

CHAPTER 1

INTRODUCTION

A. Background

In pronunciation broadest sense, language is the way of communicating from one human mind to another by vocal sounds, gestures, signals, written symbols or the like. However speech is certainly the most common and widespread (Gaeng, 1971:2). In the history of language we speak by using words and restricted grammar several years before we acquire the more sophisticated medium of writing (Quirk,1962:298); Moreover , he says, in our everyday lifes, we communicate far more frequently by listening and speaking to others than reading or writing.

Speaking cannot be detached from 'sounds'. as a mean to utter words, to make a speech , to produce sound (Chambers concise Dictionary:1988) Christophersen (1981) says that when we speak , we produce a succession of sounds arranged in groups which we call words, and each word has definite meaning in the mind of the person using that language. That is why Gleason (1961) states that a speaking knowledge of a language requires very close to 100 percent control of the phonology and control of 50 to 90 percent of the grammar, while one can frequently do a great deal with 1 percent of even less of the vocabulary. The basic elements in the phonological code of any language

Phonemes and the fundamental fact about a phoneme is its otherness – the fact that it sounds differently from every other phoneme in the language.

Therefore, in learning a foreign language the learner's first task is to be able to pronounce all those phonemes of foreign language in such a way as to keep them distinct from one another (Moulton, 1970:52). In the line with Moulton's statement, Christophersen (1981:3) asserts in this way.

Research has been carried out upon this topic and here are some findings. Haycraft (1971) finds that Germans mispronounced English /w/ and /v/; /w/ becomes /v/ and /v/ becomes /w/; Spaniards tend to change /m/ sound into /n/ sound; and French will say 'shaming' instead of 'charming'. Wilkins (1972) says that a speaker of Hindi will substitute English /θ/ with aspirated /tʰ/. The writer herself through informal observation during teaching learning process identifies the difficulties when she asked students to pronounce words with /θ/ sounds as in 'think' or /v/ sound as in 'very'. Most of them tend to substitute /θ/ with /t/ sound and /v/ with /f/ sound.

Incorrect pronunciation or even a very phoneme according to Gleason (1961:343) can render speech conspicuously strange and objectionable. He then says further that a person who uses incorrect phonemes is immediately spotted by a native speaker of English as deviant.

Many linguists relate errors pronunciation to the learner's mother tongue. Pronunciation is believed to be a habit hence, if someone is trying to speak in a foreign language he is learning. This habit will unavoidably affect his pronunciation. Gleason (1961:344) affirms this as follows.

“ At some time early in adolescence a point is reached where phonologic patterns become set, there after a new set of habits cannot easily be acquired without a sort of conformity to the old “.

Brita hay crafts in her teaching of pronunciation (1971: 90-91) put forwards a list of common types of error in pronunciation and all are related to the learner's mother tongue. The following are some of common type's error:

1. Some very common letters are pronounced some what differently in the student's language but the forgets to adapt them.
2. The English sound appears to be the same as in the student's language so he uses his native version.
3. The English sound is quite new to the student so that any approximate mother tongue variety is substituted.

The issue of errors pronunciation and mother tongue must be drawn up based on careful thoughts and research. This actually motivates the writer to carry out a study upon the same topic. She then chooses the first grade students of MTs Mekar Karya Junior high school as the subjects of study.

This study is related to the theory of Dickerson (1994). He believes that only after students are taught prediction skills , they are able to pronounce the words they able to pronounce the words they discounter. Based on the theory above , this study is concerned to search about students errors in pronunciation.

There are many students in this school who false in English pronunciation so the writer will search about the errors in students pronunciation.

B. Statement of problem

The research problem will be limited to the students errors in pronunciation, the causes of error, and their possible solution. Based on the limitation of research problem, this investigation tries to find out the answer to the problems the major questions to be addressed are:

1. What are the students' errors in speaking English?
2. What are the causes of students' errors in English pronunciation?
3. What are the solutions of the students' errors in pronunciation of speaking English?

C. Purpose of the study

In doing this research, the researcher definitely has several goals that will be achieved. These goals may give guidance to the writer in understanding and finishing this research. The goals of this research are:

1. To know the students errors in speaking English
2. To identify the causes of students errors in English pronunciation
3. To find out the solution of the students errors in pronunciation
Of speaking English

D. Significance of study

The result of the study is expected to answer the errors and the causes of students in speaking English. The study is Expected to:

1. Identify the students errors in English pronunciation English
2. Give a description of general errors and the causes of errors in speaking English, especially in English pronunciation
3. Give some contributions to the students improve speaking ability
4. Give input to those who want to carry out another study in the same field with certain interest
5. Provide input for modification in teaching and learning speaking in particular and other related course of English general.
6. Give contribution to broad implication of solving practical problems in speaking for various people with different interest in their respective field.

E. Rationale

Speaking is one of four skills which is used to deliver some ideas, wishes, and needs to other people. According to Harris (1969:81), speaking is a complex skill requiring the simultaneous use of the number of different abilities which often develop at different rates. In speaking there are four components that cover the following:

1. Pronunciation (including the segmental features – vowels and consonant-stress and intonation)
2. Vocabulary

3. Fluency (the ease and speed of flow of speech)

In other words speaking is a skill which should be possessed by English students to communicate. But it is quite difficult to express the idea in English without practicing it gradually. According to Alwasilah (1996:9), speaking learning process will be easier if the student practice actively to communicate. In fact , sometime the students keep silent although they have an idea to speak up. It is not easy for students to practice English.

As we know that English is one of foreign language in Indonesia. Then it becomes the first foreign language among other languages that are studied in our country. English is a compulsory subject at senior high school serving as a tool for their development of sciences, technology, culture, and art. It is expected that it turns the students will be smart, creative citizen who are ready to take a part of national development (English GBPP, 1994).Therefore, it is obvious that English is very important. At the time being, English must be learn both in formal education: Elementary up to University and informal education, like in language courses Everyone who learns English will find the errors because of foreign language.

In teaching English language , speaking is regarded as the main target that should be attained by students. The goals English teaching is to allow students to use English for real communication. It means that the process of teaching and learning English should be referred to an ability of using English for communication. As a consequence, the students are of course required to be

active in process of teaching and learning English in order to be able to try to use English for communication.

In communication the most important thing is the message can be accepted well by the interlocutor. The importance of good communication skill has been emphasized in survey for instance, the American society for engineering education conducted a survey to determine which academic subjects are most needed for engineering careers in industry. The communication will run well, if the participants understand each other: they understand the message being communicated. On the contrary, when they are not able to deliver the message well, the interlocutor cannot understand their message. In this case, the communication is unsuccessful. This condition happens because the participants encounter the errors in speaking. The errors could result from several factors, such as shy to speak. Less confidence, lazy, lack of vocabulary, and lack pronunciation. Pronunciation is an integral part of the communication process (Butler- Pascoe & Wiburg, 2003). Then, Learners are clearly aware that poor pronunciation and errors in English pronunciation represents a considerable barrier to their success in English and they give extremely high priority to mastering of pronunciation of the target language (Fraser, 1999; Nunan, 1988; Willing, 1988). Moreover, TOEFL IBT (TOEFL, 1999) are beginning to include evaluation of examinees' oral ability, students are seeking higher education have increased their needs for instructional materials that can provide speaking practice

Furthermore, there are many factors that cause the students errors in their speaking. Generally, the causes of speaking are divided into two factors: internal and external factor (syah, 1995:173) :

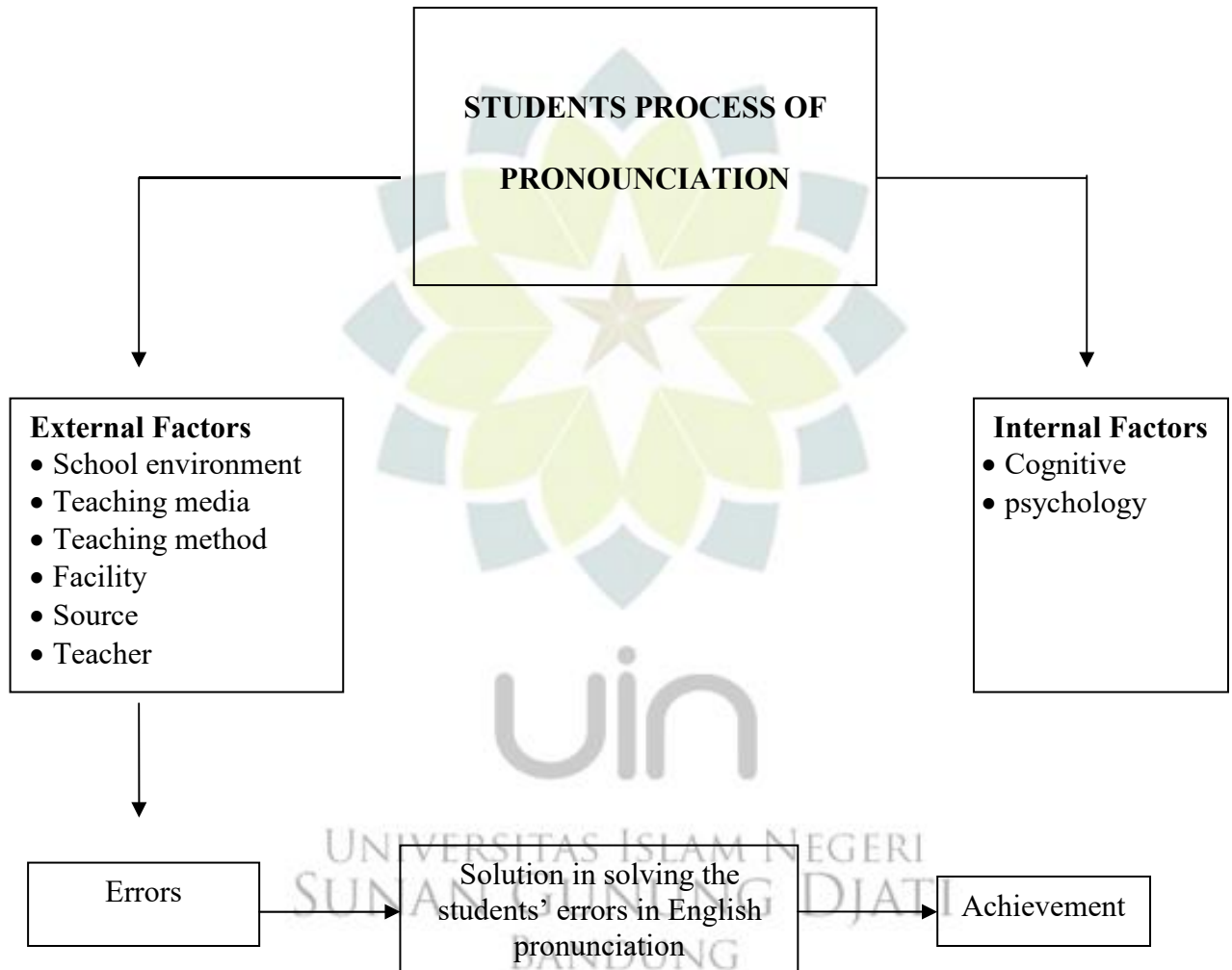
1. Students' internal factors. It is thing or condition of students , consist of :
 - a. Cognitive factor such as low intellectual students
 - b. Affective factor such as the unstable emotion and behavior
 - c. Psychomotor factors such as the disturbed organ of sensory (eyes as sense of sight and ear as sense of hearing)
2. Students external factors consist of supported environment situation and condition to students speaking activity , such as :
 - a. Family environment such as unharmonious family relation
 - b. Society environment such as slums area and naughty peer group
 - c. School environment such as a bad condition and location of school such as near to a market, a low quality of instruments of study and teacher condition.
 - d. More specifically , Slameto (1995 :55) indicates that internal factors could be divided into two categories :
 1. Physical factors that include health , physical handicap , and tiredness.
 2. Psychological factors that include :
 3. a. Intelligence : it is the ability to meet and adept the novel situation quickly and effectively , the ability to grasp

- relationship and to learn quickly (Chaplin , cited an slameto , 1995:55)
- b. Attention. It is the soul activity that enhanced and the soul merely intended to object or number of object (Gazali , cited in slameto , 1995:56)
- c. Interest. It is persisting tendency to apply attention and to enjoy some activities or content (Hilgard , cited in slameto , 1995:57)
- d. Aptitude. It is the capacity to learn (Hilgard , cited in slameto . 1995:57)
- e. Motive. It is an affective-cognitive factor which operates in determining the direction of an individual's behaviors toward and end or goal , consciously apprehended or unconscious (James Draver , cited in slameto , 1995 :57)
- f. Maturity. It is level of one's growth where the organ of body has been ready to apply now skills (James Draver , cited in slameto , 1995 :57)
- g. Tiredness, It is able to be felt through weakness and boring , so that the interest and support to do something are lost (slameto,1995:57)

Relating to this research , the factors that cause students errors in speaking English will be limited and specified into internal factors (cognitive and psychology) and external factors (school environment : teaching method , teaching media , facility , and source).

To be more complete and clear, the framework of thinking of this research can be presented and illustrated at scheme below:

“FRAMEWORK THE STUDENT PROCESS OF PRONOUNCIATION”



F. Method of the Research

1. Method of the research

The method of this research is qualitative. This research will use the descriptive study. This method describes the phenomenon or present event.

That is one of the method that tries to describe phenomenon or present event . In other word, descriptive research takes the problem or concerns to actual problem. According to Surachmad (1990":139), descriptive method is more concern on problem solving it includes investigation or observation , classification , analysis , and deciding the problem. *“Metode kualitatif sering di gunakan untuk menghasilkan grounden theory yakni teori yang timbul dari data bukan dari hipotesis”*(Sudjana :2004)

In the language research, methodology is an important factor which is used as the basic for systematic research process.

Descriptive method usually explains an actual problem. According to Surachmad (1990:140), this method has several characteristic as follows:

- a. Focusing to solve the present and actual problems
- b. Arranging explaining and analyzing are the steps in the descriptive method.

The reason of choose this location because the writer was doing learning practice and the students less for English pronunciation

2. Source of Data

a. Primary data

There are two kinds of primary data : one was elicited from the students and the other one was elicited from teacher . The data from students is the students errors and their causes of error, while the data from the teacher is the teacher is way to overcome the students errors in speaking English.

b. Secondary data

The theoretical aspects from some books or library study to get some theories which support the writing in this thesis

3. Technique of collecting data

Kumar (1993:6)states that anything that becomes a mean of collecting information for our study is called a research tool (such as observation form , questioner , interview scheduler , in interview guide , and study of library or research for theories which are all classified as research tool or technique for collecting data. The techniques which are used for collecting data in this research more briefly as follows:

a. Setting

The writer Choose this school MTs Mekar Karya Sukabumi because the students still have difficulties in English Pronunciation It becomes the writers concern to investigate the phenomena in this school.

b. Observation

The researcher will take a role as an observer. The students will be given a text to know their errors in English pronunciation and assignment and to know their achievement in speaking subject. And the class research is at seventh grade students in MTs Mekar Karya Sukabumi.

By this technique, the research will be obtained the real facts and phenomena, considering that there are some data will not be possible to get unless it is done in the real class. This technique will take the general data of condition in MTs Mekar Karya.

The research reason of holding the investigation by observation is to collect and process the data in order to find out the truth.

c. Interview

Interview is a technique of verbal communication . Interview is a dialogue , which is done by interviewer to take information from the interviewee (Arikunto , 1996:202).This technique is used to collect the data through the way to do the communication directly or indirectly using these list of questions from the source data :

This interview is addressed to:

1. The students to know their errors in pronunciation when they speak English and the factors that cause the errors and its possible solution.
2. The questions that are delivered to the teacher are about the errors in pronunciation that are encounter in English speaking classroom the factors that causes. The solution to overcome , and students achievement

in speaking meanwhile , the questions that are delivered to the students responds about English speaking subject matter , the errors in pronunciation that are encounter, the factors that cause , and the possible solution to overcome it.

d. Test

This technique is held to get the score that is gotten by the students through the questions, which are given the teacher. Here, the ability of the students will be known. According to sudjana and Ibrahim (1989:100), there are two kinds of test: achievement test and intelligent test. In this research the writer take an achievement test because it can measure a particular mastering and ability as result of learning process. The tests used here is the written form test. Written test will be the objective test of speaking. The form of the test will be the 10 question

4. Population and Sample

a. Population

Population is a set of element possessing one or more attribute of interest (Arikunto , 1997:108). This research employs MTs Mekar Karya as population).

Population is the generalizing region consisted of the object that has characteristics and quality specified. The participants of this research are students of MTs Mekar Karya Sukabumi. The research only requires one class it is class A The total of students are 40 students.

b. Sample

Sample is part of problem to be tested. To take sample in this research, the researcher uses the principle that stated by Arikunto (1996:117) who says that the sample is part or representative population, which researched.

5.Data Analysis

Data analysis is the next step in research after collecting data .Data analysis is intended firstly to organize the data. According to Patton cited in Moleong (2004:103) data analysis is process to arrange the data , organize it into pattern , category and basic explanation . Other expert Bogdan and Taylor cited in Moleong (2004:103) state that :

“Analisis data sebagai proses yang merinci usaha secara formal untuk menemukan tema dan merumuskan hipotesis (ide) seperti yang di sarankan data dan sebagai usaha untuk memberikan bantuan pada tema dan hipotesis itu “.

In this research, the data will be analyzed by conducting the steps of collecting , classifying , categorizing , and concluding the study.



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