

CHAPTER I

INTRODUCTION

1.1 Background of Study

The most crucial skill to master in language acquisition is speaking. However, in speaking there are problems experienced by students or other people, namely pronunciation. Pronunciation can be a big problem if in conversation we find errors in the pronunciation. Like the research conducted in Bangladesh according to Begum & Hoque, (2016: 51) in many countries that use English as a second language will always show errors in pronunciation. This mistake made in Bangladesh is because the voice pattern, rhythm or intonation of English is different from their mother tongue. Some problems in pronunciation are based on several factors, such as lack of practice in the language or also because the dialect of the mother tongue is interfered with in the foreign language.

Not only International who used their mother tongue has difficulty pronouncing English in Indonesia, this is also a problem. Indonesia has many Islands which of course have many different languages. For example the Rajang language in Bengkulu which has a very unique dialect, Noviyenty & Putri, (2021: 284).

Therefore, the dialect can be a problem when pronouncing English, especially if the pronunciation is very different. People who are used to using their mother tongue will find it more difficult to learn a new language. That's because the dialect of the mother tongue enters a new language and there is language contact. Even though they have used the new language they have learned, for example, English, people who usually use their mother tongue accidentally insert the dialect of their mother tongue into English. As it is known, the Mandailing language has a very different dialect from English. So students should be more trained in English pronunciation so that no dialect of the mother tongue enters English. Example: pronouncing English word "example" it's should / Ig'zæm.p əl/ meanwhile pronouncing Mandailing language /iksempel/.

This study focuses on the analysis of Mandailingnese students' problems in pronouncing English words. By studying the analysis of pronunciation, the teacher will learn about the students' abilities in language learning. In pronunciation studies, students are continuously taught how to pronounce words in English properly and correctly, even though they may have a dialect in their pronunciation.

Before discussing pronunciation further, it is important to note that pronunciation is a feature in speaking or writing. Because spelling is often used in pronunciation learning, the majority of students in their studies use written tests. It is possible to improve communication between speakers and listeners by adopting proper pronunciation. Pronunciation is also extremely crucial to learn if you speak English. Because persons who are fluent in English or native speakers will not comprehend the meaning of the discussion if the English pronunciation is incorrect.

Many student, have difficulty pronouncing English words, particularly those whose native tongue has a distinct dialect, such as Mandailingnese students. Because, according to Fithriani et al, (2020: 584), influence from the first language on the second language is inescapable while communicating. In addition to their highly unusual accent, Mandailingnese students were also ashamed to pronounce an English word every time, making them to be unfamiliar with English pronunciation, according to the first interviewee as a student. Another problem is because English teachers are rarely present in class to teach English, and they are too lazy to repeat what they have learned, so they forget to speak the English they have learned.

According to Daulay et al, (2021: 14), among the challenges that developed during classroom activities (the teaching and learning process) are a lack of vocabulary or grammar, as well as trouble pronouncing English words. If we are teachers, we must be aware of the difficulties that students have in pronouncing English. And we must also understand how to solve these issues so that students who speak their native language do not face any difficulties in

learning English. With a study on how to overcome these challenges, this research will serve as a guide for readers to learn how to solve current problems.

There has not been much research on the problems that students have with English pronunciation. However, there is a study conducted by Umami (2017: 96-97) in her thesis entitled "Pronunciation Errors of English Vowels by Mandailing Students: A Case Study in the English Department of University Muhammadiyah of South Tapanuli (UMTS)". Although the previous study, only took 1 class and there were only 16 Mandailingnese students, the errors found had reached 378 errors in pronunciation. Thus, it can be concluded that the difficulties encountered by students are due to interference from the mother tongue into English. For example, pronouncing the vowel /ɔ:/ makes students pronounce /ɒ/ as evidenced by the 60 percent error experienced by students.

From this research, the researcher will find out the problems that occur in students when pronouncing English words. So, this research will be carried out on students who speak their mother tongue, and will be taken by Mandailingnese students. This study involved MTs students because it was from MTs students that learning English was very intense before entering a higher level. Therefore, this study will be conducted to find out the problems of Mandailingnese students in pronouncing English words for MTs students.

By taking into account the background and previous research, the researcher is encouraged to carry out further research. From research on pronunciation English vowel errors to English word pronunciation. So the research title was taken to be, **"Mandailingnese Student's Problems in Pronunciation English Words at VIII Grade MTs S Robi'ul Islam Pasar Latong"**

1.2 Identification of Problem

There are several issues that might be linked to pronunciation issues, particularly among pupils who speak the rural dialect. The problem has been

identified as follows: (1) Mandailing pupils have difficulty pronouncing English words, and (2) students are familiar with the dialect of the village.

1.3 Limitation of the Study

This study is restricted to issue analysis that occur to Mandailingnese students in pronouncing English words, with the aim of knowing what problems are experienced by students in English pronunciation and also knowing how to overcome these problems, which are shown to VIII grade MTs S Robi'ul Islam PasarLatong students. The researcher focused on analyzing the problems experienced by students when pronouncing words in English, especially the vocabulary in their English learning books. Analysis of the problems that occur in Mandailingnese students' pronouncing English words reveals that their Mandailingnese dialect is very different, they have limited time to learn English, lack confidence in students in learning English, or they are embarrassed because of negative comments from other people.

1.4 The Research Question

The study questions based on the backdrop and identification of the problem mentioned above, as follows:

1. What the factors for the difficulties in pronouncing English words?
2. How much influence do the dialects of Mandaliling have in pronouncing English words?

1.5 The Purpose of the Study

Based on the research questions mentioned above, the objectives of this study are:

1. To find out the factors causing the difficulties in pronouncing English words.
2. To identify influence the dialects of Mandaliling in pronouncing English words.

1.6 The Significance of the Study

This research will certainly provide benefits to several parties, such as:

1. Theoretical Significance

The results of this study are expected to provide information related to the existing discussion and also provide research resources for further research on students' problems in pronouncing English words, especially problems that occur in Mandailingnese students.

2. Practical Significances

- a. For teachers, knowing the problems experienced by students in the learning process is certainly something that must be mastered by educators. This study aims to help teachers increase the variety of strategies in teaching English pronunciation to Mandailing students.
- b. For students, students can avoid problems in pronouncing English words by knowing the problems that have been experienced. And from this, English students are more able to identify ways to pronounce English words properly and correctly.
- c. For researchers, this study can be a source of information and research about the challenges that Mandailingnese students face with English pronunciation and how to prevent the same problems.
- d. For society, this research can answer people's questions about Mandailingnese students who have problems pronouncing English words.

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