

CHAPTER I

INTRODUCTION

1.1 Basic Consideration

Communication is an activity between two or more people in making interaction to each other by using language. This language comes from an agreement in society which has own structures, rules, sound symbols, pronunciations and dialect that differ which one another. In general communication, language can be clasified into three categories namely, traditional, national, and international. Traditional language refers to a language that used among tribesman in a tribe and it is usually in regional level. National language is used among society in a country and International language is used by all people in the world. In this case, a traditional language is existed in every tribe such as: Java, Madura, Gorontalo, Muna, Tolaki, Wanci, Bugis etc. Whereas, national language includes Indonesia language, Chine, Japan, Brazil etc, and the international languages such as English and Arabic.

Those kinds of languages are used as a tool of communication in society either in Regional, National and International level. In daily communication, traditional language becomes the first language or called as mother tongue because it is the first language that the people get from their parents. This language gain naturally without learning and without premediated therefore, everybody can speak it fluently. In addition, mother tongue got since childhood and always used in hometown among family and becomes their daily language.

National language (Indonesia) is the second language for some of Muna students which studied intentionally with learning either in formal or informal process. Those process are called as language learning because there are some activities or training to get new language. Informal proces may occur in general society without teacher, but they are learning it intentionally. Whereas, formal process usually occurs in educational system such as in school or in community with the teacher, material, media and other thing that has prepared.

International language (English) is a foreign language that studied in educational system. It differs from the first and second language in their use because English is not used in daily communication. English as a foreign language indicates the use of English in a non English speaking region, therefore the using of English by Muna students is different from the using of English by native speaker, because Muna language and English differ in their phonetics, pronunciation and dialect.

The differences in phonetic refers to the differences in sound symbols. Moreover, phonetic is one of the main branch of linguistics that study about the production, description and clasification of sounds and every speech sound has its own meaning. The production of sounds include the place and manner of articulation, description include alphabetical form and the clasification include the vowels and consonant. It plays an important role in language learning because the differences of phonetics in every language become a symbol of those languages. Phonetics deals with the sounds themselves rather than the contexts in which they are used in languages.

Pronunciation deal with how people produce sounds in language. The difference of pronunciation is related with the differences of speech sounds. However, every language sounds different and uses different sounds. Different muscles are employed, the mouth, cheeks, nose, and tongue, along with breathing in or out. Then there are some problems that occur in English learning. In terms of pronunciation, many Indonesians include Muna students have trouble in pronouncing vowels clusters in three or more vowels together is a word, as these clusters do not occur in Indonesia and Muna language. For example, the word **‘horticultural’** /'hɔrtə'kʌlcərəl/ have four difference vowels (/ɔ/, /ə/, /:/, /ʌ/) which is never appear in Muna phonic system, therefore some of Muna students pronounce it phonetically such as **‘hortikultural’**.

Such as those differences occurs in some languages, that refer to the language dialect and dialect refers to the rhythm or varieties in speaking a language. Allen in Pateda (2001, p.12) states: “A dialect is any set of one or more varieties of a language which share at least one feature or combination of features setting them apart from other varieties of the language, and which may appropriately be treated as a unit on linguistics or nonlinguistics grounds”. Whereas, Meilet in Pateda (2001, p.15) states: “The main characteristic of dialect have five differences namely differences in phonetic and allophonic, differences in semantics, anomasiologys and morphology”.

Those differences above is a characteristics of every language that used by society in their daily communication. In short, the different of characteristics between Muna and English will result the difficulties by Muna students in

speaking English. These difficulties can make them do mistakes or errors in speaking. Mistakes means wrong action and sometimes they will do correct, and errors means they always wrong and never to be correct. An error in speaking can be caused by the interferences of first language to second language

In this research I take one aspect that is pronunciation by Muna students in speaking English. It is important to be understood because pronunciation deal with how to produce speech sounds in English correctly that related with the meaning. Moreover, pronunciation refers to the description of sound symbol phonetically which described in alphabetical form. Alphabetical consist of two aspects namely consonant and vowel that has the differences in sounds and symbols.

In pronouncing them, Muna students feel that, vowels are more harder than consonant because vowels are pronounced with the various parts of the tongue moving in open space, so to speak, whereas consonants are pronounced in a parts of the tongue do consistently touch somewhere. So that, Muna students often meet the problem how to correctly pronounce vowels in English. Take /æ/, /ɜ/, /ə/ and /ɔ/ for example, these four vowels are the most difficult to pronounce by Indonesian students generally and for Muna students specially, because they cannot tell the differences between /æ/ and /ɛ/. For example in the word **fat** and **bet**, they are pronouncing them by the same ways. The word **fat** is pronounced as /fæt/ and the word **bet** is pronounced as /bet/. In this case, vowel /a/ actually /æ/ is pronounced as /ɛ/ and vowel /e/ also pronounced as /ɛ/.

Finally, the difficulties to pronounce some vowels above are the problem to Muna students, because those difficulties will influence to understand the meaning of a language they are speaking. However, Muna students' pronunciation in speaking their native language has become their habitual and it occurs although they are speaking other language. Therefore, when they are speaking English, usually do errors in producing certain sounds of English vowel.

Based on discussion above, I would like to make research entitle:

“An Analysis of Students’ Pronunciation Errors in English”

1.2 Problems Statement

Pronunciation is a part of language which describes the speech sound in colloquial form. Based on the basic consideration above, the main problems that investigated in this research are:

1. What kinds of errors that Muna students do in pronouncing English?
2. What are the causes of errors made Muna students in pronouncing English?

1.3 Objectives of Research

The objectives of this research are:

1. To find out the kinds of Muna students errors in pronouncing English.
2. To find out the causes of Muna student' errors in pronouncing English

1.4 The Significances of Research

The significances of this research are as follows:

1. It can be a contribution to the students who learn English as a foreign language.

2. To inform the people who learning English that, the errors in pronouncing sounds of English phonetically will influence the meaning of language.
3. To remind all people who are learning English about the important to learn phonetic and sound symbol in English and try to pronounce it well and correctly.
4. It could be usefull in giving information to Muna students about the errors of Muna students in pronouncing English. Therefore, they can pay attention how to correct pronounce when they are speaking English.

1.5 The Scope of Study

In this research, I limited the focus to analyze the errors of Muna students in pronouncing English vowels, namely /æ/, /ɜ/, /ə/ and /ə/. This study is limited in finding the kinds and the causes of pronunciation errors in English vowel made by Muna students.