

CHAPTER I

INTRODUCTION

1.1 Background of The Study

English as an international language, is spoken in practically every country, including Indonesia. As a result, people must be able to communicate in English. Furthermore, persons who are fluent in English can benefit greatly. Oral and written English proficiency is advantageous in today's global community. People are required to be able to communicate fluently.

English is a foreign language in Indonesia. Moreover, the importance of having good English communication ability is helping the students to continue their study abroad because it is one of the main requirements to get there. The four main English skills taught to Indonesian students are speaking, listening, reading, and writing. Pronunciation is one of the most crucial components of speaking. It is an important skill because it is required when speaking, and speakers must consider and pronounce the words correctly using proper pronunciation.

Because pronunciation refers to the phonology of language and the formation of sound in the language, it is critical for pupils to have strong pronunciation in order to produce words with clarity. Furthermore, excellent pronunciation can help students communicate more readily and clearly in English. As a result, learning how to pronounce English words correctly is one of the most difficult components of learning English.

We utilize it to communicate our feelings, needs, and desires through speaking and writing, as well as to understand our surroundings by listening and reading. We have a far higher chance of understanding and being understood by those around us if we have a better understanding of language skills (Jamlan 2008:1).

Our government has attempted to popularize English as early as feasible in Indonesia. As a result, English is now part of the national school curriculum. Speaking is a multifaceted ability that includes elements like pronunciation,

vocabulary, syntax, and fluency. As a result, we must be able to produce any type of English sound when speaking English. Pronunciation and spelling are linked.

Pronunciation is generally considered a subset of phonetics, which refers to the sound of the language (Szyszka, 2017: 4). Since pronunciation was acquired as part of an intense course, it was also assessed separately in English major education. Letter, vowel, and consonant pronunciation are broken down into diphthongs, word stresses, linking, intonation, and syllables. Where the letter is a Latin alphabet in English, with twenty-four consonants and twenty vowels as a standard set of letters used to write one or more languages based on the general idea that the letters reflect phonemes of the spoken language. It signifies that pronunciation refers to how a word or a language is spoken, or how someone pronounces a word.

The ability to employ the correct emphasis, rhythm, and intonation of a word in a spoken language is referred to as pronunciation. Apart from that, pronunciation is the act or effect of producing speech sounds such as articulation, stress, and intonation, frequently in accordance with some standard of correctness or acceptability. A word can be uttered in a variety of ways by different persons or groups, based on a variety of circumstances such as where they grew up and where they presently live.

Possession of the means or skill to do anything is referred to as ability. Ability is also a trait or skill that refers to a person's ability to behave in accordance with their level of knowledge, reasoning, and other life mechanisms that enable them to do anything. The ability is an embodiment that someone owns based on environmental influences, how to get along, and the level of knowledge that can all be learned through a range of experiences or innate based on family education (parents) or perhaps impact by formal education that someone follows.

It is critical to be able to talk clearly and precisely. If you mispronounce words when speaking, it will be difficult for the audience to grasp what you are saying. It could be one of the most important reasons in causing the conversation to pause or end. Because the language system is different in Indonesia, the majority of students have difficulty pronouncing English words.

"The areas of pronunciation to which we need to bring our students' attention include specific sounds they are having problems with, word and phrase/sentence, stress and intonation." (Harmer, 2001:187). Intelligible pronunciation is essential during a listening process, clear and correct pronunciation makes a conversation more comfortable for both the speaker and the listener and even helps to avoid misunderstanding.

Pronunciation is the way a word or a language is traditionally uttered. Because there are disparities between the sign and their sounds, English is regarded difficult to pronounce as a foreign language. In many cases, students comprehend the idea but struggle to articulate the word in spoken English since the spelling and pronunciation are so unlike.

On account of its importance, English pronunciation has been part of the main material in Kurikulum 2013. Hence, a teacher has a responsibility to teach it and it should be appropriate with the material itself. Unfortunately, students sometimes make errors when pronouncing English words. It is common for them to make errors during the process of learning English pronunciation. Based on the description above, researchers are interested in learning about the "An Analysis of The Tenth Grade Students' Pronunciation Ability in MAN 2 Tapanuli Tengah". In fact, most students have difficulty speaking English because they have a large vocabulary and do not know how to pronounce it.

As a result, most students in the teaching-learning process want to speak English with good pronunciation, and they want to have more media to practice their English pronunciation not only from books or dictionaries, but also from other media such as mobile phones, listening to music, or watching a movie on television or on a laptop.

1.2 Identification of the Study

Based on the background of study, there are some problems can be identified as follow:

1. Students have learned about speaking but their pronunciation skills are still not good enough.

2. Teaching speaking only focuses on the theory of pronunciation, it does not support the students to speak as much as possible.
3. The students get difficulty to learn similar pronunciation, without understanding vowels and consonants.

1.3 Limitation of the Study

Based on the identification of the problem above, this study focuses on The Analysis of Students' Pronunciation Ability of MAN 2 Tapanuli Tengah, Focus on tenth science grade.

1.4 Research Question of the Study

1. How is the pronunciation ability of tenth graders at MAN 2 Tapanuli Tengah, focus on tenth science grade?
2. What types of mistake do tenth science graders make when pronouncing words in English?
3. Why are some of the students not able to distinguish one or more words whose similar pronunciation?

1.5 The Objective of the Study

1. To find out how the pronunciation ability of tenth graders at MAN 2 Tapanuli Tengah, focus on tenth science grade.
2. To find errors made by tenth graders when pronouncing words in English.
3. To find out why student are not able to do pronunciation with one or several familiar word.

1.6 The Significance of the Study

The result of this study are expected to be useful for:

1. English Teacher

Teachers who teach English lessons will get information and explanations about the pronunciation abilities of tenth graders, especially in the process of learning English, and can help improve students' pronunciation skills so that they can be even better.

2. Student

After students are researched, they will know about the correct pronunciation of English and can also improve their ability to pronounce English words or sentences in English subjects.

3. Researcher

After doing the research, the researcher will find out how the tenth grade students' pronunciation skills are and what things can improve the tenth graders' English skills.

