CHAPTER I

INTRODUCTION

This introduction chapter encloses background of the research, statement of research problems, objectives of the research, significance of the research problem, scope and limitation of the research, and definition of key terms.

A. Background of the Research

Communication is one of human effort to make interaction between two people or more to exchange information, giving opinion or transfer ideas, giving instruction etc. Furthermore, there are two ways to communicate. They are speaking and writing. Communication has close relation to language. English is one of language in the world called international language, because many people from different countries use it. So, people who learn or master in it can communicate easily.

Indonesia is one of country which learns and uses English as compulsory subject in the school. Hopefully, students can understand or share information with other people who come from different nation without awkward. Moreover, students in English department, they will have many chances and choices to study abroad or to find out a job out of their country. But, because of English as a foreign language, students face many difficulties, since they should transfer their ideas from their first language to foreign language.

In fact, many learners of English as a second language have major difficulties with English pronunciation, often even after years of learning language. Fraser (2000:11) states "many adult learners find pronunciation one of the most difficult aspects of English to acquire, and need explicit help from the teacher". Moreover, many institutions do not provide enough time and place for learner to learn pronunciation widely, so they gather between learning speaking and pronunciation in one class. Sometimes, it wrongly applied interchangeably. Actually both of them are different concern. Pronunciation is viewed as a sub-skill of speaking. This often result in them facing difficulties in areas such as communication gap, low self confident (then experience social isolation), employment difficulties, limited opportunities for further study, and prefer to silent then much practice to speak English or may avoid speaking English.

Those difficulties for instance, students may not know how to pronounce the sounds or particular sounds of English in natural speech, sounds combinations on with putting particular sounds in particular positions. They may also have trouble in differentiate two words which has slightly similar sounds. Those difficulties faced by students are what become mistakes or errors.

In learning process, making errors is natural. Error is lack of learner of mature language performance. It may appears when learners have not acquired the foreign language rules. Analyzes of students errors are very important, students will know their difficulty to pronounce words correctly, they also will earlier realize their lack, so for further they will not do over again mistake to pronounce

same or analogous words and the teacher will discover teaching and learning process, so he/she can pursue a good method to teach and improve their students ability especially focus in the student lacking.

In the specific case, thus problem also happens to the fourth semester of English department at IAIN Tulungagung. Learners have speaking class but they do not have pronunciation class, so there is high possibility to make errors. In fact, not all students can pronounce well, sometimes in one of presentation, answering, or giving opinion they make mistake in pronouncing of words, and in another occasion they also make the same mistake. It makes them unconfident to pronounce other words. This condition need attention from the teacher, because they are English learners, further they will be English teachers, hence if teacher neglect it, what they said cannot be understood by listeners because unintelligible and incomprehensible, or poorly they will teach their students with wrong pronunciation too.

The researchers realized students that pronunciation is important to improve their ability to be good speaker with proper pronunciation because it is main component in their profession and for further education. Therefore, we performed a study to analyze the pronunciation of these fourth semester students in English speaking class and identified their errors in order to develop teacher strategy and guidelines for correction to increase student's ability. The writer has interest to research "Error pronunciation made by fourth semester of English department at IAIN Tulungagung".

B.   Statement of Research Problems

Here, there are some research problems formulated by the researcher as follows:

1. What kinds of errors on the segmental aspect of pronunciation do the fourth semester students of English department at IAIN Tulungagung often make?
2. What is the cause of errors made by fourth semester students of English department at IAIN Tulungagung?

C.   Objectives of the Research

In the line with the research problems above, these objectives of the research are described as follows:

1. To identify kinds of error on the segmental aspect of pronunciation that often made by the fourth semesters of English department at IAIN Tulungagung.

2. To analyze source of errors on the segmental aspect of pronunciation are made by the fourth semesters of English department at IAIN Tulungagung.

D.   Significance of the Research Problem

The result of the research is expected to be useful for the teachers, students and other researchers.

1. Students

   By reviewing this study students are expected to recognize their pronunciation mistake often made, so they will be careful with those words and will not rehearse again. Besides, the students will realize their abilities or achievement in pronunciation, since they will be able to pronounce word properly and confidently.

2. Lecturer

   This result to be useful for English teachers to improve their teaching pronunciation, and moreover by knowing the students errors, they can help their students to solve their problem especially in segmental aspect of pronunciation. Teacher can determine the appropriate strategy or techniques in teaching pronunciation particularly where is students do mistake.

3. Other researchers

   It also expected to other researcher to improve their knowledge as reference which beneficial and useful to conduct further research.

E.   Scope and Limitation of the Research

This research limits analyzing often error pronunciation made by the fourth semester of English Department at IAIN Tulungagung. In addition, the error is limited to any segmental aspect in pronunciation made by the fourth semester students. The researcher used the student pronunciation error. Pronunciation aspects that will be discussed in this thesis are covering two main

aspects such as consonant sounds and vowel sounds. The consonant sounds include voiced and unvoiced, while the vowel sounds include single consist of short and long, and also diphthong.

F.   Definition of Key Terms

Some key terms are used in the title of the research are provided below:

1. Errors

    Errors are flawed side of learner speech and writing (Dulay, 1982 : 138). When the students learn something usually they get the difficulties, error can happen because the students feel difficult or the teacher used the inappropriate method in teaching.

2. Error analysis

    Error analysis was one of the first methods used to investigate learner language (Corder, 1994: 68). It analyze or investigate, classify, and interpret the learner language errors that made by learners.

3. Pronunciation

    Pronunciation refers to the *phonology* of the language – or the meaningful perception andproduction of the sounds of that language and how they impact on the listener (Burns. A, 2003: 5).

4. Pronunciation features

    It is various features that make up production of sounds in English (Burns. A, 2003: 5).