

HAPTER I

INTRODUCTION

Background

Language is one of tools that people use to communicate with other. Language in every country is different from others; the way to pronounce, the sound, the structure and the meaning are also different. To use the language as the tool of communication can be done by writing and speaking. In writing activity, we need the reader to understand what is written or understand the language that is used. Similarly in speaking, the speaker needs the listener to understand the language uttered by the speaker to the listener.

In language, speech or speaking is one of part of language. Speech is an activity which arises on many events; a code that is known by people who use their knowledge and share messages in these events. When someone speaking, another people who is close enough with the speaker can hear the sound, but only a person who knows the language can understand what is said.

Sometimes when speech or speaking happens, some people have different way to pronounce the words of the language. It is because of some factors, like people who live in different areas of speaking, different geographic, different dialect, and some people grow up with different advantages and opportunity in education (Kreidler, 2004, p.2).

In Indonesia, students must learn English as their foreign language. English lesson is taught from elementary school, junior high school, senior high school, and in University. Some people can know or learn English in other way without

going to school, this could be by joining English course, watching television and some people learn by using the internet.

English learner must study all of the aspects which are related with the language, like vocabulary, grammar, word classes, intonation and pronunciation. By studying all of the aspects; students can increase their English skill, like listening, speaking, reading and writing. It is also to complete the learners' understanding about English. For example: if students want to become a good speaker, they must learn about pronunciation and intonation very well. If students want to be good writers, they must know about grammar, word classes, and vocabulary very well. Students must to learn all of these parts to become an English speakers. Some of people learn English because they want to become good speakers. Certainly they must know very well about pronounce and intonation.

Pronunciation is a way to make sound when saying something in a language. In every language have their own way to pronounce and it must be different from one language to another. Pronunciation is one of important things when someone learns about a language, because pronunciation refers to how speaker says to listener and listener can understand what is said by speaker. If a speaker utterances are unclear they can make listener misunderstand.

Intonation is the way the speaker pronounces a word with raise, fall, high, low, long and short tone. If the speaker does not pronounce clearly with right intonation, it makes same pronounce, and it can create misunderstanding by the listener.

In Indonesia many cases with mistakes in pronunciation happen when students pronounce English words. There are some factors that cause mispronunciation done by students. First, because of English in Indonesia is as a foreign language, and it takes much time for students to be able to understand English. It is the reason of why English lesson is still taught in elementary schools up to University. Second, English is different with Indonesian language, in term of the grammar, spelling, intonation, and pronunciation. It is more difficult for Indonesian students to understand this language, if they do not pay attention when it is taught to them.

Based on the researcher experience when practiced teaching in SMA N 1 Bonepantai, there were so many mistakes in pronunciation when the students produced some English sounds. For examples, the students pronounce the words *sad* with [set], *dog* as [dok], and *easy* as [isi]. As of this reason, the researcher formulated this study with title: “A descriptive study of students’ mistakes in pronouncing English consonants and vowels”.

In composing this study, the researcher is also looking for some relevance sources that give the researcher more information to support the knowledge in understanding the area of study. The first is study entitled “The Influence of Indonesian Vowels in Students’ English Vowels Pronunciation” by Wulan S. Amuda in 2010. In this study talking about the students pronunciation in English vowels influenced in Indonesian Vowels. Based on her study is more than a half of students in still influence to Indonesian pronunciation.

The second study is carried out by Agus Riadi in 2013, with the title “Students’ Problems in Pronouncing Short and Long English Vowels”. The conclusion of his study that is majority of the students have error with pronouncing English vowels especially in long English vowels, which are [I], [i], [Λ], [ɑ], [ʊ] and [u]. The incorrect pronunciations of every long vowels are always bigger than the short vowels because in students first language there are no long vowels.

The deficiency of those study is those study just talking about the students’ mistake in pronunciation in produce English vowels not English consonants. So, this deficiency explained in this study.

There are some study about students pronunciation problems but they are more specific to vowels. This research looked at students’ mistakes in pronouncing English sounds in general. This research observed about students’ mistakes in pronunciation in English lesson.

Research Question

In Indonesia, students’ have so many problems in learning English as a foreign language, especially when they pronounce an English sound. The researcher wants to investigate: what are the students’ mistakes in pronouncing English consonants and vowels.

Research Objective

In this case the researcher wants to know whether the students’ make the mistakes in pronunciation of English consonants and vowels.

Reason for Choosing This Topic

1. Pronunciation as an important thing in studying English, if there is something wrong with pronunciation of a word it will change the meaning and there will be misunderstanding.
2. Knowing this problem is important to teachers and students. By using some methods in teaching English pronunciation in the future it can minimize the students' error in pronouncing English sounds.

Scope of Study

In this study, the researcher focuses on English sounds which include consonants and vowels. This study tries to find out students' mistakes in pronunciation when they produce the English sounds and the factors that caused them to make mistakes with those sounds. This study looks at the mistakes in pronunciation when the students produce English consonants and vowels, specifically in English consonants [p], [b], [d], [t], [k], [g], [f], [ʃ], [ð], [θ], [r], [dʒ], [f], [v] and English vowels [ʊ], [i:], [ʌ], [ɑ:], [ɜ:], [u:], [ɪ], [æ], [ʊ].

This study also does not include diphthongs and clusters in English and it does not include supra-segmental such as stress and intonation

Significance of Study

This study help the researcher as an educator to know more about how much students can pronounce English word very well. This also Helps English teachers in school, with this study the teachers can know their students ability in pronouncing English sound, if it has many problems they can pay more attention to the teaching about pronouncing in English sound. This study can be a reference

when teaching English lesson, teacher may use some strategies to increasing students' English pronounce. In other hand this study also helps the head master to know how their curriculum works successfully in English lesson.