

CHAPTER I

INTRODUCTION

The first chapter in this study is introduction. It introduces the importance and objective of the study. The study is about an analysis of students' pronunciation place of articulation errors in reading aloud. This chapter consists of the background of study, research questions, objective of study, significance of the study, and definition of key terms.

A. Background of study

English as an international language plays a very important part. English is a tool for communicating in writing and orally. English is taught as a foreign language in Indonesia. Thus, students only get English at school. It makes them get difficulties when learning this language. As a result, students do mistakes and errors in learning this language both of skills and components. Language has four skills: reading, speaking, listening, and writing, and three components: grammar, vocabulary, and pronunciation.

As one of language components, pronunciation needs to be known by the students but, in fact most Indonesian learners cannot produce English words correctly. Based on Ramelan (1999: 5-7), as a non-native speaker of English, Indonesians students often make errors in pronunciation. The first reason is the different elements between target language and native language. The problem in pronouncing English words may be caused by the similar sounds between native language (L1) and target language (L2) with slightly different quality. The other

reason is the same sounds between native language and target language but allophonic in target language. The same sounds between native language and target language when occurring in cluster may cause Indonesian's students pronounce English words difficulty. In addition, the last reason the problem is the same sounds having different distributions.

Many people learning English language often do not pay any attention to their pronunciation. Even worse, some of them underestimate it. They think that pronunciation is less important than grammar and vocabulary. In fact, in my opinion pronunciation is extremely important. Many cases of misunderstanding in communication were caused by the mispronouncing of words or the improper intonation. Therefore, it has become more obvious that pronunciation cannot be underestimated. It must become one's priority while he/she is learning English. Atleast, the learners of English should give the same proportion of their attention to pronunciation as they do to grammar and vocabulary.

Pronunciation is one of the components that are recognized in analysis of speech production. It is related to Al-Qur'an verse Al-Qiyamah: 16 - 18, as follow:

فَاتَّبِعْ قُرْآنَهُ ۖ لَا تُخْرِكْ بِهِٖ لِسَانَكَ لِتَعْجَلَ بِهِٖ ۚ إِنَّ عَلَيْنَا جَمْعَهُۥ وَقُرْآنَهُ ۚ فَإِذَا قَرَأَهُ

From the verse, it is known that Allah the Almighty commands us to pronounce each word on Qur'an clearly according to the rule. Actually, in English has the rule too that should be known by someone who want to masters it.

Pronunciation is absolutely important in learning language including English. It has significant role in determining the degree of literacy in one's communication with others, in as much as to talk with other people one must pronounce words. Yet, pronunciation problems are common in learning foreign languages, including English.

Reading can be used as a tool of practicing pronunciation. One of the useful skills on reading is reading aloud activity. It can help the students to practice and applying qualities of voice and able to pronounce every word or sentence with correct pronunciation especially in speaking situation. Hancock (2006: 92) stated that reading aloud is good pronunciation practice. In other words, reading aloud can help students to improve their pronunciation and showing their expression while reading the text aloud.

One of the most skills that needed in reading aloud is pronounce the word clearly. This is related to the Qur'an. This is in line with Allah's command in surah al-Muzammil: 4

.... وَرَتِّلِ الْقُرْآنَ تَرْتِيلاً (٤)

4. And read the Qur'an with the tartil.

Ibn Abbas said, read clearly each letter. The core of the tartil in reading is to read it slowly, clearly every letter, without exaggeration.

Mulansari (2014) conducted a research entitled "The Analysis of The First Year Students' Errors in Pronouncing English Words". He tried to find out Students' errors in pronouncing English words at SMAN 1 Parigi Tengah, and

finding the most problematic tense-lax sound for the students and factors made them could not produce words correctly.

Then, the researcher observed SMP Nahdatul Ulama on November 5th 2018 and found there are some problems in pronouncing English words which were generally they often find those words when learning English. The teacher also said that the students are difficult to be asked to do reading aloud because they can't pronounce English words properly. They get confused when producing English words. For example, the word "think" they pronounce it become "thing". They might not pay attention to the sound of consonant.

The English consonants are usually classified according to their place and manner of articulation. The diagram opposite, much conventionalized, shows the organs used in their articulation (Brown, 2009: 58). To produce consonant sounds the air coming from the lungs through the mouth (the vocal tract) is totally or partially impeded or obstructed somewhere along its path. Consonant may be classified into sets or classes on the basis of three phonetic criteria or features, namely the places of articulation, the manner of articulation, and the presence or absence are the lips, the tongue tip and blade, and the back of the tongue.

According to IPA (International Phonetic Alphabet) English has 44 different sounds of spelling English are 21 consonant letters make 24 sounds and 5 vowel letters make 20 sounds. It is clear that the consonants will be the most likely cause of pronunciation difficulties for learners of English.

The English consonants on place of articulation are [p] [b] [m] [w] [f] [v] [θ] [ð] [d] [t] [z] [s] [n] [l] [j] [ʃ] [tʃ] [ʒ] [dʒ] [g] [k] [r] [ŋ] and [h]. Some consonant

sounds in English don't exist in the system sound of Bahasa Indonesia. The students of SMP Nahdatul Ulama that had only less of vocal sounds in their mother tongue or second language, it indicates ways of affecting such error.

From the description above, the researcher is interested in conducting a research about **AN ANALYSIS OF STUDENTS' PRONUNCIATION CONSONANTS ERRORS IN READING ALOUD**. Hopefully, the result of this study can be used as reflection and evaluation for English learners.

B. Research Questions

To guide the research, the researcher formulates the research question as follow:

1. Which sounds are being the errors in pronouncing English consonant in reading aloud at Eight Grade of SMP Nahdatul Ulama?
2. What are the types of error occur in pronouncing English consonant of students at Eight Grade of SMP Nahdatul Ulama?

C. Objective of Study

The objectives of this research are:

1. To identify the student's errors in pronouncing English consonant in reading aloud at Eight Graders of SMP Nahdatul Ulama.
2. To classify the errors by its types in pronouncing English consonant of students in reading aloud at Eight Grade of SMP Nahdatul Ulama.

D. Significance of Study

The result of the study is expected to:

1. For English teacher

English teacher can be aware of students' pronunciation ability. So, the teacher can provide some techniques to improve students' pronunciation ability.

2. For readers

Increase the author's knowledge and experience then take advantage of those who need these results sometime later.

3. For UIN Antasari Banjarmasin and further researchers

Share additional information or reference to libraries and field research experience to the next research especially who want to continue and develop similar research.

E. Key Term Definition

- 1. Pronunciation:**

Pronunciation refers to the production of sounds that we use to make meaning. Pronunciation analyzed in this study is Consonants Errors in Reading Aloud. This study focuses on sounds of English consonants.

- 2. Error:**

Error refers to the failure in using the system of language correctly. It is caused by the lack of the students' competence, knowledge and comprehension. Error analyzed in this study is mispronouncing initial and final consonants of a word.

3. Reading Aloud

Reading aloud activity is reading by mouth, it is widely in the first language teaching on the initial stages of reading program in order to help children match sounds with the symbol of written language. This study use English text that have to be read by students and recorded.

4. Students

Students who tested by the researcher are Eight grade students of SMP Nahdatul Ulama.