CHAPTER I
INTRODUCTION

Chapter I of this thesis presents the background of the study, the statements of the problems, the purposes of the study, the significance of the study, the scope and limitation, and the definition of the key terms.

1.1 Background of Study

Language is the most important aspect of our life which is mean language is a tool of communication used to transfer information, ideas, and feelings from one person to another. As we know, there are many languages which exist in this world, one of them is English. In this era, English has increasingly becomes the language used for international communication by the people all around the world. For people who live in a country which does not use English as their mother language, they must learn English to understand the language or to communicate with other people all around the world.

In learning English there are four skills that one must learn, they are listening, speaking, reading and writing. Fulcher (2003) claims that speaking is the verbal use of language to communicate with others. By speaking people can communicate their feelings, share their ideas or their opinions orally. According to Mc. Donough and Shaw (2003) speaking as a kind of skill used to show which a person has superiority in mastering English. Through speaking people may often frame a judgment about our capability in speaking instead of structure any of the other language skills. In Indonesia English is considered a foreign language and
many learners of English language have major difficulties in English pronunciation even after years of learning the language.

Pronunciation is a sub-skill of speaking. In speaking, pronunciation is more important, because if the speaker pronounces the word incorrectly, the listeners may not understand about what the speaker said. Fraser (2000) explains that being able to speak English includes a number of sub-skills of which pronunciation is by far the most important (other sub-skills of speaking include vocabulary, grammar, and pragmatics). She argues that “with good pronunciation, a speaker is intelligible despite other errors; with poor pronunciation, understanding a speaker will be very difficult, despite accuracy in other areas” (Fraser, 2000).

However, many of English language learners (ELLs) confront difficulties in learning English pronunciation (Gilakjani, 2011). Based on previous research conducted by Isnia (2011, as cited in Hidayah 2013) entitled The Errors of English Pronunciation in Learning English Produced by Students of Al-Izzah Islamic Boarding School, she found that 81.4% students have problems in pronunciation, 78% in grammar, 69% in vocabulary, 52% in fluency and 30% in unity or arranging paragraphs. According to the research above, pronunciation becomes the first problem that is encountered by students in learning English language. Like EFL learners in other countries, Indonesian learners also face difficulties in learning English pronunciation. One of the reasons is some English sounds can not be found in their first language or their mother tongue. According to Lanteigne (2006) difficulties in learning English occur due to the fact that some
of English sounds do not exist in the mother tongue of the learners. The examples of English sound that can not be found in Indonesian sounds are [v], [θ], [ð], [ʒ], (Moeliono & Dardjowidjojo, 2003). Based on the previous research conducted by Isyuniandri (2014) on students’ pronunciation error at ESP 2 program, he found that one of Indonesian students’ problems in studying English is their poor pronunciation and sometimes they still pronounce the words in Indonesian style and they seldom speak up because they are afraid to make mistakes. In addition, Isyuniandri (2014) also found that 49.11% students got error in vowel, 18.70% in consonant, and 32.18% in diphthong.

In short, pronunciation is important because it deals with how to produce speech sound correctly, which is related to meaning. We need good pronunciation to avoid misunderstanding. It can be seen in the students’ academic activities, especially for English Department students. They have a lot of English presentation in their study. Moreover, after they have graduated and become English teachers, they will speak English much during the teaching learning process in front of their students to transfer their knowledge. For that reason, the researcher conducts a study on pronunciation error performance of first-semester students in English Department, University of Muhammadiyah Malang.

1.2 Statement of Problem

In this research paper, the researcher states the problem as follows: “What are pronunciation errors in segmental phonemes that students make in learning English?”
1.3 Purpose of Study

Based on the statement of problem above, the purpose of this study is to know the segmental phonemes errors made by the students at first-semester of English Department, University of Muhammadiyah Malang in learning English pronunciation.

1.4 Scope and Limitation of Problem

In order to give a clear description of this study, it is necessary to make the scope and limitation. The scope of this study is intended to analyze the errors of pronunciation which is only focusing at segmental phonemes. It is limited to the students at first-semester in Class C of English Department University of Muhammadiyah Malang, academic year of 2015/2016 in learning pronunciation practice.

1.5 Significance of Study

The result of this study is expected to be useful for the readers, the University of Muhammadiyah Malang itself and also for students who are interested in English education. This result is also expected to be useful for the teacher of English language, as a feedback in teaching English especially in teaching pronunciation or speaking, it can offer clear and reliable picture of students’ knowledge of the target languages, especially in pronunciation. On the other hand, it can also be helpful for the next researchers who want to make further research about pronunciation error as one of the references.
1.6 Definitions of Key Terms

1. **Error** : “Noticeable deviation from the adult grammar of a native speaker, reflecting the interlingua competence of the learner” (Brown, 2000).

2. **Pronunciation** : “The way in which English or particular English word is pronounced” (Longman, 1987).