

CHAPTER 1

INTRODUCTION

1.1 The Background of The Study

Student of English Language Education Department is the candidate of teacher. It has been known that teacher is a role model for student. In terms of teaching English, English teacher should set a good example for student in the way teacher speaks English.

The goal of the language learners is to make sure that they can communicate what they have in mind effectively. According to Richard (in Mahadina, 2005), pronunciation is the way a certain speech sounds in the mouth, pronunciation stresses more on the way of sounds are produced by the hearer. Pronunciation is important in English because mispronunciations will make listener misunderstand about the meaning of utterance.

Mispronunciation is quite often done by student in daily speaking, out of class or even in the class when teaching and learning process running as the researcher saw in daily communication of student of Muhammadiyah University that causes difficulties for listener to understand the word. Furthermore, it is worried if this error will be done when the student begin to teach. This error will be imitated by their student. The common habit is students pronounce English words like sounds of their mother tongue. The more fluently they speak, using these incorrect sounds, the more difficult it is to go away from them. This

problem inspires researcher to make a survey for error pronunciation of the students.

English sounds such as [v], [ʃ], [ʒ], [dʒ], and [tʃ], cannot be found in Indonesian (Moeliono & Dardjowidjojo, 2003, p. 55). Learners commonly have difficulty in pronouncing those consonants. Furthermore, the way of pronouncing one particular sound may be different based on “the position of the sound in the word” (Roach, 1983).

Based on those statements above, this research will be conducted to observe the phonological errors done by student of English Language Education Department of UMG in order to find out the kinds of phonological errors made by the students in producing the English consonantal sounds which do not exist in Indonesian sound system.

1.2 Statement of Problem

Based on those statements above, in this study the writer aimed to answer the following research question: How does English Language Education Department student of UMG pronounce five English consonantal sounds?

1.3 Objective of The Study

According to the problem statement above, the objectives of the study can be stated as follows: To find out the most student’s common error in pronouncing five English consonantal sounds.

1.4 Significance of The Study

Teachers can benefit from the findings of error analysis in many ways. Errors tell the teacher how far towards the goal the learner has progressed and what remains for him to learn (Corder, 1987). By knowing the students errors in the progress of their study, the teacher is able to carry on his studies in accordance with what the learner needs to know and what part of the teaching strategy to reconstruct. Errors are a means of feedback for the teacher reflecting how effective he is in his teaching style and what changes he has to make to get higher performance from his students. Furthermore, errors indicate the teacher the points that needs further attention.

The result of this study can also contribute some benefits to students. This study can motivate student who concerns in speaking skill to broaden their knowledge and to improve their pronunciation especially the five English consonantal sound that does not exist in Indonesian.

1.5 Scope and Limitation of The Study

In this study, the researcher scopes only to students who have passed English phonology class, student semester 6. The researcher limits the object only five novel English consonantal sound [v], [ʃ], [ʒ], [dʒ], and [tʃ] using word when taking data.

1.6 Definition of Keywords

Error in this research is an act involving an unintentional deviation from the truth or accuracy in the pronunciation of five consonantal sounds.

Error analysis is a systematic describing and explaining of errors made by learners or users in their oral production in their target language.

Phonological error is an act involving an unintentional deviation from truth or accuracy of the study of speech sounds and rules of pronunciation