

BAB I

INTRODUCTION

This chapter elaborates background of the study, research question, research objectives, research significance, scope and limitation, definition of key terms.

A. Background of the Study

English is one of the worldwide that we have to master, moreover in speaking. That is why we have to speak correctly in pronouncing. Further Pronunciation definition taken from Oxford Dictionary states pronunciation is the way in which a language or a particular word or sound is spoken. If one is said to have "correct pronunciation", then it refers to both within a specific dialect." A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the area in which they grew up, the area in which they now live, if they have a speech or voice disorder, their ethnic group, their social class, or their education.

English is sometimes considered a very difficult subject to be mastered by the student in Thailand. Now day, English roles as compulsory foreign language that must be learned by students from elementary school, junior high school, senior high school, even in college. It can be seen that English has become a part of the curriculum, especially in senior high school. It is even made by the national government as one of the national final tests. In the school, English is taught in order to the students are able to write, speak, read, and listen where pronunciation is needed to be a good speaker for the listener (Fraenkel:1984).

Learning English language, there are many things to study including vocabulary, grammar, reading, writing and speaking. A key to good speaking is good pronunciation (Ellis, 1997). Knowing grammar and vocabulary is important for students, but they need to pronounce those structures or words correctly. Besides, achieving good pronunciation should be the first goal of students. Gilakjani (2011) points out that if the speakers have unacceptable pronunciation, their utterances will not be comprehensible to listeners and as a result they will not

be successful in their communication. According to Garrigues (1999), the foundation of effective spoken communication is good pronunciation. If speakers pronounce clearly and correctly, their audience should be able to understand easily what they are trying to express. On the other hand, misunderstandings, in many cases, may occur when words are inaccurately pronounced or stressed.

English pronunciation is one of the most difficult skills to acquire and learners should spend lots of time to improve their pronunciation (Gilakjani, 2016). Understandable pronunciation is one of the basic requirements of learners' competence and it is also one of the most important features of language instruction. Good pronunciation leads to learning while bad pronunciation promotes to great difficulties in language learning (Gilakjani, 2012). The goal of pronunciation instruction is not to ask learners to pronounce like native speakers. Instead, intelligible pronunciation should be the real purpose of oral communication. If learners want to change the way of pronouncing English words, they have to change the way they think about the sounds of those words. This is true both for individual sounds and the bigger parts of speech such as syllables, stress patterns, and rhythm.

When we talk about the spreading of English, besides we talk about above aspects, we also talk about how the phonological system of the language is constructed. It still has a problem for English to accept widely as a language that people all over the world use since the orthography data differ from phonetic data. Not only does that, not all languages in the world have exactly the same phonological system as English does. Some previous studies showed the phonological interference facing by learners of English. Some other studies also showed the phonological interference among L1 and L2.

To improve Thai learners' English proficiency, among all the four macro language skills, speaking seems intuitively the most important because speaking includes all other skills of knowing that language (Ur, 1996). Given the role of speaking skills in learning a foreign language, teaching and learning English speaking in Thailand is somewhat limited for a number of reasons. First, for Thai students, English speaking or oral communication in English is deemed to be difficult since English is not their native language (Khamkhien, 2010). Second,

most of Thai learners need their English to sound as native-like as possible which is a prestige norm of spoken English even though English is widely used in the region of South East Asia, creating a great diversity of English e.g., Malaysian English, Singaporean English, etc. This scenario seems to limit their choice of their exposure to English. Next, since English in Thailand is a foreign language, the exposure of English to authentic language input of learners of English in Thailand is limited. Lastly, another dimension which should be taken into account lies into English pronunciation of Thai teachers of English (Kanoksilapatham, 2007). These problems are exclusively important, leading to a large volume of studies focusing on speaking ability of Thai learners (Siriwisut, 1994).

Many research studies conducted with students in Thailand (Mano-im, 1999) suggest that Thai students are likely to pronounce English sounds by using Thai consonant sounds. Generally, Thai students are very prone to encounter difficulties in speaking English, especially in pronunciation. This is because the sound system of the Thai language is totally different from that of English. The English pronunciation problems also impacted Thai students' performance in communication at IAIN Kediri. The researcher would like to find out the pronunciation problems faced by Thai student in learning English department at IAIN Kediri and factors affecting these pronunciation problems.

B. Research Question

What are the pronunciation problems faced by Thai students of English department at IAIN Kediri?

C. Research Objectives

Based on the research problem above, the objective of the study is that the writer wants to know pronunciation problems of Thai student and factors causing English pronunciation problems of Thai students of English department of IAIN Kediri.

D. Research Significance

In this study, the writer hopefully that it will give contribution for:

1. Lecturers

The result of this study is expected to give useful information to the English teacher about pronunciation to improve their quality in teaching English.

2. Thai Students

The result of this study is expected to give an input to them to improve their knowledge.

3. For other researchers

This study is expected can be used by other researcher to do better research of teaching and learning.

E. Scope and Limitation

The study of English pronunciation focused on Thai students. The subjects of this research are Thai students in English department of IAIN Kediri year 2019.

F. Definition of Key Terms

1. Pronunciation Problem

English pronunciation problems as well as the problems affecting the pronunciation skills of Thai students. Thai undergraduate students' pronunciation ability and presented that stress and intonation in English are the main problems for Thai students and affect their failure of communication.

2. Factors Affecting Pronunciation Problems

After observation Thai student in English department at IAIN Kediri, the researcher has observed that the English pronunciation problems affected students in the communication who were studying the English. The English pronunciation problems also impacted students' performance in classroom activities, their midterm and final tests, and grades.

3. Thai students

Thai student, English speaking or oral communication in English is deemed to be difficult since English is not their native language. Most of Thai learners need their English to sound as native-like as possible which is prestige norm of spoken English haven though English is widely used in the region of south East creating a great diversity of English. Thai students tend to adopt negative characteristics which involve negative attitudes towards English, specially, being afraid of making mistakes, being shy to speak out in English, being passive participant, and lacking responsibility for their own learning. English pronunciation becomes the most difficult part in the process of learning English for Thai students.