

## CHAPTER I

### INTRODUCTION

#### 1.1 BACKGROUND OF THE STUDY

Existing studies show that students' perceptions can enhance, improve and implement pronunciation and comprehension skills (Marzá, 2014). Perception is influenced by attitude, and change, and development of attitude is dependent upon the way a source person and his message are perceived. Thus, perception and attitude are diverse as the former is not permanent and keeps on changing whereas the later is permanent in nature and resistant to change (Le'ger, 2009). Perception is important in learning process. According to Johnson (1994) as cited in Lewis (1999), perceptions are central to both the practice and research in education.

Some people find difficulties in pronunciation because they have to be able to pronounce words correctly to communicate with others or in case to understand spoken words. Learners' perceptions of their pronunciation difficulties, their observations with regard to their control over their accents, and their typical responses to communication breakdown indicate that there is a mismatch between these attitudes and current practice in pronunciation instruction, particularly with respect to suprasegmentals (Rossiter, 2001). There has been some researches about pronunciation conducted. Zhang & Yin (2009) find a fact people from non-English spoken country find difficulties in

pronunciation because they have phonetic differences and phonological differences.

According to Sholeh & Muhaji (2014), EFL students in Indonesia find pronunciation difficulties. According to Streven (1997) as cited in (Zhang & Yin, 2009) both disciplines have a contribution to pronunciation learning, but the distinction between them has made it clearer that the learning of new sounds requires relearning movements of the vocal tract and that learning a new pronunciation is to a large extent physiological and neuromuscular, in this respect pronunciation learning is more like gymnastic than linguistics. The mispronunciations of words by nonnative speakers reflect the influence of the sounds, rules, stress and intonation of their native language. Gilakjani & Ahmadi (2011) claim that the main problem that the second language learners have with pronunciation has to do with their need to change conceptual pattern appropriate for their first language that they have internalized in childhood. Second language learners are affected by their mother tongue in communicating, if they want to have good pronunciation they should set aside their mother tongue when learning their second language.

The reason why the writer conducted this research on an analysis of Faculty of Language and Arts students' perception towards pronunciation is that the writer wants to investigate the students' perception towards pronunciation. Each student has his/her own perceptions and it affects their performance. According to Elliot (1995) as cited in (Gilakjani, 2011) students

who were more concerned with their pronunciation had better pronunciation of English as a Second Language. In learning English there are so many aspects to master like grammar rules, writing, speaking skills, and listening ability. For speaking skills and listening ability, learners have to know the proper pronunciation of words that they will use and receive. In speaking, English learners should use the correct pronunciation to make other people understand what they talk about. Furthermore, in listening, learners should know the correct pronunciation in order to understand what other people say.

In this research, the writer studied the perceptions of the Faculty of Language and Arts students who have already taken the Pronunciation for Accuracy class, Pronunciation for Fluency class, and Pronunciation for Proficiency class.

## **1.2 FIELD OF STUDY**

This research is related to the field of Applied Linguistics.

## **1.3 SCOPE OF THE STUDY**

This research focuses on students' perceptions towards pronunciation class. The researcher conducts this study in the Faculty of Language and Arts and chose the students who had taken Pronunciation for Accuracy class, Pronunciation for Fluency class, and Pronunciation for Proficiency class as the participants.

#### **1.4 PROBLEM FORMULATION**

In this research, the writer formulated one problem related to the students in pronunciation class:

What are students' perceptions towards pronunciation?

#### **1.5 OBJECTIVE OF THE STUDY**

With regards to the aforementioned problem, this research is conducted to achieve the following objective:

To investigate what students' perceptions towards pronunciation.

#### **1.6 SIGNIFICANCE OF THE STUDY**

The importance of conducting this research is to find out the 2015 Faculty of Language and Arts students' perceptions towards pronunciation, and to find out how they deal with their limitedness (phonetic and phonological differences) in learning or practicing pronunciation. The writer also expects that the result of this research can enrich the readers' knowledge and understanding on the perception towards pronunciation.

#### **1.7 DEFINITION OF TERMS**

- a. Perception

Perception is man's primary form of cognitive contact with the world around him (Goldstein, 2009).

b. Pronunciation

Pronunciation according to Cambridge Advanced Learner's Dictionary & Thesaurus means how we say words. Most people speak the dialect of Standard English with an accent that belongs to the part of the country they come from or live in.

