CHAPTER I

INTRODUCTION

This chapter will explain the background of study, identification of the study, limitation of the study, formulation of problem, objective of study and the significant in this research.

1.1 The Background of Study

The usage of English has grown in our nation of Indonesia in recent years, particularly as a result of the globalization era, which encourages everyone to learn the language so they may interact with people around the world by speaking a common tongue. A system of arbitrary, conventionalized spoken, written, or gestural symbols called language allows members of a certain group to understand and communicate with one another (Brown, 2000:5).

Teachers and Education the overall goal of teaching English to students in the Department of English Education is to enable them to master all language skills (listening, speaking, reading, and writing). In addition, she mastered the content of courses in advertising linguistics (phonology, morphology, syntax) and literary studies. If they have a college degree, they should be fluent in English and able to teach English professionally. To achieve the goal, various linguistic factors such as pronunciation, grammar, vocabulary (vocabularies and idioms), style (adapted to local conditions), function and discourse become the goals of learners and the tasks of teachers (Syafei, 1998: 1).

When it comes to communication, we need to be able to express ourselves to others using language, and we need it to understand what they are telling us. One of the most important parts to consider when communicating in a foreign language is pronunciation. When we communicate, sound production (pronunciation) plays an important role along with grammatical features. Successful communication depends on the clarity of pronunciation, which facilitates the understanding of the message between the speaker and the listener.

It can be challenging to teach pronunciation to Indonesian students. Palawa (2013). When the teacher asks the class to communicate with others and read aloud, for instance, the children become perplexed. They are unsure if the symbols in their words match those in the long and short vowels. As a result, Erdogan (2005) claims that people always make mistakes when speaking, and that mistakes made by students while learning a foreign language are inevitable. This is because Hasyim (2002) claims that mistakes made while teaching a foreign language, particularly English, are cases that are difficult to avoid. There are many factors, such as the learners' native tongue and the absence of teacher correction, that might cause English language learners to make mistakes.

Pronunciation is one of the important aspects in English, especially in oral communication. Each tone, stress arrangement, and intonation can signify something. Non-native English speakers who speak English must be very careful while pronouncing some words or they could cause misunderstandings. So, it is more important to have a pronounce that is understandable than to sound like a native speaker.

Pronunciation is the same as how we utter words or make sounds (Kelly, 2000). Every sentence we speak should be understandable to other speakers. That indicates that folks can genuinely understand what we are saying. As a result, pronunciation has been a crucial component of effective communication, especially for students in senior high school. Pronunciation is the way a certain speech sounds in the mouth, pronunciation stresses more on the way of sounds are produced by the hearer. Pronunciation is important is English because mispronunciations will make hearer misunderstand about the meaning of utterance.

According to Astutik's (2017) research, students needed to be proficient in pronunciation as one of the language components, however Indonesian students weren't able to produce English words properly. When they try to employ English terms, they get lost. It was due to semantic discrepancies between English and

Bahasa Indonesia. The main difference was the amount of vowel sounds used. There were six vowel sounds in Bahasa Indonesia: I, u, o, a, e, and. English, however, had twelve: /I:/, //, //, /ae/, //, /:/, //, /:/, //, //, /u:/, /:/, and /. The second was the idea that English was a contradictory language. For example, "great" should be pronounced /gd/. Then again, Bahasa Indonesia was a trustworthy language. The manner the words were written reconciled the way that they were spoken. For instance, the word "dia"/dia/ should be articulated. The way the teacher spoke was the third factor. Understudies frequently imitate their teachers. They were speaking in the way of their teachers, but even teachers slip up now and then. The confidence of the students was the fourth component. Some pupils struggled when it came to speaking since they were generally quiet and shy. They were afraid of making mistakes. They were anxious about giving their first English speech because they were frightened of failing, being laughed at, and being scorned.

In Indonesian, the connection between spelling and pronunciation is roughly one-to-one. While there are five vowel letters and 21 consonant letters in the 44 sounds of English, there are 21 consonant letters and 24 sounds in English. It is obvious that vowels will most likely cause pronunciation or spelling issues for English language learners. Cook referred to the generation of English sounds as pronunciation. By repeating sounds and correcting them when they are made incorrectly, pronunciation can be learnt. When students begin studying pronunciation, they form new habits and get through challenges brought on by the first language. According to Yates, the act of producing sounds to convey meaning is known as pronunciation. The English vowel sound system, according to Crystal, consists of monopthongs (/iː/, /ɪ/,/ʊ/, /uː/, /e/, /ə/, /ɜː/, /ɔː/, /ae/, /ʌ/, /ɑː/, /ɒ/)and diphthongs (/ɪə/, /ʊə/, /ɛə/, /eɪ/, /ɔɪ/, /aɪ/, /əʊ/, /aʊ/) and as additional term used is triphthong (/eɪə/, /aɪə/, /ɔɪə/, /əʊə/, /aʊə/) Richards said that the students in the English Education Department had less vocalizations in either their mother tongue or second language. It suggests solutions to similar errors.

Pronunciation is an important part of language. Pronunciation is very important to avoid misunderstandings in communication. It is considered a prerequisite for developing speaking and listening skills. It is the main medium through which we draw the attention of others to our use of language. It is also the primary medium for exchanging information about us as individuals and as representatives of diverse groups. In terms of pronunciation, English is quite difficult for Indonesians, and the students of UIN SU English Education Department are no exception. In some cases, the difficulty stems from the fact that the language's irregular orthography provides poor guidance on its pronunciation. The letters of an English word do not indicate how it sounds, and it is not always easy for learners to discern how written English words should sound or how words they have only heard should be written. In English, the relationship between spelling and pronunciation is more complex, but English spelling is not what it seems. Surveys of the system show that more than 80% of English words are spelled regularly, with fewer than 500 words (an estimated total of more than 500,000 words) whose spellings can be considered completely irregular. In addition to the above statement, the reason for the difficulty in pronunciation is that English is the second, maybe third language of the English Education students.

Teachers can teach pronunciation by modeling how to create the sounds, according to Harmer (2001, p. 253). The instructor gives the sounds // as in ship and // as in chip as examples. Students could compare and contrast two comparable sounds using this. He also clarifies that instructors may instruct pupils when under stress. The instructor reads them a sentence that has already been marked. After that, when reading aloud, students should emphasize the marked word or sentence. In addition, the teacher can use intonation to teach pronunciation. For instance, the teacher capitalizes "This is MINE!" in the statement. Students should raise their pitch when saying the word "MINE" aloud. We can infer from the statement that pronunciation can essentially be taught by presenting each ingredient one at a time.

In Indonesia, there are about 33 different sounds, including 23 consonants and 6 vowels and 4 diphthongs. In Indonesian, there is essentially a one-to-one relationship between spelling and pronunciation. The letters have almost similar pronunciations and are easy to learn. Bahasa Indonesia is a lingua franca with fairly simple functions in its language system. In English, however, the English spelling has 44 different sounds, with 21 consonants making 24 sounds and 5 vowels making 20 sounds. Obviously, vowels will be the most likely source of pronunciation or spelling difficulties for English learners.

Vowels are categorized as segmental features because of the disparities between how they function in an utterance and how they are produced. When a voiced airstream is formed using the tongue and lips to alter the overall contour of the mouth, vowels are produced. Vowels can be divided into two categories (Kelly 2000:29). Vowels are spoken sounds that are created without significantly restricting the air that is expelled from the mouth, according to Richard (2010:632).

Vowels acquire their particular properties through variations in the overall size and structure of the oral cavity, claim Wolfram and Jhonson (1981:27). The highest point on the tongue's body relative to other points on a vertical scale is referred to as the vowel height dimension. The highest point on the tongue's body is referred to as the vowel backness dimension, which is measured on a horizontal axis. Three arbitrary divisions along the highest and backness dimensions create a gird that divides the area of the month where vowels can be created. Each sound corresponding to a part of the gird is represented by a specific vowel symbol. Vowel height is typically broken down into high, mid, and low; similarly, backness is typically broken down into front, central, and back.

Astutik (2017) A few English vowels and consonants are absent from Indonesian. Indonesian lacked noises like clusters, stretches, and suctions. The challenges that Indonesians learning English deal with include the ear, the issue of making outside noises, the propagation of sounds, particular aspects regarding

sounds, familiarity, and the relationship between articulation and common spelling. The phonetic representation of a sound picture in order structure is referred to as elocution. Consonants and vowels, which differ in sound and appearance, make up the first two groups of letters in alphabetical sequence.

The English vowel sound system includes both monopthongs (/iː/, /ɪ/,/ʊ/, /uː/, /e/, /ə/, /ɜː/, /ɔː/, /æ/, /ʌ/, /ɑː/, /ɒ/)and diphthongs (/ɪə/, /ʊə/, /ɛə/,/eɪ/, /ɔɪ/, /aɪ/, /əʊ/, /aʊ/) and as additional term used is triphthong (/eɪə/, /aɪə/, /ɔɪə/, /əʊə/, /aʊə/). Some vowel sounds in English don't exist in the system sound of Bahasa Indonesia as well as Batak such as some vowels and diphthongs and all of triphthongs.

Error analysis is a strategy for detecting, classifying, and meticulously analyzing the unacceptable forms produced by someone learning a foreign language using any of the linguistics concepts and tools accessible (Crystal, 1985).

The students of English Education Department that had only less of vocal sounds in their mother tongue or second language. It indicates ways of affecting such error. Other sources which have contribution of error include overgeneralization, incomplete application of rule. Sometimes as the student, they are less of awareness in learning English, which is bring false understanding. For instance, in pronunciation of book /bʊk/, foot /fʊt/, food /fuːd/, and boot /buːt/, they may pronounce /bʊk/ for book. They may not pay attention to the length of the vowel. Therefore, the researcher is interested in conducting a research about an error analysis in pronounciation of English vowel of the English Education students in order to increase pronunciation ability. The students of English Education Department in UINSU, particularly 8th semester, are still lack of knowledge in the science of pronunciation. Hopefully, the result of this study can be used as reflection and evaluation for English Education students. Based on the consideration above and pre observation by researcher, the researcher carries out

a research on *"Error Analysis Of The Students' Vowels Pronouncing At English Education Department Faculty Of Tarbiyah And Teacher Training Of UIN SU"*

1.2 The Identification of the Study

From the background of study above, the identification of the study are:

1. Students do not understand how to pronounce English vowels correctly.
2. When pronouncing vowels in English pronunciation, students often make mistakes.
3. Students find it difficult to distinguish between the language that is spoken and the language that the speaker wants to convey.

1.3 The Limitation of the Study

Given that Indonesians find English vowels to be the most challenging sounds to pronounce, the researcher has focused just on this aspect of the study. The research was done with 8th semester English Education Department students' at UIN SU.

1.4 The Formulation of Problem

From the limitations of the study above, the formulation of the problems are :

1. What are causes of the students' errors in pronouncing English vowels?
2. How to overcome the students' errors in the pronunciation of English vowels?

1.5 The Objective of Study

From the formulation of the problem above, the objective of the problem are :

1. To explain causes of the students' error in pronouncing English vowels

2. To explain how to overcome the students' errors in the pronunciation of English vowels

1.6 The Significant of Study

The significant of this study are divided into two, as follows:

1. Theoretical :

The results of this study can provide an overview of the errors that occur and the causes of errors in the pronunciation of English vowels of 8th semester the students of English Education Department of UIN SU.

2. Practical :

a. Students: The researcher thinks that by sharing the results of this study, students would be better able to pronounce words in English.

b. Teachers: It is anticipated that the results of this research will help teachers develop learning strategies so that pupils rarely mispronounce words.

c. Other research: It is anticipated that this study will serve as a helpful resource for additional research on the same topic.