

CHAPTER I

THE INTRODUCTION

This first chapter, the introduction, contains some significance sub-chapters. This chapter contains the description of the reasons of conducting this study, the research questions, the study puposes and so fourth.

1.1 Background of the Study

In the process of learning English as a foreign language, many students face difficulties and make some errors especially in pronouncing English segmental features (Widyaningtyas, 2014:1). Based on researcher's observation in learning process, difficulties faced by the English learner or student can occur because of some factors. One factor that causes difficulties in learning English pronunciation is the absence of English sound in some country. According to Tiono & Yustanto (In Poluwan, 2017:12), English sounds such as /v/ & /θ/ cannot be found in Indonesia, so it is difficult to pronounce English words because of difference of phonetics between English and Bahasa Indonesia.

There are some reasons why learning or analyzing pronunciation is important. First, pronunciation error can cause misunderstanding in communication. One problem which causes misunderstanding in communication is an unintelligible pronunciation (Sabat, 2016:1). For example, someone says, "I like to eat *steak*" with pronunciation error "I like to eat *stick*". The word *steak* should be pronounced /steIk/ and stick /stIk/. The pronunciation of those words is slightly different but the meaning is so much different.

Secondly, even when the non-native speakers' vocabulary and grammar are excellent, if their pronunciation falls below a certain threshold level; they are unable to communicate effectively (Wei, in Khaghaninejad, 2015). The listeners cannot differentiate between sounds, they may be able to convert meaning. On the other hand, language learners can always be understood and say what they want to say (Harmers, in Khaghaninejad, 2015). It means that correct pronunciation has an important role in communication.

The third reason of the importance of pronunciation can be viewed from the function of pronunciation. It is to provide the students with the tools that they need to gain accurate control within the sound system learned by them (McNamara, in Khaghaninejad, 2015). By underlining the statements above, the goals of pronunciation are helping students acquire the knowledge and promoting the use of communication.

There are some ways to analyze the pronunciation error. One way of analyzing pronunciation error is analyzing pronunciation error by using video. In conducting error analysis, video turns into a more attractive data collection strategy (Spears, 2004:57). Videos show the researcher how students pronounce and produce sounds clearly. Researchers can analyze students' articulations when producing and pronouncing sounds, so the researcher can conclude how successful the students produce and pronounce sounds. The videos can be replayed in order to gain clearer data. On the other hand, video technology has unique properties or features allowing researchers to capture and reflect complex phenomena from a variety of perspectives (Spears, 2004:57).

Based on arguments above, anticipating error in learning language including pronunciation error can be crucial because the error should be anticipated as early as possible. This study is about the error analysis on the students' pronunciation in English diphthongs production of the third semester students at STKIP PGRI Sidoarjo as seen in the video.

1.2 Statement of the Problems

Based on some reasons explained in background of the study above, this research studies the following problems:

- 1.2.1 What types of error do the students make in their English diphthongs production towards the third semester students at STKIP PGRI Sidoarjo in the academic year 2017/2018 as seen in the video?
- 1.2.2 What are factors that cause pronunciation errors made by the third semester students at STKIP PGRI Sidoarjo in the academic year 2017/2018 as seen in the video?

1.3 Objective of the Study

To give the illustration of this study's purposes, researcher discusses the objectives of the study as follow.

- 1.3.1 To describe the types of error in English diphthongs production of the the third semester students at STKIP PGRI Sidoarjo in the academic year 2017/2018.

1.3.2 To describe factors causing pronunciation errors occur in video of third semester students at STKIP PGRI Sidoarjo in the academic year 2017/2018.

1.4 Significances of the study

Researcher classifies the significance of the study into four parts. Those parts are for the other researchers, readers, English teachers and lecturers, and students.

1.4.1 Other Researchers

For the other researchers, the results of this study hopefully can be useful reference for future researchers who will conduct a study under the same topic with this study.

1.4.2 English teachers and Lecturers

For English teachers and lecturers, the results of this study can help them in understanding students' difficulty in learning the pronunciation with the right way especially in English vowels production.

1.4.3 Students

For the students, the results of this study can help the students to know the pronunciation with the right way and to improve their ability in English pronunciation with right way.

1.5 Scopes and Limitations

In order to explain the focus of the study, researcher limits problems of this study. In this section, researcher explains the scopes and limitations of this study.

In this study, the subjects are limited on the third semester students of STKIP PGRI Sidoarjo. 6 students were chosen as the research subjects because of some reasons. Firstly, the third semester students of STKIP PGRI Sidoarjo are chosen as the research subjects because researcher can collect the data easier. Secondly, the third semester students had Pronunciation Practice course in the previous semester, and this semester they are having Phonology course, so it is essential to conduct the study for anticipating their pronunciation of the future.

The researcher focuses only on analyzing errors made by students when producing and pronouncing **diphthong** seen in the videos and their causing factors. The researcher only analyzed the pronunciation error in the diphthong production because the analysis of diphthong has not conducted yet in the STKIP PGRI Sidoarjo.

1.6 Assumption

Some assumptions need to be submitted to base the researcher's frame of thinking (Mahmud, 2016:31). This study is based on the following assumption.

The students make error in producing English vowels production. There are some kinds of pronunciation errors made by students. Errors occur conditionally. The errors in pronunciation occur in different regions. Different areas may have different errors because of the absence of English sound in some areas or region. The classification of errors depends on its factors.

There are some factors that cause pronunciation errors. One factor that causes pronunciation error is linguistic factors. In order to understand the factors causing pronunciation error, we need to analyze it. Analyzing factors causing

pronunciation is important. Analyzing factors causing pronunciation error is needed in order to reduce the possibility of pronunciation error occurrences.

1.7 Operational Definition

To evade misunderstanding, researcher gives some explanations or definitions of some key terms used in this study.

1.7.1 **English Vowel Production** in this study means the process of speaker producing English vowels.

1.7.2 **Error analysis** in this study is an action of analyzing how one produces error in diphthong production.

1.7.3 **Factors causing pronunciation** in this study refers to the linguistic factors that cause pronunciation. Those factors are (1) mother tongue interference, (2) sound system differences between L1 and L2, (3) inconsistency of English vowels, and (4) influence of spelling English pronunciation.

1.7.4 **Pronunciation error** in this study is an error made by speaker when producing or pronouncing diphthong.

1.7.5 **Types of Pronunciation error** in this study are the classifications of error in pronunciation. There are three types of pronunciation error: substitution, omission, and insertion.

Vowel, a segmental feature of English pronunciation, is sounds produced by human through the mouth without being blocked