

CHAPTER I

INTRODUCTION

1.1 Background

In the context of English language teaching for non-native English speakers, particularly in Indonesian EFL classrooms, pronunciation has become a fundamental component of language learning, yet it often receives less attention than other language skills. Pronunciation refers to the production of speech sounds that enable speakers to convey meaning effectively. Pollard (2008) stated that pronunciation is an essential aspect of learning to speak a foreign language because inaccurate pronunciation may hinder listeners' comprehension, even when grammatical structures are correct. In contrast, grammatical errors do not necessarily prevent listeners from understanding the intended message. Therefore, developing intelligible pronunciation is essential for successful oral communication, and students are expected to acquire adequate pronunciation skills to express their ideas clearly and accurately.

In learning English, students are expected not only to understand spoken messages but also to produce speech that can be understood by others. Pronunciation plays a significant role in oral communication because every speech sound, stress pattern, rhythm, and intonation contributes to the intended meaning of an utterance (Adiana, 2019). Since English serves as an international language, communication frequently occurs not only between native and non-native speakers but also among non-native speakers from diverse linguistic

backgrounds. Consequently, learners need to develop intelligible pronunciation rather than striving to achieve a native-like accent. Clear and understandable pronunciation enables speakers to communicate effectively, minimizes misunderstandings, and promotes successful intercultural communication in various academic, professional, and social contexts.

In the context of English pronunciation class in the second semester, first of all researcher asked about the students' background, experience, and students interest about English Pronunciation. On average, the students come from different regions, speak various different language and talk to different people from another region, and most of them even used their mother tongue in their daily communication. The researcher also asked students about their pronunciation skills and their interest in pronunciation. Some of the students said that English was very difficult for them, especially pronunciation. And there were some students who were not interested, they were only advised by their parents to study English. The learning objectives is to gain these factors influencing students' pronunciation ability.

Despite its importance, many Indonesian EFL students continue to experience considerable difficulties in learning English pronunciation. These difficulties include inaccurate pronunciation of English sounds, problems distinguishing vowel and consonant contrasts, incorrect syllable segmentation, inappropriate word stress, and inaccurate intonation patterns. Such difficulties often arise because the phonological system of English differs substantially from that of Indonesian and many local languages. According to Kosasih (2021), students'

pronunciation is strongly influenced by their first language, particularly through mother tongue interference. In addition, several other factors, including limited phonological awareness, insufficient pronunciation instruction, ineffective corrective feedback, and learners' motivation and learning strategies, contribute to students' pronunciation difficulties. These linguistic and instructional factors frequently prevent learners from producing English speech accurately and intelligibly.

Pronunciation has long been regarded as one of the most challenging aspects of English language learning for both teachers and students. Similar to listening, pronunciation instruction is often overlooked because greater emphasis is placed on reading, writing, and grammar, which are commonly assessed in formal educational settings. Nevertheless, mastering pronunciation remains indispensable because the primary purpose of learning a living language is to communicate effectively with others. Students who are unable to pronounce English words accurately may encounter communication breakdowns despite possessing adequate grammatical and lexical knowledge. Moreover, pronunciation mastery is influenced by various linguistic, psychological, and instructional factors that shape learners' ability to produce intelligible speech. Therefore, investigating the factors affecting students' English pronunciation is essential for understanding the challenges encountered by EFL learners and for developing more effective pronunciation instruction that supports their oral communication competence.

1.2 Research Problem(s)

What are the factors influencing students pronunciation ability in English pronunciation class at AWCU?

1.3 Aim(s) of Study

This research conducted to find out the factors influencing students' pronunciation ability in English Pronunciation Class at AWCU.

1.4 Significance of Study

1.4.1 Implication

This study is supported by first theory of Analysis factors influencing students pronunciation ability by Ma'lah (2016).

1.4.2 Application

a. Students

This study is expected to help students develop a better understanding of the factors affecting English pronunciation. By recognizing these factors, students may become more aware of their own pronunciation difficulties and adopt more effective learning strategies to improve their pronunciation skills. Furthermore, the findings are expected to increase students' motivation to practice English pronunciation and enhance their awareness of the importance of accurate pronunciation in effective oral communication.

b. English Lecturers

This study is expected to provide English lecturers with valuable insights into the factors influencing students' pronunciation ability. The findings may serve as a useful reference for designing more effective pronunciation instruction and

selecting appropriate teaching strategies that address students' specific pronunciation difficulties. Consequently, lecturers may be able to facilitate students' pronunciation development more effectively and create learning environments that support the improvement of English pronunciation skills.

c. Future Researchers

This study is expected to contribute to future research on English pronunciation by providing empirical evidence regarding the factors affecting EFL students' pronunciation ability. The findings may serve as a reference for researchers who intend to conduct similar studies or explore related aspects of English pronunciation. In addition, this study may provide useful information for developing further research on pronunciation instruction, pronunciation difficulties, and effective pedagogical strategies for improving learners' pronunciation competence.