

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Research

Nowadays, everybody learn English language to communicate with other. The students who use English language in communication should speak English correctly and fluently. Therefore, when students uttering the idea or talk about something in communication, they ensure that the audience understand what they have uttered. It makes the students easily to communication in English Language. In learning English language, speaking is one of the most important skill that the learners should have. Therefore, in mastering English language speaking is necessary for the learners. Additionally, there are many people with desire speaking English correctly. In using English language, the students should consider the aspect of language in oral communication. The aspects of language that the learners should consider are vocabulary, grammar, and sound.

Moreover, vocabulary is all the words that a person knows or uses in particular language. Vocabulary helps students to acquire the English language, because a limited of vocabularies can influence the successful in using language. Additionally, in disciplinary of learning language, developing vocabulary knowledge is more important for the successful in learning. A large vocabulary is of course essential for mastery of language. It means that vocabulary help students in

communication to express their opinion or idea to others. In the other words, the lack of vocabulary can make students hard to express their idea.

Furthermore, the second aspect of language is grammar. Grammar is the set of rules for combine the words into phrases and sentences. Therefore, in learning English language, the central component of language is grammar. It means that in English language, grammar is one of crucial part to be learned, because in grammar help students create sentences correctly.

The last aspect of language is sounds. Sounds are also very important in language. Its produce the phonemes to understand spoken sentences. Moreover, sounds are vibration that travels through the air that can be heard when they reach a person's ear. Furthermore, the sounds are transmitted from the speaker to the hearer, and acoustic and auditory phonetic focus on the speech physics and the form of sound wave through the air, where the waves have on hearer's ears and brain. Moreover, in learning English, the students should know the system of English sound. Then, they have to know how to pronounce every single English speech sound. All around the world, there are lot of people still get difficulties in producing sounds and still hard to pronounce some English words. Furthermore, they lack of practice in pronouncing English words and, lazy to exercise unfamiliar sounds.

Moreover, pronunciation in English is important for learners, language learners should pay more attention the way they articulate the foreign words, so they sure that they can communicate what they have in mind. They have to understand when they are uttering the words. Pronunciation is using to support the successfulness

message from the speaker to listener to avoid misunderstanding. Everybody wants to be able in pronouncing the words like native speaker, but English pronunciation is to be a problem for learners, bad pronunciation may make people confuse. On the other hand, appropriate English pronunciation will make people easily to understand in communication. In addition, in mastering pronunciation they will know how to pronounce each English word correctly and clearly.

Moreover, correct pronunciation will give clear idea or meaning in communication to avoid misinterpretation so that students have to learn how the words are pronounced. There are several difficulties that faced by students in learning process pronunciation such as the system differences between the native and the foreign language, the influence of spelling on the pronunciation, and the inconsistency of pronouncing some English letter affects in pronunciation. In other words, the learners who learn English language as a second language or as a foreign language meet some difficulties and making errors, because first language affects his second language especially in adulthood and this affect is a result of first language transfer. It is a significant source of making errors for second language (Brown, 2000:148). Error is something happen when the students unsuccessful in determining a new language or second language. The students have the lack of knowledge of it because they do not realize what they did is an error unless other people explain about it. They cannot correct that error by themselves.

Furthermore, according to Dulay, Burt and Krashen(1982) state that there are classify error into four types; error based in linguistic category (phonology, syntax, morphology, semantics, lexicon, and discourse). Moreover, the errors that occur in learning foreign language are caused by mother tongue (Wilkins,1980:97). It means that in learning English language, there some difficulties that faced by students in learning process. Even less, the students who learn English language as second language or foreign language. Moreover, especially in learning pronunciation is a hard thing for students to mastery because there are some difficulties that faced by students in learning pronunciation.

Furthermore, the students of English language education of FKIP UIR have learned pronunciation subject at the first semester in their college. However, the students and the lecturer using English language in learning process. In fact, the Student's activities in classroom always using English language in communication to improve their understanding about English. Although the students has learned about English, but the studentsstill found problem such as to pronounce English words. The English students of FKIP UIR still make errors in pronouncing some English words; especiallyin pronouncing the words that unfamiliar with them.

However, based on theobservation with English students of FKIP UIR, they still get the difficulties and still make errors in pronunciation, especially on vowels, such as /æ/,/ʊ/,/ə/ and consonants sounds,such as /r/,/p/,/f/,/ð /,/θ/,/tʃ/. It means that most of students used the Indonesian technique in pronouncing English words.

Besides that, the first difficulties that faced by students in pronouncing English word that influenced by their mother tongue. According Broughton (1980:8) state that the functions of English become even unclear caused of having knowledge of both English and the mother tongue, where the educated speakers of second language are bilingual. It means mother tongue influenced the successfulness in mastering pronunciation, especially for students who learn English language as a second or foreign language. In addition, first language and second language rules are in conflict errors are expected to be committed by foreign learners.

Moreover, the second difficulties are influenced by intonation. The students who have appropriate pronunciation and intonation more communicate effectively even though minor inaccuracies in vocabulary and grammar by Burns (2003:5). It means that intonation is about the way we say something, rather than what we say. The wrong intonation will make misunderstand the expressions. The other difficulties pronunciation is different from written form. According to O'Connor (1980:7) state that the learner will hard to pronounce the words that unfamiliar because the learner not easy to know the sound of letters by looking at spelling. Moreover, the students who still does not have the mastery of pronunciation of such words, pronounces each of them by looking at its spelling, and expected to mispronounce them. It means that students not easy to pronounce the word in English because how to pronounce the word in English different with spelling.

The last is they had low motivation to improve their pronunciation skill, they lack of practice in speaking and listening. According to Scarino and Liddicoat

(2009:25) state that in learning process, motivation is important for students to implicate positive support and become a forming of good habits. It means that the students need motivation to support them in learning process, motivation give the real effect for themselves. In addition, low motivation makes the students lazy to learn English language.

Based on the explanation above, the researcher is interested to analyze the Student's errors in pronouncing English words, especially about vowels and consonants. In the other to know how Student's ability to produce English words sound vowels and consonants, the researcher conducted a research: "AN ANALYSIS STUDENTS ERRORS IN PRONUNCIATION AT ENGLISH LANGUAGE EDUCATION OF FKIP UIR PEKANBARU".

### **1.2 Identification of The Research**

Based on the explanation above, the English students of the second year in FKIP UIR Pekanbaru still get difficulties in pronouncing the word in English and make some error pronounce, especially in pronouncing unfamiliar word. There are some problems faced by the English students of the second year in FKIP UIR Pekanbaru.

The first, students are still hard to pronounce the word in English that influence of their mother tongue. They do not use English language as second language since English language is a foreign language in Indonesia. Besides that, English students of FKIP UIR Pekanbaru comes from various districts so that they also have different dialect is one of inhibiting factors in learning pronunciation.

The second problem that faced by students in learning pronunciation is intonation. The flat intonation without rising and falling intonation make the students hard to get the point and confuse in communication. It means that, intonation help the students to express their expression in communication.

The third is pronunciation different from written form. It becomes a problem in learning pronunciation because many students read or pronounce the word base on what they look in spelling. On the other hand, many students lazy to look up dictionary, that's why students are not easy to pronounce the words in English especially unfamiliar words because in English how to pronounced the word different with spelling.

The last, students had low motivation. This factor comes from Student's environment. The Student's environment perceptions of English are difficult and hard because the way produced English words depend on how the words are heard in our ears. That make they lack of practice in speaking and listening. Moreover, it can be one of the problem that faced by English Students FKIP UIR in mastering pronunciation.

Furthermore, there are a lot of problems that will be faced by students in mastering pronunciation but they always lazy to practice and look up dictionary. In addition, the English students should be able to pronounce some symbol correctly and clearly. They are 12 vowels sounds /i:/, /I/, /e/, /æ/, /ʌ/, /ɑ:/, /ə/, /ɜ:/, /ʊ/, /u:/, /ɔ:/, /ɔ:/, and 24 consonants sounds /f/, /ʒ/, /ʃ/, /dʒ/, /θ/, /ŋ/, /ð/, /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /s/, /z/, /m/, /n/, /h/, /l/, /r/, /w/, /j/

### **1.3 Focus of the Research**

The problem that was discussed in this research is concerned with the ability of students of FKIP UIR Pekanbaru especially the second year to pronounce English words correctly.

The problem that faced by English students of FKIP UIR Pekanbaru not allow to looking up the dictionary to check the way pronounce the word correctly. Looking up dictionary is the last simple strategy to learn pronunciation. In this study, the researcher simplifies on 5 long vowels sounds: /i:/, /ɑ:/, /u:/, /ɔ:/, /ɜ:/, 6 short vowels sounds: /ɪ/, /e/, /æ/, /ʌ/, /ə/, /ʊ/, and 6 consonants sounds: /ʃ/, /tʃ/, /θ/, /ð/, /ʒ/, /dʒ/.

### **1.4 Question of the Research**

Based on the Student's problem, the researcher is formulated the research question as follows:

What kinds of errors done by fourth year students of English language education of FKIP UIR Pekanbaru in pronouncing English words?

### **1.5 Objectives of the Research**

The general objective of the research is the researcher wants to know the Student's errors in pronunciation of English words on vowel and consonant sounds at English students of FKIP UIR Pekanbaru at second year students.



## 1.6 Significance of the Research

This research can contribute to the followings:

1. Theoretical, this research is expected to give something worthwhile for people who want study English especially in pronouncing of English words. Therefore, the result of this study can give more explanation about pronunciation especially on vowels sounds and consonants sounds.
2. Practically, it gives consciousness to the readers that there is a phenomenon in learning pronunciation. Thus, it helps students of English language education to understand deeply in pronouncing English words correctly, especially on vowels and consonants.

## 1.7 The Definition of Key Terms.

1. Error is not something bad happens and an inescapable failure that made by students in learning process (Broughton, 1980: 135). In this research, error means some problem that make by students in process learning language especially in pronounce vowels and consonants in English words.
2. Pronunciation as the production of significant sound in two senses; first, pronunciation as the production and reception of sound speech, it is significant because it used as part of code of a particular language. Second, pronunciation as reference to act of speaking, it is significant because it is used achieve meaning in context of use (Dalton and Seidlhofer, 1994:3). In

this research, pronunciation is the ability of the learner in producing sound used to make meaning.

## **1.8 Grand Theories**

In this research, the researcher used some experts' theories to review the related literature. There are experts such as Crane (1981) that explain about the definition of linguistics. Then, Meyer (2002) that explain about phonology. Then the explanation about pronunciation is Connor (1980).

## **1.9 Research Methodology**

### **1.9.1 Research Design**

The researcher was used descriptive qualitative research to carry out this study. It is a method used to analyze and explain phenomenon and situation (Rugayah, 2016:6). In addition, qualitative research is an approach of a social or human problem by exploring and understanding the meaning individuals or groups ascribe. In qualitative research a set structure consisting in developing questions and procedures, data collected by participants, data analysis, researcher assumptions of the data (Creswell, 2014). Moreover, according to Burns (2010:106) state that qualitative data is the data that analyzed without numbering. This research is designed to collect information based on fact are there. In this discussion, the researcher does not need to describe correlation and to do hypothesis. The researcher will describe result of this study by using words and sentences and will not occur inferential statistically. In this

study, the researcher will analyze Student's errors in pronouncing the words on vowels and consonants sounds throughout data recording.

### **1.9.2 Source of Data**

In this research, the data was collected by giving a test for fourth year students of English Language Education of FKIP UIR Pekanbaru. The researcher was asked the students to pronounce 40 English words. The data was collected by using handphone recorder.

#### **1.9.2.1 The Respondent**

The respondent of this research is at fourth year students of FKIP UIR Pekanbaru. There are six classes, each class consist 26- 28 students. The total of this population is 159 students.

In this study, the researcher was took the respondent in one class by using purposive sampling. According to Arikunto (2013:183) state that purposive sampling is the sample that taken by which some considerations such as the limited of time, the energy, and the fund, caused some that consideration the researcher unable take the sample in great quantities. Thus, the researcher was took 4A class as respondent in this study.

**Tabel 3.1**

No	Class	Students
1	4A	28
2	4B	26
3	4C	27
4	4D	26
5	4E	26
6	4F	26
Total		159

### 1.9.3. The Research Instrument

In this study, the research instrument is oral test. In this test, the respondents was pronounced the English word loudly. The test consists of 40 words. Among of them are five long vowels sounds (/i:/, /ɑ:/, /u:/, /ɔ:/, /ɜ:/), six short vowels sound (/ɪ/, /e/, /æ/, /ʌ/, /ə/, /ʊ/), and six consonants sounds: /f/, /tʃ/, /θ/, /ð/, /ʒ/, /dʒ/. The researcher was given students a paper that the words which going to be tested, the researcher was took the words from a book and dictionary. The selected words are familiar words that pronounce unfamiliar sounds of each the word. The researcher chose those words because almost students often hear the words but sometimes the students are incorrect in pronouncing. Here are some words that were tested:

**Table 3.2****List of Words and Phonetic Symbols**

No.	Words	Symbol	Phonetics symbols
1	Answer	Long vowels (/ɑ:/)	/ɑ:nsə(r)/
2	Destiny	Short vowels (/ə/)	/destəni/
3	Company	Short vowel (/ə/)	/kʌmpəni/
4	Stream	Long vowel (/i:/)	/stri:m/
5	Deaf	Short vowel (/e/)	/def/
6	Desert	Long vowel (/ɜ:/)	/dizɜ:t/
7	Whom	Long vowel (/u:/)	/hu:m/
8	Water	Long vowel (/ɔ:/)	/wɔ:ter/
9	Fill	Short vowel (/ɪ/)	/fɪl/
10	Vat	Short vowel (/æ/)	/væt/
11	Hover	Short vowel (/ɒ/)	/hɒvə/
12	Could	Short vowel (/ʊ/)	/kʊd/
13	Cover	Short vowel (/ʌ/)	/kʌvə/
14	Veal	Long vowel (/i:/)	/vi:l/
15	Suffer	Short vowel (/ʌ/)	/sʌfə/
16	Offer	Short vowel (/ɒ/)	/ɔfə/
17	Defied	Short vowel (/ɪ/)	/dɪfaɪd/

18	Have	Short vowel (/æ/)	/hæv/
19	Reviews	Long vowel (/u:/)	/rivju:z/
20	Surf	Long vowel (/ɜ:/)	/sɜ:(r)f/
21	Ready	Short vowel (/e/)	/redi/
22	Parcel	Long vowel (/ɑ:/)	/pɑ:sl/
23	Dawn	Long vowel (/ɔ:/)	/dɔ:n/
24	Pulls	Short vowel (/ʊ/)	/pʊlz/
25	Child	Affricative (/tʃ/)	/tʃaɪld/
26	Bridge	Affricative (/dʒ/)	/brɪdʒ/
27	Crush	Fricative (/ʃ/)	/krʌʃ/
28	Vision	Fricative (/ʒ/)	/vɪʒən/
29	Growth	Fricative (/θ/)	/grəʊθ/
30	Smooth	Fricative (/ð/)	/smu:ð/
31	Juice	Affricative (/dʒ/)	/dʒu:s/
32	Measure	Fricative (/ʒ/)	/meʒə(r)/
33	Actual	Affricative (/tʃ/)	/æktʃuəl/
34	Function	Fricative (/ʃ/)	/fʌnkʃn/
35	Think	Fricative (/θ/)	/θi:nk/
36	This	Fricative (/ð/)	/ði:s/
37	Question	Affricative (/tʃ/)	/kwesʃən/

38	Official	Fricative (/ʃ/)	/ə'fiʃl/
39	Those	Fricative (/ð/)	/ðəʊz/
40	Thought	Fricative (/θ/)	/eɔ:t/

#### 1.9.4. Technique of Collecting Data

In this research, since the instrument is oral test, it used to measure Student's abilities in pronouncing some words and to know how many students make errors in pronouncing. The researcher was used a handphone recorder as an equipment to record the Student's voice. Then, the students were asked to read aloud.

There are some procedures of taking the data as follow:

1. The researcher gave an instruction to the students.
2. The researcher called the students one by one.
3. The researcher asked the students to mention their names first in the record begin.
4. The researcher recorded the Student's pronouncing those words one by one.
5. The researcher gave several minutes for each student to pronounce those words.
6. The researcher analyzed the Student's pronunciation by hearing the recorder.

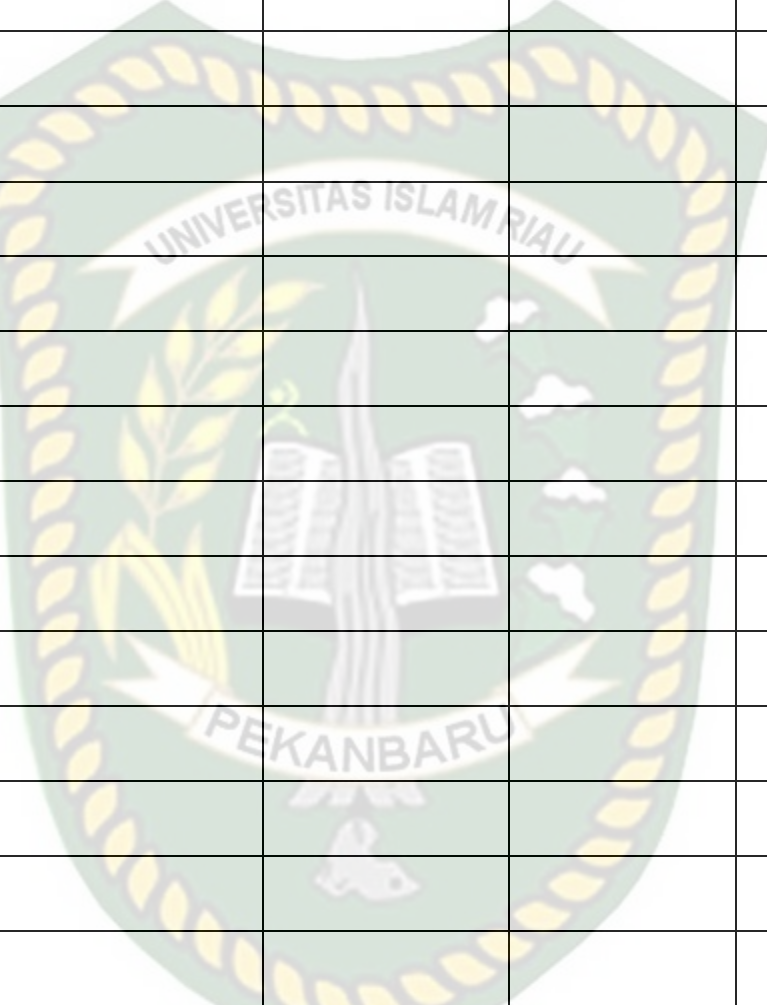
### 1.9.5. Technique of Analyzing Data

Before analyzing the data, the researcher has already constructed the words of Student's sound result. The words of sound are analyzed in order to get the error or not errors in pronunciation.

There are some ways or steps to analyze the data English in pronunciation. Here, the researcher was helped by English lecturers of English Language Education of FKIP UIR Pekanbaru to analyze the Student's pronunciation, the steps as follow:

1. Listened the record of Student's pronunciation. The lecturers checked it by using talking-talking software and through look up phonetic transcription in order to found the correct and incorrect pronounced.
2. Checked out the data of students especially how many words that were pronounced correctly by the English students.





No	Words	Phonetic symbols	Student's pronunciation	Correct/incorrect
1				
2				
3				
4				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				