

CHAPTER I

INTRODUCTION

In this research, the researcher explained some materials related to the title of the research. These materials can be used as a guideline in conducting the reasearch

1.1 BACKGROUND

English as an International language plays a significant role in many aspects of education, communication, economics, technology, and international relations. In Indonesia, English is considered a foreign language and is taught formally from elementary school to tertiary level of education. However, EFL students often encounter many difficulties when they learn English such as speaking, pronunciation, writing, vocabulary, etc. As evidences, research conducted by Islam, Ahmad, & Islam (2022) states that English learning for students in university is challenging, students often have lack practice, advice, and self-motivation to develop their speaking abilities. It also emphasizes ineptitude in grammar and vocabulary, a lack of a welcoming atmosphere for speaking practice, and an overemphasis on grammar in the ELT setting. Low ELT input, with little emphasis on listening and speaking abilities, results in low performance in spoken English. Socioeconomic background and English curriculum, including literature, language skills, and linguistics, have a significant impact on these kids' English speaking ability.

Additionally Tambunsaribu and Simatupang (2021) found that Indonesian students struggle with English pronunciation due to differences in morphology and the lack of encouragement to improve their speaking skills. Teachers rarely communicate in English during class, leading to passive learning methods focused on memorizing vocabulary. Over 50% of students lack proper pronunciation skills due to a lack of training, no practice speaking and reading aloud, and passive learning methods.

Speaking is the ability to communicate verbally by using voice. According to Jaya (2023) speaking was one of the most important things that could influence students to improve their speaking skills. Speaking proficiency might help students in directing their communication through verbal linguistics, which is gained through a process of socialization through conversation.

Pronunciation is one of the important components of English, particularly in oral communication. Pronunciation is also a branch of speaking. According to Siregar (2017) pronunciation refers to the production of sounds that people use to make meaning. Every sound, stress pattern, and intonation has the potential to communicate the message. However, sometimes EFL students hard to pronounce the word in English well.

According to Crystal & Ivić (2023) dialect is a variety of language that signals where a person comes from. A dialect is distinguishable from other dialects of the same language primarily by linguistic structural traits such as grammar (particularly morphology and syntax) and vocabulary. Additionally Reynaldi

(2017) stated that a dialect is a specific form of a language that is different from a specific region or social group.

Indonesia has a lot of cultures and ethnicities such as Javanese, Sundanese, Palembangnese, Bataknese, etc, and most Indonesian students have different ethnicities, by their regional dialects, which influence EFL students when they pronounce words. Dialects commonly reveal information about a person's regional or cultural background and EFL students can be easily recognized where they come from. South Sumatra has a lot of ethnicities and dialects The Palembang Malay tribe is a Malay tribe that has merged and assimilated with Arab, Chinese, Indian, and Javanese cultures. Palembang Malay is the Palembang language (known as Baso Palembang), which is a form of linguistic amalgamation between Coastal Malay and Javanese which was born due to inter-ethnic trade contact in the land of Palembang which has been going on for thousands of years.

Based on the researcher observation conducted at PGRI University of Palembang, dialect is one of the problems in pronunciation that is encountered by EFL students in Fourth semester from English Language Education Department at PGRI University of Palembang. Many EFL students in South Sumatra struggle with English pronunciation because they pronounce words phonetically, unaware that English words have different pronunciation. When pronouncing English words, Indonesian learners mostly use the written spelling of English sounds.

Hence, to examine more deeply the role of dialect in EFL Students pronunciation, the researcher is interested in conducting research entitled “The role of dialects in EFL students at University”.

1.2 Focus and sub-focus of research

The researcher restricts this research to focus and sub-focus of the research : The focus of this research is developed into a sub-focus. The focus of the research is to analyze how the role of Palembang, Musi Banyuasin, Ogan Ilir and Pagaralam dialects affect different students' pronunciation each of the EFL students Fourth semester who regionally from Palembang, Musi Banyuasin, Ogan Ilir and Pagaralam in English Language Education Department at PGRI University of Palembang.

The sub-focus of this research is to focus more on students' pronunciation abilities which affect by the students' Palembang, Musi Banyuasin, Ogan Ilir and Pagaralam dialects. It will be analyzed how the Palembang, Musi Banyuasin, Ogan Ilir and Pagaralam dialect influences the ability to pronounce.

1.3 Formulation of the Problem

Research question of this research is "How is the effects of Palembang, Musi Banyuasin, Ogan Ilir and Pagaralam dialects in EFL Students' Pronunciation at University?".

1.4. Objectives of Research

The objectives of this research to analyze, identify, and conclude how is role of dialects in EFL students' pronunciation at PGRI University of Palembang.

1.5. Significance of Research

The researcher expects that this research will make a good contribution to the English teaching and learning both theoretically and practically.

a. Theoretical

The researcher expected to have benefits for the development of language science especially in field of linguistics and sociolinguistics.

b. Practical

1. For the lecturers

Lecturers can use the research results as valuable input to socialize the need for improving speaking skills in pronunciation of their students.

2. For the students

To improve EFL students' knowledge in sociolinguistics and linguistics about the different viewpoints of learning language. To understand the differences in every dialect in the social environment, promote EFL students' dialects and how impacts dialects in educational purpose.

3. For the next researcher

Inspires further research. Future research can use similar topics while still looking for gaps in previous research that can be further developed for further research.

