

CHAPTER I

INTRODUCTION

This chapter discussed about the background of the research, the problem of the research, the objective of the research, the significance of the research, scope of the research, and operational definition of the terms.

1.1 Background of the Research

A language is a tool of communication in everyday life. It is used as a bridge of communication among people. They can share ideas, interests, opinions, and many other things through language. Learning English becomes more important because English is one of the international languages that can be used to communicate with other people in the world. English students can improve their ability to understand in any knowledge. One of the most spoken languages in this global world is English.

English is a foreign language in Thailand. English is a language that Thai people use as a foreign language. English is one of the compulsory subjects that is taught to students from elementary school to the university level. People are encouraged to learn English, and even their children to start learning English from kindergarten. The learners feel like learning English is more difficult because the English language has a different element with the Thai language.

Thai people start to study English from kindergarten school until higher education levels. Many Thai people think that English is hard to understand, because

of the complexity of English. As a foreign language, it is difficult for beginners. The different rule of English and Thai languages is the main point of difficulties. English has complex rules more than Thai. It means that Thai must learn more about English.

According to Alan (2009:1), describes that the language skills consist of reading, writing, listening, and speaking. Learning begins a very long time before school, to continue for even longer after school happens rapidly and in parallel with the school in a great number of different ways and settings. It such a very long time especially mean it studied before school and continues with school and after that can have in a great number of different ways and settings.

According to Ellis (1994:58), defines that pronunciation mistakes made by the speakers of Thailand are a form of fault development which is an error that occurs because of a lack of knowledge of the target language during the learning process This means that such errors will be corrected if there are further learning how to practice heavily.

Based on Harmer (2001:3), teaching pronunciation not only makes students aware of different sound and different sound features but also improves their speaking greatly. In Thailand, pronunciation is important in learning because it can improve students' ability in speaking to fluent pronunciation. Besides, It can make students more confident when they speak with others including a foreigner. It is very crucial in the process of communication.

Pronunciation is a very important element of foreign language learners. There are so many problems with understanding English spoken at a natural speed by native speakers who speak with various accents. Non-native English also has

problems in speaking and being understood by others. Part of the problem is dealing with phonetic understanding. Because every English learner has their own phonetic words dealing with their native language such as Thai, English, Indonesia, etc.

According to Fulcher (2003:25), defines that pronunciation second language learners regularly have problems in differentiating between sounds in the new language that they do not have in their language. It means that Thai must learn more about English. Therefore, Thai students may experience difficulties in pronunciation English into Thai, regarding the differences between these two languages.

Based on the explanation above, the writer is interested in the pronunciation difficulties in English words to carry out the research entitled "An Analysis Pronunciation difficulties for Thai students in Jember"

The previous research, finds out some previous studies which are related to the researcher's present study. The first research is a research of Elkhair Muhammad Idriss Hassan from the English Language Department, Al-Farabi Private College, the title of his research is "Pronunciation Problems: A Case Study of English Language Students at Sudan University of Science and Technology". The study investigated the problems in English pronunciation experienced by learners whose first language is Sudanese Spoken Arabic. The findings of the study revealed that Sudanese Students of English whose language background is Sudanese Spoken Arabic has problems with the pronunciation of English vowels. Based on the findings, the study concluded that factors such as Interference, the differences in the sound system in the two languages, the inconsistency of English sounds, and spelling militate against Sudanese Students of English competence in pronunciation. Thirty university teachers of the English language from the same

university. The subjects for the study were fifty students from the University of Sudan of Science and Technology. The second, the errors of English Pronunciation on Vowels written by Fitria (2014). This study was conducted on the errors of English pronunciation of vowels made by the second-year students at SMPN 2 Menganti, Gresik. The focus on English errors on vowels made by the students and to describe the sources of students' error. The researcher uses descriptive qualitative as the design of her research. In this research, gets 3 kinds of pronunciation errors on vowels that occur in the students' utterance. Include that errors in a short vowel, long vowel, and diphthong. The data collections technique uses in this research are observation and reading tests. From the analysis of the recording, The result showed that the majority of the students of SMP N 2 Menganti made pronunciation errors on diphthong. The average of the students made those errors because of the the interference from mother tongue (Interlanguage). The similarity between this study and the researcher's study is both studies focus on interlingual errors of pronunciation.

1.2 The Problem of Research

What are the difficulties faced by Thai Students in pronouncing the English words?

1.3 The Objective of the Research

The objective of this research is to find out the difficulties faced by Thai Students in pronouncing the English words

1.4 The Significance of Research

1. For the students, it can be used as a reference to improve their ability in English Pronunciation Problems.

2. For the other researchers, it can be used as additional knowledge in doing further research on Thai pronunciation Problems.

1.5. The Scope of Research

The scope of this research concerns the student's ability in the Pronunciation difficulties in English words committed by Thai students studying in several universities across Jember.

1.6. The Operational Definition of Terms

1. The pronunciation difficulties: English words that are difficult to read aloud and often read mispronounce and the other causes. We may find that English sounds more difficult due to consonant clusters, nasalized vowels, final syllable word stress, intonation, etc.

2. Thai students: The students from Thailand who are studying in Jember.

3. Error categories: a method used to document the errors that appear in learner language, to determine whether those errors are systematic.