

CHAPTER I

INTRODUCTION

This chapter presents introduction of the study that explains the reasons of conducting this research. Besides, it contains the research questions that come up from some cases, objectives of the study that explain the aims of conducting this research, significances of the study containing theoretical and practical benefits. Scope and limitation of the study are also presented in this chapter. Furthermore, definition of key terms defining the variables used in this research is also provided in this chapter. The last, this chapter contains the research report writing organization in which presents the outlines of research report.

A. Background of The Study

One of language skills that have to be mastered by students in learning English is speaking. Speaking is the productive skill in the oral mode. Most of learners feel difficult to speak because they are shy, nervous, afraid to make mistake with their pronunciation, and unconfident to say something in English.¹

Having a good pronunciation is important for learners. It will facilitate them in improving their ability to speak. The students should be able to pronounce the sounds easily understood by others. However, pronouncing the

¹ Based on the Observation, Wednesday, 31th of July 2013

English sounds is not easy. This problem is due to the fact that most of English sounds do not exist in the Indonesian language. Moreover, mother tongue also affected to their English pronunciation. Therefore, pronunciation of English should be practiced by the students.

Making pronunciation error is a natural phenomenon in language learning. Those errors are affected by several factors. Most of the researchers agree that learner's first language is a significant factor in accounting for foreign accents. That factor also influences the pronunciation of the target language. Hence, the influence of native language in the learners' target language can be positive and negative.² For example, an Indonesian students tend to pronounce the sound the same as Indonesian pronunciation. The error they made for example they heard to pronounce the sound [sʌn] for "son" with [sɒn].

Error Analysis is one type of linguistics study that focuses on the errors made by the students.³ By doing error analysis, one can determine the learners mastery level of language system from the errors that learners commit, besides determining the kinds of errors and construct for remedial teaching. Furthermore, Corder stated that systematically analysing errors made by language learners make it possible to determine areas that need reinforcement in

² MaryAnn Cunningham Florez. *Improving Adult ESL Learners' Pronunciation Skills*. (National Center for ESL Literacy Education, December 1998) p. 1-2

³ Darus, S. & Subramaniam, K. *Error analysis of the written English essays of secondary school students in Malaysia: A case study*. *European Journal of Social Science*. (2009) p. 483-495.

teaching.⁴ Moreover, it is also important for the learners to become aware of the differences between their native language and second language during the learning process.

There are some researches which are closely related to this research. The first research is written by Fitriyah Riski Wahyuni. She conducted a research under the title *Error Analysis of English Students' Pronunciation at SMPN 1 Pamekasan*. This research was aimed to find out what types of errors made by the students on pronouncing English words and to find out the most dominant errors made by the students in pronouncing English words. This research was conducted at SMPN 1 Pamekasan and 52 students were taken as the sample. From the research conducted, it can be concluded that the most dominant in making errors is in pronouncing vowel sounds. The difference of this thesis compared with thesis is the writer want to know the kind of pronunciation errors on vowel made by the second year students in this research.

The second research is written by Yesi Dwi Nopiasari. She conducted research under the title *Indonesian phonological interfere in the English speech of the fifth and sixth grade students of elementary school*. This thesis was written in 2003. She compared errors of English sounds which are used by fifth and sixth grade students. the writer classified errors into three kinds of errors. The conclusion

⁴ Corder, S. P. The *significance of learners' errors*. *International Review of Applied Linguistics*, 5,(1967) p. 160–170

of this thesis is that the writer considerably finds in the pronunciation classified into omission, addition, misformation or misordering. The writer findings are from total of five hundred thirteen (513) words, there are wrong pronounced words (417), the students (14) made misformation errors (483), addition (96), and omission (92). Different with this thesis, the researcher tried to evaluate and predict the possible source of all errors found in the students' pronunciation. In predicting the sources of errors, the researcher tried to compare between the students English pronunciation and students first language, in this case is Javanese.

There are many research are closely related to pronunciation, still there is no research which closely related to the English pronunciation errors on vowels. In fact, from the result of research above, majority of the students made pronunciation errors. It needs to know the causes of those errors to determine areas that need reinforcement in pronunciation. Because of that reasons, the researcher is interested in researching the causes of students' pronunciation errors on vowels.

The study is conducted in SMP N 2 Menganti because this school has good predicate in Menganti, Gresik. This school is prepared the students to join in English competition like speech contest. Moreover, SMP N 2 Menganti came up as champion in the storytelling competition at the district level in last two years. Therefore, they must master their English pronunciation. By having a good English pronunciation their ideas could be clearly delivered and easily understood by others. Moreover, this school facilitates their students to learn English with several facilities such as language laboratory.

On the other hand, all of English teachers in this school give little attention to the pronunciation teaching. The teachers started teaching pronunciation while they introduce vocabulary. Majority of textbooks advise teachers to teach pronunciation in this way. Unfortunately, foreign language learners like Indonesian students will get difficulties, as they must learn to recognize the various sounds in the language. That kind of teaching strategy cannot improve students' English pronunciation. Thus, most of the students frequently make pronunciation errors when they try to speak in English.

Therefore, it is necessary for the students to have good ear in order to avoid those difficulties. They can establish practice, it can be conducted in class which the teacher pronounces a word and than the students must listen to intensively. Then they can repeat the sound several times until they can pronounce correctly. Based on this phenomenon, the researcher is interested in conducting research entitled **“THE ERRORS OF ENGLISH PRONUNCIATION ON VOWELS MADE BY THE SECOND YEAR STUDENTS AT SMP N 2 MENGANTI, GRESIK”**

B. Statement of Research Problem

Based on the background of the study above, the problems of this research are in the following:

1. What kinds of pronunciation errors on vowels are made by the second year students of SMP N 2 Menganti, Gresik?
2. What are the sources of the English pronunciation errors on vowels made by the second year students of SMP N 2 Menganti, Gresik?

C. Objective of the Study

The purposes of this research based on the problem of this research are as follows:

1. To obtain the kind of English pronunciation errors on vowels made by the second year students of SMP N 2 Menganti, Gresik
2. To describe the sources of errors made by the second year students of SMP N 2 Menganti, Gresik.

D. Significance of the Study

This result of this study is expected to give contribution to the success and progress of English teaching especially in English pronunciation teaching. Many mistakes, experiences, and studies have been done by the researcher especially in analyzing students' pronunciation errors; hence, it is expected to give some changes and learns in the way to teach English pronunciation after knowing the students' English pronunciation errors. The teacher will be able to design

and improve more approaches in pronunciation teaching. Moreover, the students will know their pronunciation errors and they will try to eliminate their errors in order to they can improve their ability to pronounce English word.

E. Scope and Limitation of this study

The scope of this study is English pronunciation skill. The researcher can elaborate the data about English pronunciation errors on vowels made by the second year students through reading test, and the sources of those errors.

This study is limited into one class of the second year students of SMP N 2 Menganti, Gresik and the teacher. This study used formal situation setting in which the real teaching-learning process of English take place. The site of this study is in English class.

F. Definition of Key terms

1. Vowel : voiced sounds produced when there is vibration in vocal cords.⁵ Vowel sounds may be single (like /e/ in /let/), or combination vowels, it involve a movement from one vowel to another (like /eɪ/ in /late/). This combination is known as diphthongs.

⁵ Kelly, Gerald. *How to teach Pronunciation*. (England: Longman, 2000), p. 5

2. Pronunciation : the competence of someone in producing sound used to make meaning. There are two aspects of pronunciation; segmental and suprasegmental. The segmental one focuses on phonemes; vowel and consonants, while the suprasegmental focuses on stressing and intonation.⁶ In this research, the researcher focuses on vowel only.
3. Error : condition of being incorrect or wrong in pronounce English word
4. Source : an information from which pronunciation errors came or obtain.

⁶ Gerald Kelly, *How to Teach Pronunciation* (Harlow: Longman, 2000), p.1.