

CHAPTER I

INTRODUCTION

In this chapter, the writer would like to discuss background of study, statement of problem, purpose of study, significance of study, scope and limitation, definition of key term. The topics will be discussed below.

1.1 Background of The Study

There are four skills in learning English: listening, reading, speaking and writing. Those skills are important which must be mastered by the students. Speaking is one of English skills that is related to pronunciation. The act of producing sound of speech including articulation, stress, and intonation is related to pronunciation. Speaking and pronunciation are defined as the way in which language or certain word is spoken. In learning English, someone must pay attention and focus more in speaking and pronunciation because those skills have close relation. In fact, many students of English language have major difficulties with English pronunciation. Fraser (2000) states that pronunciation is one of the most difficulties aspect in learning English language that students acquire. This problem needs teacher or lecture attention and responsibility to help the students to avoid mistake.

Teaching and learning English pronunciation is necessary because pronunciation is one of major aspects in language skills, not only in learning English but also all the world's languages have the power of pronunciation. Many people who learn English language rarely pay attention to pronounce well. Some people

think that pronunciation is less important than grammar and vocabulary. In fact, pronunciation is also extremely important. Many cases of misunderstanding in communication happened because there was a mispronouncing of words and improper intonation. Pronunciation also plays a very important role in learning language and become one of important competence which should be mastered by students. Having good pronunciation can make speaker more confident when speaking and make listener understand easily (Gilakjani, 2012). Based on this argument, it concludes that pronunciation has big impact in communication, because pronunciation is the biggest thing that people notice when someone speaking English and it can be a good pronunciation if it is understandable and pleasant.

Pronunciation is related to the way how to produce the sounds or word by using mouth, tongue and lips and how intonation and stress are used to convey the meaning. Practicing pronunciation of words or sentences can be done by practicing speaking, listening and reading. Pronunciation must be learned because if occur an error in pronouncing the words, it will change the meaning away from the real meaning.

In learning process, making errors is natural. It can happen due to a lack of practice. Pronunciation of students was heavily influenced by the pronunciation of their native language, in this case Indonesian. Kwary and Praningrum (as cited in Keshavarz, 2017) did investigation towards Indonesia University students and got the result that students had difficulties in pronouncing English vowel and consonant caused by negative transfer. It showed when the students produce L2 sounds

influenced by student's L1 sounds. Many researchs have been showed the pronunciation problem faced by EFL students with varied language background and all showed the influence of mother tongue. Mother tongue being an issue in learning second language. The influence of the mother tongue (L1) affects in mastering a foreign language or a second language (L2). The frequent errors in pronunciation or spelling of a word is also called a pronunciation error. Brown (2000) defines errors related to misunderstanding of the context in a particular subject and happened systematically. It can be concluded that error is deviation of exact language system caused by misunderstanding of the rules of language system and can not be self corrected.

Errors happen systematically and repeatedly. Scovel (as cited in Amara, 2015) states error are systematic deviation made by students who have not yet understanding the rules of L2 and underlying the competence. The students find difficulty to correct the errors that they made. That is why the students often make errors repeatedly. The students may realize the error if they told by another speaker or lecture.

Based on previous study, by Isyuniandri (2014), ESP students in University of Muhammadiyah Malang had many problems in their pronunciation. It is also described as the most dominant errors made by the students. The researcher found that errors in vowel (49,11%), errors in consonant (18,70%), and errors in diphthong (32,18%). Therefore, the most dominant errors made by Indonesian students were in pronouncing vowel sounds. The students' pronunciation was very poor and it became the caused of pronunciation error. Indonesian students have

problems in studying spoken English in linguistics understandable. The result of the study covered the errors of English pronunciation committed by the students in pronouncing English word.

Another previous study, by Hayiabulloh (2015) who found that Thai students have problem in pronunciation. The first types of errors was prosodic which consisted of linking, intonation and stress. The Second was phonemic word which consisted of consonant, vowel and diphthong. Prosodic error made by Thai students was linking. The students did not join the last sound of word joined with the first sound of next word. The next error was intonation. The students confused in pronouncing English intonation. The last error was stress. Thai students faced difficulties in recognizing the word that they should be stressed. The second types of pronunciation error was phonemic. Thai students made errors in consonant, vowel and diphthong. The main consonant errors made by students were /dʒ/, /vʃ/, /v/, /g/ and /z/. There were some English consonant did not existed in Thai language, it made the students felt unfamiliar with these consonant /g/, /z/, /dʒ/. The next errors was vowel. The students can not produce these sounds /ʊ/, /ɔ:/, /ə/, /ɑ:/. The last errors was diphthong. The students can not produce these sound /eɪ/, /ea/ and /aʊ/.

Considering the previous study, the writer is interested in studying pronunciation errors made by Chinese students who learnt in Indonesia especially at University of Muhammadiyah Malang because investigating pronunciation error made by Chinese students in Indonesia is rarely discussed. Learning English especially for Chinese students is hard to understand. The writer wanted to conduct

a research in speaking class which consisted of Chinese students at third semester of University of Muhammadiyah Malang.

1.2. Research Problem

Based on the background of the research, the research question can be formulated as follows :

1. What are the pronunciation errors made by Chinese students at third semester of English Department at University of Muhammadiyah Malang?

1.3. Research Objective

Referring to the formulation of the problems, the objectives of this study is :

1. To know what are the pronunciation errors made by Chinese students at third semester of English Department at University of Muhammadiyah Malang.

1.4. Scope of Limitation

In this study, the writer would like to analyze the pronunciation errors made by Chinese students at third semester of English Language Education at University of Muhammadiyah Malang. This study has two limitations; First, this study is a case study which investigates pronunciation errors made by Chinese students at University of Muhammadiyah Malang. Second, this study was conducted by non native speaker.

1.5. Research Significance

The writer expected that this study will be useful not only for the future researcher but also for the lecture and students. For future researchers, this study

can be used as addition information, and reference to make the study more perfect and extensive research. For the lecture this study will be used as reference to teach the students in order to avoid making errors in learning speaking especially in pronunciation. For the students may help them to know their ability in pronunciation after knowing the weakness and have the ways to reduce the frequency of errors in pronunciation.

1.6. Definition of Key Terms

Researchers would like to give a definition the key terms in this study in order to avoid misunderstandings for the reader to be shown as follows:

1. Pronunciation

Pronunciation is one of the most important things that students have to master in order to communicate clearly and fluently. Harmer (as cited in Herman, 2016) states that pronunciation is close related to make the sound or the way particular words are spoken.

2. Errors

Scovel (as cited in Amara, 2015) states error are systematic deviation made by students who have not yet understanding the rules of L2 and underlying the competence. In other words, error can happen because students misunderstanding in a particular subject that can not be self corrected, do lack of practice and the learners who have not yet mastered the rules of L2.