

CHAPTER I

INTRODUCTION

This chapter presents background of the study, statements of the problem, objectives of the study, significances of the study, scope and limitation, assumption, and operational definition.

1.1 Background of Study

One of the goals in English Study Program of STKIP PGRI Sidoarjo is generating the professional, competence and character teachers. In learning English, there are four skills that must be learned by students. They are listening, speaking, reading and writing. All of them are important skills to be mastered. In reading comprehension, the students should have a lot of vocabularies and strategies to help them improve their reading skill. In writing comprehension, the students should have knowledge of grammar and also a number of vocabularies to help them develop ideas well. In speaking and listening skill, the students should have the same knowledge as the two skills above.

Since the latest curriculum for English lesson in middle school focuses on language as communication, the students of English Study Program are prepared to be teachers who have competence to communicate or to talk intelligibly to the others and speaking is a kind of skill used to show their competence of it. According to Bailey (2005, p. 25) asserts that speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information. In Indonesia, English is considered as a foreign language

and many students of English have major difficulties in English pronunciation even after years of learning the language.

In learning English, pronunciation is a sub-skill of speaking. Among the sub-skills of speaking, pronunciation stands out as the most important one (Arnaud, 2015, p. 7). It means that pronunciation mastery plays a key role in communication. According to Harmer (2001, p. 26) states that pronunciation is the knowledge of how to say a word – that is how to pronounce it. It means that pronunciation is the way how a language is spoken. Pronunciation is an important part of speaking, for the speaker is able to produce the word correctly, the listeners may understand about what the speaker said. Like English as Foreign Language (EFL) students in other countries, Indonesian students also face difficulties in learning English pronunciation because some English sounds can't be found in Bahasa Indonesia. According to Moeliono & Dardjowidjojo in (Tiono & Yostanto, 2008, p. 80) state that English sounds such as /θ/, /ð/, /ʒ/, /dʒ/, and /tʃ/ cannot be found in Bahasa Indonesia. Therefore, these sounds can be the factors of difficulties in learning English pronunciation.

Furthermore, there are some reasons why English students need good pronunciation ability. The first reason is having good pronunciation encourages students to be more confident in communication (Sabat, 2016, p. 4). Some students feel unconfident when the listeners don't get the point of their speech. The students need some great efforts to make the listeners understand what they are talking about if they mispronounce the words in the utterances. Moreover, some native speakers feel uncomfortable when the speakers often mispronounce

some words in the utterances. Therefore, having good pronunciation influences the confidence to communicate in English.

The second reason why pronunciation is important is that good pronunciation ability can support speech intelligibility which is very important to avoid misunderstanding between speaker and listener (Fraser, 2000, p. 7). Many cases of misunderstanding are caused by mispronunciation or inappropriate intonation of the words. Most of words have only one pronunciation, but sometimes a word has two or more pronunciations. In addition, words that sound quite different are written similarly (Rogers, 2000, p. 16) . The word (*present* /'prezənt/ as noun and *present* /pri'zent/ as verb) have the same spelling, but they have the different pronunciation and meaning. If the students pronounce these words with no differences, it can lead to a misunderstanding. Therefore, having a good pronunciation can avoid misunderstanding.

The English pronunciation components are divided into segmental features and supra-segmental features (Rogers, 2000, p. 16). Segmental features consist of vowels and consonants, supra-segmental features, on the other side, have stress and intonation. In learning and practicing English pronunciation, EFL students are frequently failed in segmental components. According to Kelly (2000, p. 8) states that there are sounds and combination of sounds in English which do not occur in L1. Therefore, EFL students are able to produce English sounds easily when they also exist in their native (L1) sound system. When the sounds do not exist in their native (L1) they have to do great effort to practice pronouncing them accurately and sometimes they make errors on it.

In short, pronunciation is dealt with how to produce speech sound correctly relating to meaning. The students of English Study Program need good pronunciation to show their competence on communication, encourage students to be more confident in communication and avoid misunderstanding. Therefore, the researcher is interested in conducting a research about an error analysis in consonant production of English Study Program Student of STKIP PGRI Sidoarjo, particularly the eighth semester of 2015A. Based on those statements, the researcher decided to use title of this research with “Pronunciation Errors on English Consonant Production Produced by English Study Program Students of STKIP PGRI Sidoarjo”.

1.2 Statements of the Problem

In this research paper, the researcher states the problems as follows:

1. What pronunciation errors are frequently made by English Study Program Students in consonant production?
2. What are the causes of errors in consonant production made by English Study Program Students?

1.3 Objectives of the Study

Based on the statements of the problem above, the objectives are:

1. To describe pronunciation errors which are frequently made in consonant production by the eighth semester of 2015A English Study Program Student of STKIP PGRI Sidoarjo.

2. To describe the causes of errors in consonant production by the eighth semester of 2015A English Study Program Student of STKIP PGRI Sidoarjo.

1.4 Significances of the Study

The significances of the study can be classified two, as follows:

a. For Students

This research can help them to understand their pronunciation errors on consonants and develop their pronunciation ability.

b. For Lecturers

This research will help them to identify the problems of students' pronunciation ability and decide the technique that they should take to their students in order to avoid or to lack pronunciation errors on consonants.

c. For Further Researcher

This research will give more benefit and contribution in the education field and can be used to develop further researchers on pronunciation teaching.

1.5 Scope and Limitation

In order to give a clear description of this research, it is necessary to make the scope and limitation. The scope of this study is intended to describe the errors of pronunciation which is only focusing on consonants

(/θ/, /ð/, /ʒ/, /dʒ/, /f/). It is limited to the eighth semester of 2015A English Study Program Students of STKIP PGRI Sidoarjo for facilitating the researcher to get the data.

1.6 Assumption

According to the references which stated in the background of the study above, the assumptions are: there are some errors in consonant production (/θ/, /ð/, /ʒ/, /dʒ/, /f/), since those consonants can't be found in Bahasa Indonesia. The researcher would like to analyze the pronunciation errors on consonant production made by the eight semester of 2015A English Study Program Student of STKIP PGRI Sidoarjo and the result will be presented in Chapter IV.

1.7 Operational Definition

To again the same perception to some words or phrases used in this research, some items are defined in order to give the readers a better understanding and to avoid misunderstanding.

1. **Error** is a term referring to a performance which the deviation arises as a result of lack of knowledge
2. **Pronunciation** is the act of producing the consonants which don't exist in Bahasa Indonesia

3. **Consonant** is a segment of speech which is produced with the obstruction of the airstream, particularly the consonants which are not found in Bahasa Indonesia (/θ/, /ð/, /ʒ/, /dʒ/, /ʃ/).
4. **Pronunciation error in consonant** is an error made by speaker when producing or pronouncing the consonant (/θ/, /ð/, /ʒ/, /dʒ/, /ʃ/).

