

## **CHAPTER I INTRODUCTION**

In this chapter, the researcher presents the rationale, research questions, research objectives, scope of the research, and significance.

### **1.1 Rationale**

According to Rahman and Isroyana (2021) English is becoming increasingly important, especially in the tourism industry. With this skill, tour guides can confidently interact with foreign tourists when communicating effectively in English. This provides the language proficiency necessary to market tourist destinations, provide exceptional customer service, and foster cross-cultural relationships, which in turn can support a thriving tourism sector. In addition, Wangi and Nudiya, (2020) also argues, tour guides can adjust the language in communicating with local tourists in their native language and with foreign tourists in general in English. Therefore, language plays an important role in the inseparable duties of tour guides. To serve tourists, tour guides must be proficient in both native and foreign languages. In addition to being skilled in speaking, tour guides must also be proficient in pronunciation, especially those of foreign origin, which requires further learning of pronunciation.

Pronunciation is one of the important aspects in language acquisition, especially when speaking. According to Utami A, Julia, Regina, and Wardah (2024), effective communication requires proper pronunciation, including voice, stress, and intonation. Unfortunately, many Indonesian students struggle with this skill for various reasons, including mother tongue interference and a lack of speaking practice. Similarly, Firdaus N, Iffah U, and Agustin N (2024) believe that speaking English requires proper pronunciation based on English norms. However, learning English, particularly vocabulary and pronunciation, can be very difficult for Indonesian students. This is often due to the influence of the mother tongue and a lack of speaking practice. Despite the importance of pronunciation, many students, including tourism students learning English as a foreign language, struggle and often make pronunciation errors.

The phenomenon that drives this research is frequent pronunciation errors, especially segmental errors such as vowels, diphthongs, and consonants, among tourism students when conducting tour guiding activities. These errors often undermine the clarity and professionalism of communication. According to psycholinguistic studies Moiden, A. H., and Hai Liaw, J. O. (2021) pronunciation errors can be caused by stress, fatigue, haste, language gap, and lack of experience. In addition Umar, U. L. R., and Aspany, N. F. (2024) highlighted the significant differences between English and Indonesian pronunciation systems, especially in spelling and sound patterns, which often confuse students.

Previous studies have revealed pronunciation difficulties among English language learners in a variety of educational settings: Lubis et al. (2025) and Wahyuni et al. (2024) discovered numerous vowel mispronunciations. Umar and Aspany (2024) stressed the significance of comprehending both segmental and suprasegmental pronunciations. Mesfer et al. (2024) and Johan and Cahyani (2024) found distinct error patterns in university students' speech.

In this case, the study uses such data to assess segmental pronunciation errors that Kuningan University tourism students produced in their fifth semester. These findings are inspired by previous research by Máquez Martínez (2022). Entitled 'Student's Pronunciation Error in Speaking Performance'. Based on the earlier research, this research takes the title "Students' Pronunciation Errors in Tourism Class: An Analysis of Segmental in Tour Guides Practices". That has highlighted the effects of native language interference (Firdaus et al., 2024; Nugraha et al., 2022), the importance of explicit pronunciation instruction (Sharma, 2021), and frequent mispronunciations in consonants and diphthongs. The error is that, while there is research on pronunciation, most of it focuses on generic academic contexts and does not address pronunciation challenges in specific professional circumstances such as tour guiding. As a result, this study is needed to fill that vacuum by studying pronunciation errors in a vocational setting, providing practical insights into the challenges that tourism students encounter, and proposing targeted remediation measures. Logically, this study adds to both academic discourse and

the development of practical skills in tourism students. As English continues to be the lingua franca of international tourism, graduating students who can pronounce words properly and confidently will directly improve service quality and competitiveness.

### **1.2 Research Questions**

1. What are the most common pronunciation errors made by students in tour guide practice?
2. What types of segmental pronunciation errors do students make most frequently in English?

### **1.3 Research Objectives**

1. To analyse the most segmental pronunciation errors uttered by students in the tour guide practice session.
2. To identify and determine which types of segmental pronunciation errors are most frequently uttered by students

### **1.4 Scope of the Research**

Based on the previous research from Márquez Martínez (2022) on the impact of pronunciation on speaking performance and the difficulties faced by university students. This study aims to analyze segmental pronunciation Errors, specifically vowels, consonants, and diphthongs, among tourism students in a classroom setting, specifically during simulated tour guiding practice. This study does not cover suprasegmental features such as intonation or stress patterns. In this study, the researcher used the help of the *Praat* application as a medium to evaluate and the Cambridge Dictionary as a native speaker's of pronunciation errors of the fifth-semester students in the English education study programme at Kuningan University during their practice as tour guides.

## **1.5 Significance of Research**

### **1. For Students**

The study teaches students how to spot and prevent frequent pronunciation errors, which improves their English communication skills and confidence.

### **2. For Other Researchers**

This study is not completely perfect, but it can serve as a reference for future research on pronunciation error analysis, encouraging further investigation of related issues.