CHAPTER I

INTRODUCTION

A. Background of the Study

The goals of English Education Department of IAIN Tulungagung are to generate the professional, competent and have a good character to be a good model for their students. The students are enable to learn the science of English to master all language skill such as listening, speaking, reading and writing. So, be proficient in English as well as professional is a necessity in order to make the teaching and learning process more successful. Several different linguistic factors as pronunciation, lexis, function, grammar and discourse should become the students' aim and the teacher's task. Since the latest curriculum for English lesson both in Junior High School and Senior High School focused on language as communication, the students of English Education Department, aimed to be a teacher should have a competence to communicate or to talk intelligibly to others which implies that they should master all aspect of the language (Syafei, 1988:1) as mentioned above.

In relation to communication, it's a two-ways process. On the one hand we need to able to use language to express ourselves to other, and on the other hand we need to understand what they are communicationg to us (Finch, 2003:35). One of the most important point of the communication by using foreign language that should be concern is pronounciation. Production of sound (pronounciation) has important part in communication beside grammatical feature.

Pronounciation is very important to avoid misunderstaning when people are communicating. It is considering as a requirement for the development of speaking (Celce-Mursia and Goodwin (1999:16) in Budiasih, 2013:1) and listening skill (Syafei, 1988:1). It is the primary medium through which we bring our use of language to the attention of other people (Stevic in Pennington, 1996:2). It is also pripmary medium for communication of information about ourselves as individuals and as representatives of different groups (Pennington, 1996:2). Moreover, pronunciation refers to the description of sound symbol phoneticly which described in alphabetical form. Alphabetical consist of two aspects namely consonant and vowel that has the differences in sounds and symbols. In pronouncing them, vowels are   more harder than consonant because vowels are pronounced with the various parts of the tongue moving in open space, so to speak, whereas consonants are pronounced in a parts of the tongue do consistently touch somewhere. (Steinhauer, 2000:74). So that, English learner often meet the problem how to correctly pronounce vowels in English

With regard to its pronounciation, English is quite difficult for Indonesians, no exceptions students of English Education Department of IAIN Tulungagung. In some cases the difficulties are due to the fact that irregular spelling of language over poor guidance to its pronounciation (Syafei, 1998:1). The letters of a word in English doesn't represent on its sound and it is not always easy for learners to see how a written English word should be pronounced, or how a word they have only heard should

be written. In the other hand, Kelly (2001:122) states that in English the relationship between spelling and the pronunciation is more complex, however the English spelling is not as it seem. From the surveys of the system have shown that over 80% of English words are spelled according regular patterns, and that there are fewer than 500 words (out of estimated total of over half a million words) whose spelling can be considered completely irregular.

In addition of the statement above, the source of pronouncioation difficulty is due to English as the second or the third language of the students of English Education Department. In fact, the students of English Education Department are mostly Javanese and typically had Java as mother tongue while Bahasa Indonesia as either second or third language. This multi-lingual background means that the participant had more than just their third language sound as their clearance as they came to learning English (Mathew, 1997:9).

Both English and Bahasa Indonesia have 26 letters in representing written language but both have distinctive way of pronunciation. In Indonesia there are roughly 33 different sounds consist of 23 sounds of consonant and 6 vowels (Muslich, 2008: 94-110) and 4 diphthongs (Panitia Pengembangan Bahasa Indonesia, 2016:4). There is essentially a one-to-one relationship between spelling and pronunciation in Bahasa Indonesia. The sound of the letter almost similar and tends to be easy to learn. Bahasa Indonesia is *lingua franca* which has quite easy feature on its language system (Steinhauer, 2000:175). While in English the 44

different sounds of spelling English are 21 consonant letters make 24 sounds and 5 vowel letters make 20 sounds. It is clear that the vowels wil be the most likely cause of prononciation or spelling difficulties for learners of English (Kelly, 2000:123).

In English vowel sound system includes both monopthong (/i:/, /I/, /e/, /æ/, /a:/, /ɒ/, /ə:/, /ʊ/, /u/, /ʌ/, /ɜ:/, /ə/) diphthong (/eI/, /əʊ/, /aʊ/, /ɔI/, Ie/, /eə/, /ʊe/) and triphthong (/eiə/, /əʊe/, /aiə/, /aʊə/, /ɔiə/) (Edmund Wetik 2003:22). Some vowel sound in English don't exist in the system sound of Bahasa Indonesia and Java. 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 (Richard, 1973:5).

Other sources which have contribution of error include overgeneralization, ignorance of rule restriction and incomplete application of rule (Richard, 1973:174). Sometimes the English learners may not pay more atention to the length of the vowels. For example in pronounciation of book /bo:k /, teacher /ti:che/, food /fo:d/. Sometimes they are less awareness in learning English, which is bring false undrstanding.

Furthermore, in a classroom context the teacher or textbook can lead the learner faulty hypotheses about the language (Brown, 2007:266). The fact, there is no material about pronunciation in the English teaching and learning in junior and high school. Commonly, the material emphasizes on structure, reading and writing. It makes students lack of

knwoledge in how to pronounce English words. The teacher is another source which brings error in pronounciation of the students. Students often make error because of misleading pronounciation from the teacher, for example, the word listening /ˈlɪs(ə)nɪŋ/ commonly pronounce as/ˈlɪst(ə)nɪŋ/.

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 IAIN Tulungagung, particularly first 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 preobservation by researcher, the researcher carries out a research on *"An Error Analysis in Pronunciation of English Vowels of the Fourth Semester Students of English Education Department in the Academic Year 2018/2019"*.

B. **Statement of Research Problem**

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

1. Which vowel are misspronounced by the fourth semester students of English Education Department of State Islamic Institute (IAIN) of Tulungagung in the academic years 2018/2019 ?

2. What are the types of error occur in pronouncing English vowels of the fourth semester students of English Education Department of State Islamic Institute (IAIN) of Tulungagung in the academic years 2018/2019 ?

3. What are the causes of error in pronouncing English vowels of the fourth semester students of English Education Department of State Islamic Institute (IAIN) of Tulungagung in the academic years 2018/2019 ?

C. Objectives of the Study

Based on the problem statement above, the objectives are:

1. To identify errors in pronouncing English vowels of the fourth semester students of English Education Department of State Islamic Institute (IAIN) of Tulungagung in the academic years 2018/2019.

2. To classify the errors by its types in pronouncing English vowels of the fourth semester students of English Education Department of State Islamic Institute (IAIN) of Tulungagung in the academic years 2018/2019.

3. To identify the causes of errors in pronouncing English vowels of the fourth semester students of English Education Department of State Islamic Institute (IAIN) of Tulungagung in the academic years 2018/2019.

D. The Benefit of the Research

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

1. Theoretical Benefit

   The result of this research can give a description about the error occur and error causes in pronunciation of English vowel of fourth semester student in English Department of State Islamic Institute (IAIN) of Tulungagung in the academic years 2018/2019.

2. Practical Benefit

   Practical benefits of this research are:

   a. For other researchers, this research result may help them in finding references for further research

   b. For students, it is able to develop understanding about pronunciation.

   c. For the institution, it is able to enrich the treasury of knowledge of the institution.

E. Scope and Limitation of the Research

The researcher limits the study on pronunciation of English vowel seeing that the most difficult sounds by Indonesians as stated in the background of the study above. This study is limited on the error analysis of pronouncing English vowel in 50 words taken from Dalton C, and Seidlhofer, B .*Pronunciation* book, 1994, consist of pure vowel, diphtong and triphtong. The research was conducted in the fouth semester students of English Education Department of State Islamic Institute (IAIN) of

Tulungagung in the academic years 2018/2019.

F. Definition of Key Terms

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 (Crystal, 1985).

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. (Dalton and Seidlhofer, 1994:3).

c. English Vowel

Generally, English speakers use both In English vowel sound system includes both monopthong (/i:/, /I/, /e/, /æ/, /a:/, /ɒ/, /ə:/, /ʊ/, /u/, /ʌ/, /ɜ:/, /ə/) diphthong (/ei/, /əʊ/, /aʊ/, / ɔi/, ie/, /eə/, /ʊe/) and triphthong (/eiə/, /əʊe/, /aiə/, /aʊə/, / ɔiə/) (Edmund Wetik 2003:22)