

CHAPTER I

INTRODUCTION

This chapter will be discussed of background of the study, statements of the research problems, objectives of the study, significance of the study, scope and limitation of the study and definition of key terms.

A. Background Of The Study

Every country has a different language as a mother tongue. To solve the solution language differences in communicating between countries are used international language. International language means a language that many people can understand, so that people from different countries can easier in communicating. The language that is designated as an international language is English. The reason why English has become an international language is, English to be the oldest language in the world, the official language used by international organizations and is an easy language to learn. In addition English has been used by several countries and has become a liaison language between nations so that English is important to master. Besides to be a part from being communication tool between countries, English is very useful in trade, social culture, science, education, entertainment, and technology.

In learning English as the foreign language, there is a factor that makes speaking English difficult to do by learners. It cause in every language as a mother tongue has its own original accent or sound system that very different with their foreign language. The difference accent between first language and foreign language makes some error in learning foreign language such as English. The error that find by learners is in grammatical, pronunciation and the meaning. Most learners equate English with their first language. The example is, in Indonesian learners, the word 'take', it pronounces /teik /, but in Indonesian learners may pronounced it as /tek/ or /take/, it caused they may just pronounce what their first language is said, not following English pronunciation. With the problem experienced by students in learning foreign language, it makes us aware that learn foreign language is important to do.

Realizing the importance of the speaking English, it would be better if English is taught from an early age. Getting early knowledge about foreign language it will make easier in develop abilities. In Indonesia English is a foreign language, the teaching must be done gradually. In addition, mastery English will be a way to interact with citizens of the world in the era of globalization. This aspect is one of the big considerations why English need to be taught in school. This thing also surfaced in one of the rational reasons for the development of the 2013 curriculum, which is referred to as an external challenge. In the Attachment Copy of the Minister of Education and Culture No 69 of 2013 explained:

“External challenges include those related to the flow of globalization and various issues related to environmental problems, advanced in technology and information, the rise of creative and cultural industries, and the development of international education...” It can be said, that the importance of providing English language learning in school as the language of international communication embodied in the spirit of study.

English language in Indonesia has taken a special attention due to the fact that people’s awareness on the importance of English as the main means of communication in the global era is getting increase (Nurhayati dkk.,2016). In Indonesia, English has become a compulsory subject, that studied at every school level. Yet, with the implementation of 2013 Curriculum since 2013, English is no longer taught formally in elementary school to the university level (Nurhayati, 2017).

The current reality shows that the process of learning English in school is still far from what is expected especially in speaking and reading. In this case, English learning in Indonesia places more emphasis on memorizing than understanding. Therefore it is considered less supportive in preparing someone to be able to use English in conversation with others and for academic matter. This is evidenced by the fact that there are still many students who cannot speak English well up to university level.

Speaking and reading are skills in English subject that do require foresight and seriousness. Speaking and reading skill are two of forth language

skill that must be mastered. It caused people used speaking almost constantly, and speaking is the basic language activities by which people related themselves to others. Speaking and reading with the good pronunciation is to be challenge for Indonesian students, because the students which accustomed to using their mother tongue and local language so that foreign language is difficult to be accepted and communicated. Speaking skill is taught to the students in order to be able to use English in the real communication.

In speaking and reading English there are many problems that make learner difficult to be mastered. There are some problems faced by students in speaking and reading activities, one of the problems is about pronunciation. Pronunciation is the way in which words or language is spoken. According to Hewing (2004), pronunciation is components range from the individual sound that makes up speech, to the way in which pitch the rise and fall of the voice is used to convey meaning. There are three parts of pronunciation included stress, articulation, and intonation. Stress is emphasis the syllables of a word. Articulation is the changing of the teeth, lips, and tongue which affects the different sound produced. Intonation is rising or falling sound when speaking. Pronunciation to be main aspect in speaking skill, if people wrong in pronounce a word it will change the meaning of the word, and if we use in communication it will make misunderstanding. In pronounce a word there is difficulty in the vowel of word. Vowel is a letter representing a speech sound made with the vocal tract open, specifically the letters A, I, U, E, and O. In English there are three types of vowel sound such as, monophthongs,

diphthong and triphthong. Diphthong is a sound formed by two vowels that are articulated like a single syllable. Diphthong comes from Greek word *diphthongos* which mean “having two sounds”. Diphthongs begin with a vowel, then moves on other vowels as the spell out the syllable. According to Crystal (2008), diphthong sound is a term used in the phonetic classification of vowel sound on basis of their manner of articulation it refers to a vowel where there a single (perceptual) noticeable change in quality during a syllable. There are the kinds of diphthong sound such as, eɪ, aɪ, ɔɪ, ɪə, aʊ, ʊa, eə, əʊ.

In teaching English, pronunciation is the important subjects that must be teach to students. It caused, the good pronunciation will make good in speaking, and listening also the other skills will follow. In Indonesia English was introduced since in kindergarten. Based on law, Number 20 of 2003, it is stated that English is no longer a subject but also the language of instruction starting the fourth grade of elementary school. It means the English learning have to teach start to elementary school until in university level.

For those reasons the researcher will focus on English learning at junior high school to find out the students barriers in pronouncing English diphthong sounds. The subject of the research is students at the first grade of MTsN 4 Tulungagung. There are some reasons why the researcher chose the students at the first grade of MTsN 4 Tulungagung. The first reason, the researcher wants to teach and introduce the small thing that very important in learning English pronunciation to build student’s abilities in speaking and reading skill. The second reason, the researcher used students at the first grade of junior

high school as a subject because they still new learning English, so the researcher wants the students learning English pronunciation well to support their English skills.

There should be some review research report that related in this research. Here are the researchers that reference; the first previous research conducted by Ramandhani (2016), the finding of her research is there are 18 speakers who the 16 speakers mispronounced the diphthong [ɪ ə], 12 speakers who mispronounced the diphthong [e ə], 2 speakers who mispronounced the diphthong [e ɪ], 3 speakers who mispronounced the diphthong [ə ʊ], 8 speakers who mispronounced the diphthong [a ʊ], and from 18 speakers, there were all speakers who mispronounced the diphthong [a ɪ].

The second previous research was done by Pratama (2017). The finding of his research is, there are two students do error in pronouncing the diphthong /ɪə/, six students do error in pronouncing diphthong /eə/, four students success in pronouncing diphthong /ʊə/ and two students do error in pronounce it, all students do error in pronouncing diphthong /eɪ/, /aʊ/and /aɪ/, all students success in pronouncing diphthong /ɔɪ/, and four students success pronouncing diphthong /əʊ/.

The third previous research conducted by Fadilah (2020). The researcher find out that most of students still confuse in pronouncing diphthong vowel. It proven by the students made total 57 errors in their

diphthong pronunciation oral test and each error has different frequency of occurrence.

The distinction between this research and previous research is that in this research the researcher focus more on student's barriers in pronouncing diphthongs sound. Based on the explanation above, the researcher conducted a research entitled "**An Analysis Of Students' Barriers In Pronouncing English Diphthong At The First Grade Of MTsN 4 Tulungagung**".

B. Statement Of Research Problem

The statement of the research is conducted into following questions:

1. What are the student barriers in pronouncing English diphthongs?
2. What are the factors affecting the student's barriers in pronouncing English diphthong?

C. Objectives Of The Study

Based on the problem, the purpose of this study is to knowing the students barriers in pronouncing English diphthongs and the factors that affecting students barriers in pronouncing English diphthongs sound in the first grade of junior high school at MTsN 4 Tulungagung.

D. Significance Of The Study

The researcher hopes this research can give contribution to the English teaching and learning, consist of:

1. Teacher

This research can help teacher to know and understand about the student's ability in pronouncing word especially in English diphthong.

2. Readers

This research can help readers to improve their pronunciation skills and familiarize to practice using the correct pronunciation of English words that contain English diphthong. To the reader who wants to conduct a similar topic, this research hoped can to be reference.

E. Scope And Limitation Of The Study

The scope of this research is teaching English pronunciation especially English diphthong. In this research the researcher limitation in the scope only in the factor affecting the student barriers in pronouncing English diphthong. The researcher will analyze what student's barriers face in pronouncing English diphthong and the factors affecting student's barriers in pronouncing English diphthong.

F. Definition Of The Key Term

There are some significant terms that are frequently used and needed to be defined in order to avoid misunderstanding in this research, and those terms are:

1. Barriers

Barrier means something that makes an error because misunderstanding of how to do something. In this research, barriers mean the problem faced by student in pronouncing English diphthong and the factors affecting that.

2. Pronunciation

Pronunciation is the way in making sound of the word like native speaker. In this research the meaning of pronouncing is the best way to pronounce English diphthong so the word can pronounce well and can easy to understanding.

3. English diphthong

Diphthong is a sound formed by two vowels that are articulated like a single syllable. Diphthong comes from Greek word *diphthongos* which mean “having two sounds”. Diphthongs begin with a vowel, then moves on other vowels as the spell out the syllable. It means that diphthong is involving combination movement from one vowel sound to another and within one syllable in that word. There are the kinds of diphthong sound such as, eɪ, aɪ, ɔɪ, ɪə, aʊ, ʊə, eə, əʊ.