# CHAPTER I

# INTRODUCTION

This chapter presents the background of the research that describes the general issues related to the present study. It discusses the question research, objective of the research, hypothesis, scope and limitation of the research, significance of the research and definition of key terms.

## A. Background of the Research

Pronunciation is one of the most parts of English to communicate with others since there are differences between the symbol and its sounds. When we communicate with other people we should not only have a good vocabulary but also have good pronunciation. English pronunciation is one of the most difficult skills to acquire and learners should spend lots of time to improve their pronunciation, Understandable pronunciation is one of the basic requirements of learners' competence and it is also one of the most important features of language instruction. "Good pronunciation leads to learning while bad pronunciation promotes to great difficulties in language learning"[1].

Students in Indonesia have been taught four main skills and three components of English, those skills are speaking, listening, reading and writing, while those components are pronunciation, vocabulary and grammar. Pronunciation part is one of the basic components in speaking. It is an important

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[1] Gilakjani, A.P (2016). *English Pronunciation Instruction: A Literature Review*. Lahijan Branch, Islamic Azad University, Lahijan, Iran Tel: 98-13-4263-2762. E-mail: abbas.pourhossein@yahoo.com. See discussions, stats, and author profiles for this publication at: https://www.researchgate.net/publication/325381974

components since when speaking, the speaker should think how to pronounce the words correctly in appropriate pronunciation.

The quality to speak using correct pronunciation is very important. If we do mispronounce while speaking, it makes the listener difficult to understand what we are talking about. Another side, it can be one of the factors which can lead to the conversation breakdown. The fact, most of Indonesian students' pronunciation quality are still low. They think pronunciation as difficult material since the sounds of words are usually different from their written form. They feel confuse and difficult to pronunce some English words, especially the unfamiliar one.

English teachers in Javanese have more challenges in teaching English to Javanese students. Javanese students have different phonological system and accent. They often mispronounce words during the English lesson. They do not realise that they produce the errors when they read text of English, and this happens from year to year. Considering the importance of pronunciation as a component of English, the teacher as the role model of the students' pronunciation should give more attention to the students' pronunciation. In fact the teacher do not pay much attention to their students' pronunciation. Teacher usually just focus on enrich vocabulry and teach vocabulary found in the text of the material, so the errors made by students got less attention.

"Pronunciation is important for ESL/EFL learners'[2], Kelly says that pronunciation is the production of speech sound for communication, but to make

[2] Kelly, Gerald. (2000). *How to Teach Pronunciation*. Malaysia: Pearson Education Limited.https://kupdf.com/download/gerald-kelly-how-to-teach-pronunciation-book-org_58cabf51dc0d607a3a339028_pdf

the communication run well, those sound must be comprehended by another person". In fact, many students still find difficulties because there are many different systems of English as the target language related to the system of spelling the words, the speech sound and the way to pronounce the words. In some cases, the students are still influenced by their mother tongue and accent.

In our country, English has a role as foreign language. Most of students use English only in school when they have a lesson in the classroom. Since it was rarely used by people as medium of communication, students may find many difficulties in English pronunciation. Sometimes the sound of a word is different from its written form. For example, the word *Island* is pronounced /ˈaɪ.lənd/. Whereas in Indonesian language, we pronounce it /island/. Another problem or difficulty in learning pronunciation is people's hearing. People have different hearing ability. It affects people to make mistakes when pronouncing words.

O'Connor gives a good illustration related to how important our ears are. He says "Language starts with the ear. When a baby starts to talk he does it by hearing the sounds his mother makes and imitating them. If a baby is born deaf, he cannot hear these sounds and therefore cannot imitate them and will not speak."[3] That illustrations often occur to somebody who learns English, If one cannot listen to English pronunciation well, he cannot produce it well too.

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[3] O'connor, Joseph Desmond, (1967-1980) Professor of phonetics in the university of London, *Better English Pronunciation.* PUBLISHED BY THE PRESS SYNDICATE OF THE UNIVERSITY OF CAMBRIDGE

The researcher found many pronunciation errors and it seems that the problem always happens from year to year. These are the words that are often mispronounced by the students'.

| stop | / | staːp | / | pronounced as | / | sƏttop | / |
| about | / | Ə'baʊt | / | pronounced as | / | Əbot | / |
| busy | / | 'bIz.i | / | Pronounced as | / | basi or | busi |
| coffee | / | 'kɒf.i | / | pronounced as | / | 'kɑː.fe | / |
| face | / | feIs | / | pronounced as | / | fas | / |
| man | / | mæn | / | pronounced as | / | man | / |
| book | / | bʊk | / | pronounced as | / | bɒks | / |
| apple | / | 'æp.l | / | pronounced as | / | apel | / |

From those examples, it can be said that the students still keep the Indonesian way of pronouncing words, which is the same as the spelling. Their pronunciation are also influenced by Indonesian pronunciation. They do not realize that there are different pronunciation systems of English and Indonesian. In Indonesian there is no difference between the spellings of the words with their pronunciation. However, in English there is a difference between the spellings of the words with the pronunciation.

Pronunciation errors that occurred were not exclusively intended doe by learners. Some reasons may be could explain why learners make a lot of errors in pronouncing a sound. First of all, English is not our first language, therefore, learners sometime feel strange to pronounce the English word. Secondly, learners rarely practice in pronounce the English sound because there is limited time to do in the class, and then they do not practice it at home. Thirdly, learners

find that English is difficult to pronounce because there are different sound system between English and their language, in this case is Javanese. Finally, the learners have low motivation in learning English because they think that English is a difficult subject.

Learning English pronunciation in early expected not only to prevent fatal errors but also to reach satisfactory result. But the problem is whether their pronunciation really correct. Sometime teacher let their students utter incorrect pronunciations and did not make some corrections to students. Therefore, when students become adult, their pronunciation will be wrong because of their habit to pronounce the incorrect pronunciation. That is why the researcher tried to find out the error of English pronunciation, especially pronunciation made by the senior high school students. Conducting an error analysis is an important step in improving the English learning.

However study a pronunciation analysis especially in senior high school is hard to be found. Therefore the researcher interests in conducting a research on this area. Hopefully, it will give information, which can help the teacher, much to help the learners in improving their pronunciation. The researcher also interested in pronunciation research, since it is important in speaking and listening. When someone speaks, they want to transfer the message to another people or listener. If their pronunciation incorrect, there will be misunderstood between the speaker and listener. And having closer observation, the fact that learners make of errors in pronouncing a sound interest the researcher to make a research in pronunciation error.

Besides that, the researcher has done observation for several days which found some problems that the students in speaking are accuracy (pronunciation) and fluency (content) of the students are still low. It is same as the information from the teacher in the school. The English spelling rules are very complex. The spelling of words does not show the pronunciation of words. Contrastively, one written symbol presents one sound in Javanese. Because of the differences, consequently the pronunciation will occur. Lado states "the learners transfer the sound system of his native language and use it instead of that as the foreign language without fully realizing it."[4] Learners automatically use the Javanese sound system during learning the English sound system. Therefore, the learners' pronunciation will be different from the native speakers' pronunciation.

According to Kelly, errors are considered as part of learning. An error is seen as something natural in the learning process.[5] These errors must be analyzed so that they can be considered as an important step in teaching learning process, because it can be use by the teacher to know how far the learners acquire the target language. The researcher found two reasons to conduct this research, there are: 1) most of Indonesian students' especially Senior High School, their English pronunciation are still poor, and 2) it is difficult to gain students' interest in improving their own pronunciation skill. So, the researcher tries to use this technique in order to encourage their interest and more comfortable in learning pronunciation. Based on these reasons and the background above, this thesis

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[4] Lado, R. (1961). Language testing. New York: Macgrwahill

[5] Kelly, Gerald. (2000). *How to Teach Pronunciation*. www.Longman.com

entitled **"An Analysis on Error Pronunciation of Senior High School Students in Kediri"** is appropriate to conduct.

## B. Research Problem

From the background of the research above, the researcher formulated the research problem as follows:

1. What are the types of segmental errors occur in pronouncing English of the Senior High School students in Kediri?

2. What are the students' perception of their pronunciation skills ?

## C. Objective of the Research

In line with the research questions, this research has purposes as follows:

1. To find out the types of segmental error occur in pronouncing English of the Senior High School in Kediri

2. To discover the students' perception of their pronunciation skills

## D. Significance of the Research

In the objectives of the study are attained; the following advantages are expected to be

obtained:

a. The result can give information for the Senior high school's teacher to improve and develop English language teaching.

b. For the sake of the development of language teaching program, this study can give contribution to further studies in the field.

**E. Definition of Key Term**

   a.  Error Analysis

   Error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produce by someone learning a foreign language, using any of the principles and procedures provided by linguistics.[6]

   b.  Pronunciation

   Pronunciation is the production of significant sound in two senses. Fourth, sound is significant because it is used as part of a code of a particular language. Second, it is used to achieve meaning in contexts of use.[7]

   c.  Segmental features

   Segmental feature consists of vowel, diphthong and consonant which as main part in pronunciation. Vowel can be describeed in terms of tongue an lip position, while diphthong is a movement from one vowel position to another, and consonant is the manner, place and force of articulation[8].

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[6] Crystal, David. (1985). *A Dictionary of Linguistics and Phonetics* (2nd ed.). New York: Basil Blackwell.
[7] Dalton C, and Seidlhofer, B. 1994.*Pronunciation*. Oxford: Oxford University Press.
[8] Kelly, Gerald. (2001). *How to Teach Pronunciation*. England: Longman