ŋ], [l], [r], [w].

Although there are many pronunciation categories such as vowels, consonants, phonetics, syllables, stress, and intonation, there are two types of categories in sounds which are consonants and vowels. The researcher is focusing on examining the difficulties and pronunciation errors of the students, especially in consonants. From the previous explanation, the researcher concludes that vowels is difficult, especially for a non-native speaker.

Furthermore, based on the interview with the students in grades 5 and 6 in SDN WONOREJO 2, they did not get an English teacher in the past 2 years because the previous teacher is not teaching in the SDN WONOREJO 2 again due to personal reasons. That makes the student's motivation and curiosity in learning English has been decreased since then. Most of the students in SDN WONOREJO 2 have difficulty learning English, especially in pronunciation.

Based on that explanation, the researcher is interested in examining the student's difficulties in exact words ended with *-rn*, *-rl*, *-rd* such as, *learn*, *earn*, *corn*, *saturn*, *burn*, *return*, *modern*, *western*, *born*, *turn*, *girl*, *earl*, *pearl*, *curl*, *blackboard*, *cupboard*, *record*, *forward*, *third*, *word*, *hard*, *bird*, *heard* and *reward*

faced by elementary school students which first language is Javanese. The researcher chooses the *-rl*, *-rn*, and *-rd* ending due to the case study in *Kampus Mengajar* activities and had made observations from grades one to six and the result the researcher got is that grades five and six were the lowest and the words they usually mispronounced is the words that consist *-rn*, *-rl*, and *-rd*.

Related to the explanation above, the researcher is interested in carrying out research entitled “AN ANALYSIS OF THE DIFFICULTIES IN PRONUNCIATION OF *-RL -RN -RD* ENDING WORDS FACED BY 5 AND 6 GRADE STUDENTS OF SDN WONOREJO 2”

### **1.2 Research Problems**

Based on the explanation above, the problem statement of this research is formulated as:

1. How are the grade five and six SDN WONOREJO 2 students’ pronunciations of the words that consist of *-rl*, *-rn*, *-rd* endings?
2. What makes the students of grades five and six SDN WONOREJO 2 difficult to pronounce the words with the ending *-rl -rn and -rd*?

### **1.3 Research Objectives**

Based on the problem statement, the objective of this research is to:

1. Describe the way how the students of grades five and six of SDN WONOREJO 2 pronounce the words that consist of *-rl*, *-rn*, *-rd* endings.
2. Find the reason why the students in grades five and six SDN WONOREJO 2 have difficulty pronouncing words that consist of *-rl -rn and -rd* ending.

#### 1.4 Scope and Limitation

This study aims to describe the student's difficulties in pronouncing the *-rn*, *-rl*, *-rd* ending and observed the students of grades 5 and 6 at SDN WONOREJO 2 based on the pronunciation through the consonant.

#### 1.5 Research Significance

The result of this study is expected to be useful theoretically and practically. Theoretically and practically.

The advantage of this study theoretically is:

- a. To enhance the curiosity and motivate the student to learn English.
- b. To be useful as a reference for future research.

The advantage of this study practically is:

- a. This study will be useful for the future reference of the teacher to teach their student about pronunciation in English.
- b. Being useful for the teacher to identify and make a technique for teaching pronunciation.

#### 1.6. Definition of Key Terms

##### a. *Pronunciation*

Cook (1996), as cited in Gilakjani (2016), said that pronunciation is the production of language sounds. Cook also defined pronunciation as repeating and correcting sounds when it is produced incorrectly. Richard and Richard (2002), stated that pronunciation is a method of producing a sound of the language.

Based on the explanation of the definition of pronunciation above, the researcher concludes that pronunciation is how the sounds of a language are made.

*b. Difficulties*

According to Djamarah (2011), difficulty is a condition in which the student does not can learn naturally, due to threats, obstacles, or distractions in the study.

According to Westwood, (2008), difficulties at the word level are related to word decoding and identification skills and involve problems in understanding, sue phonic knowledge and orthographic units in words, and using analogies and contexts of sentences or paragraphs.

Based on the explanation of the expert above the researcher concludes that difficulties are conditions where the students have many factors that make them cannot follow the learning process.