

CHAPTER I

INTRODUCTION

1.1 The Background of Study

Since English is an international language, it is used to communicate among nations all over the world. People feel that English is getting more and more important, especially in this free trade era. The globalization era demands people all over the world to communicate in English to improve their economic growth, social progress, and cultural development. As we know English also teaches in the school as an important lesson that includes in the 2013 curriculum, and the students should mastery 4 skills of English, especially speaking.

Language is important to communicate in process of teaching. A good communication will help us in teaching learning process. Teacher as the speaker will be easier to explain the material to the students as listener. It is one of the main points in a process of learning to achieve better learning outcomes.

As everybody knows, language is a tool to convey ideas, feelings among people by oral or written. Language is a human system of communication that uses arbitrary signals, such as voice sounds, gestures, or written symbols. Language is also an expression of ideas by voice, sounds, expression of thought, articulated by organs of throat and mouth (Halliday, 1994:3).

Speaking in English is not only about having good grammar and being supported by many vocabularies, but also about how to utter (pronounce) the words correctly and fluently. Pronunciation has the main role in applying English spoken clearly and correctly. In fact, good grammar and having much vocabulary are not enough when you want to pronounced something (Natasha, 2011:8).

Speaking has five vital components. Vocabulary, grammar, fluency, pronunciation, and organization are the five components. Each component of speech should be mastered by individuals. We know that pronunciation is one of the main components of speaking components because of the expert mentioned above. One of the most significant factors that will help pupils improve their speaking abilities is pronunciation. People will find it easier to communicate with

others if they have good pronunciation. If we pronounce things clearly, the audience will be able to grasp what we are saying. Actually, if students do not know how to pronounce a word correctly, it will confuse the listener, and the worst case scenario is that the listener will misunderstand the meaning of the word (Behtash, 2017).

One of the most significant aspects of English that is used for communication is pronunciation. One of the most difficult skills for language users is English pronunciation, which is crucial for language learners. It is necessary for effectively speaking and understanding spoken English. Effective communication, on the other hand, is impossible without good pronunciation. People are frequently upset by poor English pronunciation (Hayati 2010:5).

Pronunciation is an important part of a foreign language because a student's communication skill and performance will influence pronunciation. For instance, when speaking, sharing stories, giving presentations, and so on. If pupils make a grammatical error, the listener will interpret the words differently from the speaker. Students in the English Education Department's Syllabus Phonetic Subject have a strong understanding of English Pronunciation, although some students are still incorrect in their pronunciation despite having studied phonetic subjects the previous semester. The researcher learned about a course in the previous semester and was asked to interview a junior for that course. Based on the interview, the researcher discovered certain students' faults in pronouncing the English language (Bajri, 2017).

The most common pronunciation errors by Chinese ESL students can be traced to the students' tendencies to translate to their native language. The fact that English and Chinese share a similar word order and sentence structure only exacerbate this problem. Chinese ESL students face several hurdles to proper English pronunciation. Chinese ESL students have a number of pronunciation errors caused by the fact that many English language sounds are new to them.

Pronunciation is an important component of people's speaking because it is one of the language components. In order to communicate, people must be able to pronounce words correctly. When speaking English, however, pronunciation becomes a difficult component for Indonesian learners or foreign language learners.

They're also having trouble coming up with English words. As a result of this issue, there are disparities between the English and Indonesian languages.

The first distinction between English and Indonesian is that vowel sounds differ. There are six vowel sounds in Indonesian they are /i/, /u/, /o/, /a/, /e/, and /ə/. While, in the English language, there are twelve vowel sounds. They are /i:/, /ɪ/, /ɛ/, /æ/, /ʌ/, /ɑ:/, /ɒ/, /ɔ:/, /ʊ/, /u:/, /ɜ:/, and /ə/.

The second point is that English is a language with many inconsistencies. When we read the word look, for example, we should pronounce it as / luk /. As an inconsistent language, it differs from the Indonesian language. For instance, when we read the word saya, we should pronounce it as / saya /.

The third component is the teachers' communication style. A teacher, as we all know, is a role model for our students. It means that our students will replicate everything the teacher does, even pronunciation. Some terms will be pronounced by the students in the same way that they are pronounced by their teachers. However, some teachers make errors in pronunciation, which have an impact on students who replicate similar inaccuracies.

Last, there's student self-confidence. They are hesitant to speak English words because it is not their mother tongue or a foreign language. They are terrified of making mistakes when pronouncing English words, and they are also hesitant to talk in the language. They are only at ease speaking in their first language because they have mastered it. When they speak Indonesian or their first language, they will never make a mistake (Xu Li Hua, 1999).

A number of studies about English pronunciation have been done by some researchers. In a previous study conducted by Bobby Pramjit Singh Dhillon from the Department of Teacher Training, Nommensen HKBP University entitled Does Mother Tongue Affect the English Pronunciation. This research shows that mother tongue affects pronunciation especially in Batak Toba's mother tongue. Because in this study, the objects studied were people who used the Batak Toba mother tongue.

Students frequently make mistakes when pronouncing vowels in English. Those sounds are Vowel /ɑ:/, /u:/, /ə/, /ʊ/, and diphthong /iə/. This happened because of a spelling pronunciation mismatch in English. Lack of knowledge is the main

reason the students faced so many inaccuracies in pronunciation (Skandera and Burleigh, 2020)

Mother Tongue Affecting the English Vowel Pronunciation of Batak Toba Adults. This study aims to determine the mother tongue that affects pronunciation in adult Batak Toba people. Almost the same in previous studies, but in this study focused on Batak Toba adults who have grown. This study shows that the mother tongue affects Batak Toba adults in pronouncing vowels in English (Ambeleginn and Suryani, 2018).

Event though SMA N 1 Lumban Julu students have been learning English for six until twelve years or more, they still could not express their thought in English correctly because there must be some reasons which bring failure of them in mastering English, especially in pronounce English vowels. The failure originated from difficulties in learning foreign language is caused of the differences between the students' mother tongue and English as target language.

The differences above make the students produce so many errors in pronouncing English vowels. But they do not care about it. And sometimes they do not know what the native speaker said. So the students get difficulties in pronouncing word correctly.

For these reasons, the researcher is interested to find out the students' problem in pronouncing vowel sounds at SMA N 1 Lumban Julu. The data will be Batak Toba Students because there has been no research with the same variable in the near future at SMA N 1 Lumban Julu. The researcher does hope that the result to know students' problem in pronunciation and can be as the feedback for the teacher and students' improvement in learning English pronunciation, especially in pronouncing vowel sounds.

Based on the explanation above, the researcher have conducted a research entitled "*An Analysis of Students' Problem in Pronouncing Vowel Sounds*"

1.2 Limitation of the Problem

The scope of this research is about the students' problem in pronouncing English vowel sound, but the limitation is only related to the student in pronouncing of English vowel at SMA N 1 Lumban Julu.

1.3 Formulation of the Problem

The formulation of this study are formulated as follows:

1. What vowel sound are difficult to be pronounced by the student?
2. What are the students' problem in pronouncing English vowel?
3. What are the factor that make students' problem in pronouncing English vowel?

1.4 The Objectives of Problem

The Objective of this study are formulated as follows:

1. To find out the vowel sound that difficult to be pronounced by the student.
2. To find out the students' problem in pronouncing English vowel.
3. To find out the factor that make the students' problem in pronouncing English Vowel at SMA N 1 Lumban Julu.

1.5 The Significances of Study

The significances of the study are expected to be used theoretically and practically:

1. Theoretically

The result of this study are expect to provide more insight, to know the factor that make the students' problem in pronouncing English vowel and also this study is expected to be an additional and alternative reference, especially in the pronunciation field

2. Practically:

- a. For researcher, this research is useful to improve the ability to conduct research and deepen knowledge about English Vowel sound.

- b. For readers, this study is expected to be an additional and alternative reference, especially in the pronunciation field.
- c. For students to improving their pronunciation in English vowel.
- d. For English teacher to make some variations as much as possible in teaching pronunciation of English Vowel.

