CHAPTER ONE

INTRODUCTION

1.1 Background of Study

English language in Indonesia has the significant role in shaping the learners so that they can be skilled human in this era and knowing the global issue all over the world so that they can have critical thinking toward several issues (Reisty Oktavia & Suprayogi, 2021; Rido, 2020). It can be said that learning English might be an easy thing for people who come from English-speaking countries; however, for those who come from non-English speaking countries or the outer layer like Indonesia, learning English is still challenging. It is considering that to learn English there are several elements that must be mastered properly, namely listening, writing, reading, and also speaking (Hambur, 2018). In learning English as a second language (ESL), there are many pronunciation errors or mispronunciations made by students (Silalahi, 2017). Mispronunciation is the act of pronouncing a linguistic expression incorrectly or unconventionally. In the context of English as Foreign Language (EFL), mispronunciation has become a concern because it can lead to miscommunication, misunderstanding, and misperception among participants since messages from the language should be assured to deliver so that its point can be transfered by the listeners (Ivana & Suprayogi, 2020; Kuswoyo & Susardi, 2018). Clear pronunciation is essential in spoken communication, even where learners produce minor inaccuracies in vocabulary and grammar; they are more likely to communicate effectively when they have good pronunciation and intonation (Al Mafalees, 2020).

Pronounciation is a production skill that produces sounds to create meaning communicatively. In consequence, pronunciation activities do not only help students to be confident of different sounds and sound features, but it most importantly helps students to improve their spoken skills and to understand discourses in many context especially in communication (Suprayogi & Pranoto, 2020). Focusing on where the sounds are in the mouth and which syllables are stressed in the words fortifies students' comprehension and intelligibility (Al Mafalees, 2020). Pronunciation is an inseparable part of speaking and it is inevitably important to understand the .Not only that good pronunciation skills help these students to deliver materials as well as understanding discourses in many contexts of communication. Furthermore, it becomes one of the skills that show errors in language production. Besides that, speaking skill has several strengths to avoid misunderstanding, improve the speaker's ability as a communicator and involve public relations with standard pronunciation (Dosia & Rido, 2017).

Futhermore, pronunciation is an important element in achieving success in any oral discourse. Much attention is to be paid to pronunciation, as it contributes to conveying the right message in oral discourse. If the message is not properly articulated mispronunciation might sometimes hinder communication or lead to vital misunderstanding . It is believed that pronunciation is crucially important, as it is usually the first thing people notice about any language speaker or learner (Almuslimi, 2020). According to Jamilumulkillah et al (2023), pronunciation is one of the abilities that an English learner must have to be able to convey a message in spoken English effectively. Mastering the pronunciation of a language

is highly important in terms of communication since in many cases the replacement of one sound for another will result in changes in meaning, hence affecting the flow of communication (Khanbeiki & Abdolmanafi-Rokni, 2015).

The goal of pronunciation instruction is not to ask learners to pronounce like native speakers (Gilakjani, 2016). Instead intelligible pronunciation should be the real purpose of oral communication. In this situation, the learners have to pronounce the language with good and well-structured intonation (Kuswoyo & Siregar, 2019). 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. Unfortunately, pronunciation instruction is sometimes ignored in English language teaching (Elmahdi & Khan, 2015). The importance of investigating pronunciation errors results from the fact that pronunciation stands as an obstacle in communication, especially when the meaning of a certain word or an expression is slightly or wholly changed because of the incorrect pronunciation of an item. Sound and speech are the primary elements in language. These two elements are used in utterance to convey the message brought by speaker to hearer (Septianasari, 2019).

In Indonesia, compared to its total population, number of people who speak English is still in small population (Fadillah, 2020). It is not only because Indonesian people are having difficulties in learning English from scratch, but also throughout its history of education, English has been taught without first learning about its phonological system.

A language generally has its own language structure, such as Indonesian and English, both of which have different language structures, both in terms of pronunciation and other structures. Different speech community has different components of its phoneme since every language has its distinctive characters". and slightly difficult pronunciation to teach children. Therefore, learning pronunciation is necessary to be taught from an early age. The scope of teaching pronunciation consists of three main topics, namely: (1) sounds, (2) rhythm and emphasis, and (3) intonation.

The sound in linguistics is divided into two, vowel and consonant. Consonant is defined as a sound, voiced and voiceless, in which the airstream an obstructed through a narrowing or complete closure of the mouth passage (Donal, 2016). One of the aspects in consonant sound is the consonant cluster (CC), according to Hasan (2019) consonant cluster is a sequence of consonants without a vowel between them. Consonant clusters are an important teaching point for those who study English as a foreign language (EFL). Consonant clusters in English can be difficult for speakers of other languages, and they may not be sure how to pronounce them correctly. According to Khanbeiki & Rokni (2015) states that most L2 learners find it difficult to learn English consonant clusters as their language have different phonological system thus they learn inter language phonological learning especially on the rules of forming syllables. In addition, children learning to produce consonant clusters in any language have a challenging task, and those who are learning English have a uniquely complex situation (Doorn & Reed, 2001).

"L2 learners, before leaning the rules underlying English syllable structure, often try by one means or another to make the L2 syllables fit their L1. Simply stated, they make L2 syllables conform to the syllable structures of their first languages by inserting extra vowels among English consonant clusters. Examples are Koreans saying /kəla:s/ for 'class' or Arabs saying /bilæstik/ for 'plastic'" (Khanbeiki & Abdolmanafi-Rokni, 2015).

The large variety of clusters permissible in English, both at the beginning and at the end of syllables, makes even monosyllables extraordinarily complex. In Indonesia itself, research on clustered consonants is still very limited. Most studies that examine consonants have not studied clusters, specifically research on the pronunciation of English clusters by EFL student (English Foreign Language). As for that, this article is written to highlight the consonant cluster production by Indonesian EFL learners.

1.2 Research Question

Based on background of study, the writer formulates the research question "How EFL (English Foreign Language) students in Indonesia pronounce English consonant clusters?".

1.3 Research Objective

In response to the research question, the objective of this study is to investigate how EFL (English Foreign Language) students in Indonesia pronounce English Consonant Clusters.

1.4 Uses of Study

This study is expected to contribute on theoretical use and practical use for accuracy and consistency pronouncing English consonant clusters of student at a University in Lampung:

1.4.1   Theoretical Use

Theoretically, the writer hopes to find problems regarding difficulties and to map the pattern of pronunciation of consonant cluster for EFL (English Foreign Language) students to pronounce their English language, especially in English consonant cluster (CC). Further, the writer hopes this study can be used as a new reference for research with the same research objectives.

1.4.2   Practical Use

Practically, this study is expected to give contributions for teachers or lectures from English major about how to pronounce English consonant clusters and help them to know the English phonological system to their students who study English as their foreign language.

1.5 Scope of Study

This study is focused on how EFL (English Foreign Language) students at a University in Lampung. The writer takes a small scope where it only focuses on the University students in the fist year in which they study and communicate with English as their L2 (second language).