

CHAPTER I

INTRODUCTION

A. Background of study

The demands of people to interact with others not only locally but also internationally make many people who are not English native speakers compete to develop their ability in English. Internationally, in any aspect of life, the ability to speak English absolutely becomes a very important skill that people must have. Through many ways, people try to learn English. Because of those reasons, many institutions give English lesson to their students. Many countries apply English lesson in their curriculum. This is because they want to meet the English skills demand at the job market that develops year after year.

To encounter those demands of English, schools or institutions obviously need a lot of qualified English teachers that can provide good English learning's environment for students. Many universities and institutes open faculties and departments in English Educational section that provide qualified English teacher.

UIN SunanAmpel Surabaya as one of institute that provide teachers since long time ago also provide English teacher through their English Department in Tarbiyah Faculty. UIN SunanAmpel's English

Department wishes to create qualified English teachers with qualified skills whether it is teaching or speaking skill.

Researcher of this thesis considers that to create qualified teacher, students who learn to be a teacher must have qualified skill too. The skill that researcher wants to research and observe is about student's pronunciation errors especially in rhythm, sounds, and intonation. The reason why researcher wants to research and observe that is because pronunciation is one of skills that define one language could be understood by others or not. Gerald Kelly said in his book *How to Teach Pronunciation* that: when a learner says, for example, soap in a situation such as a restaurant where they should have said soup, the inaccurate production of a phoneme can lead to misunderstanding (at least on the part of the waitress). ¹So, why the researcher wants to do the research in UIN Sunan Ampel Surabaya is because of that reason. It means that researcher wants to find UIN SunanAmpel Surabaya's students' pronunciation skill to support their function as English teacher. The researcher also chooses UIN SunanAmpel Surabaya because the first reason is that this campus is researcher's college and the researcher

¹ Kelly, Gerald. *How to Teach Pronunciation*.(Harlow: Pearson Education Limited, 2000) p.11

wishes that UIN Sunan Ampel especially English Education Department can increase their Quality through the information researcher find.

Almost similar researches have been done by other students in another college; Wasis Tri Puspita, 2007. Skripsi Jurusan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Semarang. This final project is a study about an analysis of students' errors in pronouncing English vowels made by the eleventh grade students of SMA Negeri I Sigaluh Banjarnegara in the Academic Year 2006/2007; from other university in Surabaya named Pandu Prasojo in 2010 with title The Difficult English Sounds to Pronounce for eleventh Grade Students of SMAN 1 Gresik.

A qualified English teacher must have good pronunciation so he or she can deliver their lesson well. If the teacher doesn't have good ability in pronouncing words, then misconception of the students become undeniable. Researcher thought that stressing and intonation become a common mistakes that people done. As we knew that the differences in stressing and intonation sometimes made English difficult to understand. The difficulties to understand the words reveal made conversation become blur also.

Many words in English have a common similarity that can be applied in different words. The way to pronounce words determine

whether that words could be understood by others or not. In writing, words are made of letters. In speech, words are made of sounds. Letters are not always the same as sounds.² If people said a word with wrong pronunciation, addressee of conversation might have a different understanding about the conversation. Stressing the words correctly, good intonation in speak words is absolutely a must for people to make a good conversations. If the conversations become blurring because of mistakes reveal from pronunciation, the conversations will not be good. Misunderstanding between people because of pronunciation misconception made many purpose of conversation couldn't be reached by people.

In conclusion, through English, people can communicate each other even they are different in nationality and mother language. If people don't have good ability in English, then people will find difficulty when abroad or communicate with foreigner. And UIN Sunan Ampel Surabaya English Department must provide good English teacher.

²Hancock, Mark. *English Pronunciation in Use Self-study and Classroom use*(Cambridge University Press) p.10

B. Research problem (statement of the study)

To complete this research, then researcher need some problems to reveal. And those research problems are:

1. How is the ability of the 6th semester of English Education of UIN Sunan Ampel Surabaya in English pronunciation especially in rhythm, sounds, and intonation made in simple sentences?
2. What kind of error students of 6th semester of English Education of UIN Sunan Ampel Surabaya often made in pronouncing words in English?

C. Objective of the study

Considering the research questions above, then researcher define objectives of the study are:

1. To measure how the quality of pronunciation especially rhythm, sounds, and intonation students of 6th semester of English Education of UIN Sunan Ampel Surabaya made in simple sentences is.
2. To find out kind of mistakes that students of 6th semester of English Education of UIN Sunan Ampel Surabaya often made in pronouncing words in English.

D. Significance of the study

This research will be held in order to observe students' pronunciation errors especially in rhythm, sounds, and intonation. After the research has been done, English Education Department of UIN Sunan Ampel Surabaya could take the result. Department can use it to improve their potential. It might help the department to find students' errors in pronunciation especially rhythm, sounds, stress and intonation.

In this research, researcher tries to reveal some of problems that have relation with pronounce English. After this research will have finished, researcher would hopefully reveal students ability in pronunciation especially for 6th semester. Researcher found two main questions that should be revealed. They are: How many pronunciation errors especially in rhythm, sounds, and intonation do students of 6th semester of English Education of UIN Sunan Ampel Surabaya made in simple sentences?; and do students of 6th semester of English Education of UIN Sunan Ampel Surabaya have good ability in English pronunciation?

After all, when this research absolutely done, then researcher hope faculty will be helped to measure students of 6th semester's pronunciation ability.

E. The scope and limitation

As the title of this research, researcher only researched 6th semester students of English Education Department UIN Sunan Ampel Surabaya who in this report will be called as *Students*. Researcher of this thesis chooses the 6th semester students because they already get speaking (pronunciation) lecture for the upper grade (speaking 4). It means that they already get appropriate lecture about pronunciation. Researcher research only 30 students of UIN Sunan Ampel English Education Department because researcher consider it as representatives of that semester. Researcher of this thesis also chooses the object to help the faculty, in this case English Education Department of UIN Sunan Ampel Surabaya to measure students' skill in pronunciation especially rhythm, sounds, and intonation. The researcher also chooses UIN Sunan Ampel Surabaya because the first reason is that this campus is researcher's college and the researcher wishes that UIN Sunan Ampel especially English Education Department can increase their Quality through the information researcher find.

As the title also, the researcher only research about students' pronunciation errors and only concentrating in rhythm, sounds, and intonation. The researcher chooses rhythm, sounds and intonation because researcher considers that those aspects of pronunciation are the

important aspects to give meaning in conversation as Gerald Kelly said in his book *How to Teach Pronunciation*³. And researcher only research simple sentences of them because it is easy to analyze, so researcher can evaluate it more objectively. Rhythm in this research considers to only the syllable and stress students will be spoken⁴. Sounds in this research consider to phonemes such as vowels, diphthongs, triphthongs and consonant students will be spoken⁵. Intonation in this research considers to the change of pitch that students will be spoken⁶

F. Definition of key terms

The researcher describes definitions of key terms to understand this thesis easier. The researcher of this thesis defines some definitions.

They are:

1. Pronunciation

³ Kelly, Gerald. *How to Teach Pronunciation*. (Harlow: Pearson Education Limited, 2000) p.11

⁴http://www.coli.uni-saarland.de/~andreeva/HS_RHYTHM/Dauer1987.pdf[accessed on Friday 25 January 2013 10:39 p.m.]

⁵http://www.ameprc.mq.edu.au/docs/fact_sheets/01Pronunciation.pdf[accessed on Friday 25 January 2013 10:25 p.m.]

⁶http://www.ameprc.mq.edu.au/docs/fact_sheets/01Pronunciation.pdf[accessed on Friday 25 January 2013 10:25 p.m.]

Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (supra-segmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. Each of these aspects of pronunciation is briefly outlined below, and references for further study are suggested⁷

2. Intonation

Intonation, or change of pitch, is crucial in signaling speaker meaning, particularly interpersonal attitudes. As we saw in the previous section, pitch changes are crucially linked with stress. Since intonation patterns are language-specific, learners will need to acquire new ones for English in order to avoid inappropriate transfer from their first language, and thus perhaps inadvertently causing offence.⁸

⁷<http://www.ameprc.mq.edu.au/>[accessed on Friday 25 January 2013 10:18 p.m.]

⁸http://www.ameprc.mq.edu.au/docs/fact_sheets/01Pronunciation.pdf[accessed on Friday 25 January 2013 10:25 p.m.]

3. Rhythm

Grouping of elements into larger units; the units need to have some similarity and be marked off from each other in some way in order to be perceived as groups. In language, most would agree that the elements that are grouped are syllables, and that in some language at least, stresses (or accents) serve to set off groups. Neither “syllable” nor “stress” has general phonetic definitions, which from the start makes a purely phonetic definition of language rhythm impossible.⁹

4. Sounds

The sound system of English is made up of phonemes, or individual sounds which carry the potential to make meaning, and these may be vowels, diphthongs (combinations of two vowel sounds), triphthongs (combinations of three vowel sounds) or consonants. These sounds are made using our tongue in different parts of the mouth. Underhill (1994) gives a teacher-friendly description of the sounds of English, and provides a phonemic chart arranged according to how they are made in the mouth. These sounds are represented using a

⁹http://www.coli.uni-saarland.de/~andreeva/HS_RHYTHM/Dauer1987.pdf [accessed on Friday 25 January 2013 10:39 p.m.]

phonemic script, like that used in the front of dictionaries. It is very useful for teachers to become familiar with this script, and more details and examples of how it is used can be found in reference works such as Underhill (1994) and Roach (1991).¹⁰

5. Good ability in pronunciation: Students can pronounce the test more than 75% percents acceptable.

¹⁰http://www.ameprc.mq.edu.au/docs/fact_sheets/01Pronunciation.pdf[accessed on Friday 25 January 2013 10:25 p.m.]