**CHAPTER I**

**INTRODUCTION**

This chapter covers the background, problem statement, objective, significant and the scope of the research. Those are presented in the following brief explanation:

1. Background

English is a primary need to communicate in global areas nowadays. It has become a vital part of a wide variety activities for instance in educational, political, economical, and socio-cultural domain (Weda, 2012). It is known as an international language and becomes the crucial tool to keep abreast of the high development in information and technology. If we possess good skills in English we can maintain good communication.

Pronunciation has important role in oral communication. As Marzá (2014) stated pronunciation is a key aspect in the development of oral skills. If someone speaks in inappropriate pronunciation, the listeners cannot understand what the speakers talking about or it may disturb others’ understanding. For instance, the use of the word full that should be pronounced in short u [f**u**l] but sometimes it is pronounced in long u: [f**u:**l]. So, this inappropriate pronunciation caused miscommunication. In addition, correct pronunciation is a major key to language proficiency. An English learner who has good pronunciation will have high self-confidence in speaking English and easy to be understood when making conversation in global English communication than who has not. Additionally, Jenkins (2000) also suggested that pronunciation plays a significant role in successful communication both productively and receptively.

Pronunciation is one of the most important things in order to communicate appropriately and fluently. As Corder (1980: 1) states that pronunciation is the way in which a word is pronounced. It is not an optional extra for the language learner, any more than grammar, vocabulary or any other aspect of language is. If a learner’s general aim is to talk intelligibly to others in another language, a reasonable pronunciation is important.

Regardless its importance, pronunciation is not an easy aspect in learning English. As Gilakjani (2012) said that limited pronunciation, skills can decrease learners’ self-confidence, restrict social interactions, and negatively affect estimations of a speaker’s credibility and abilities. Besides, one of the causes of students’ low interest and motivation to learn English is its pronunciation (Weda: 2012). Therefore, students who speak English as second language even as foreign language encounter many problems in pronunciation.

In learning English as a foreign language, Indonesian face many difficulties to produce English sounds so they tend to make errors. Indonesian learners make error in producing English sounds as Djajaningrat (2011) states, “As consequence of all the difficulties provided by the English pronunciation, many English language learners as well as the Indonesian learners tend to generate errors in the articulation of the sounds.” It is due to the difference of sounds in Bahasa Indonesia and English. Bahasa Indonesia is known as consistent language. The way its word written is the way to pronounce it, for example “nanti” is pronounced /n a n t i/. Conversely, English language is inconsistent, the way it is written and read is different for example “paper” is read /p ei p ə /. Another difference is the number of vowel and consonant sounds in Indonesian and in English. In Indonesian, there are six primary vowels and twenty-four consonants, while English has twenty vowels and twenty-four consonants.

Many researchers conducted the research about pronunciation problems and interlanguage phonology in Indonesia. Some researchers from South Sulawesi conducted a research in segmental phoneme. For instance, Sultan (2002) investigated the problems of low front vowel /æ/ produced by Makassarese students. Meanwhile, Bodi (2012) found out the phonological interference made by Mandarese students in pronouncing English, and Ali (2008) found out the phonological interference made by Sidrapnese students. In this research, the researcher tried to find error made by Torajan students in pronouncing English consonants and vowels.

As Indonesian language, Toraja language has also different system of sounds in English. Sande, et al (1997) state that Toraja language has five vowels (/i/, /u/, /e/, /o/, and /a/), and seventeen consonants (/b/, /p/, /t/, /d/, /k/, /g/, /j/, /c/, /s/, /l/, /r/, /w/,/y/, /m/, /n/, /ŋ/, /q/). Meanwhile, Kelly (2000: 7) stated that there are five vowel and twenty-one consonant letters in writing English, and, there are typically twenty different vowel sounds and twenty-four consonant sounds in speaking English. Phonetic alphabets in English are forty-four consonants and vowels. Consonants are /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/, /tʃ/, /dʒ/, /n/, /m/, /ŋ/, /l/, /w/, /j/, /r/. Vowels are twelve pure vowels (/i:/, /I/, /ɔː/,/ɒ/, /e/, /ə/, /ɜː/, /æ/, /Λ/, /ɑː/, /u/, /u:/) and eight diphthongs (/ɪə/, /ʊə/, /eə/, /eɪ/, /ɔɪ/, /ɑɪ/, /əʊ/, /aʊ/). It can be seen that many English phonemes that are absent in Toraja language. Torajan learners as other Indonesian learners also tend to make error in pronouncing English sounds.

English learners particularly English teacher candidates in Christian University Indonesia Toraja should have good pronunciation. They should become a role model in pronouncing English. Therefore, pronunciation subject will help students to know and produce English sounds properly and clearly. In contrary, based on prior observation, many students still have difficulty to pronounce English properly. For instance, student pronounces [pen] in word “pan” that should pronounced as [pæn], student pronounced word “examination” as [eksʌmɪneɪʃn] that should be [ɪgˌzæm.ɪˈneɪ.ʃ n], word “police” should pronounced as [pəˈliːs] but some students pronounce as [polais]. It is important to the students to aware their error and correct it before they fossilize the wrong sounds.

To find the errors the Error Analysis (EA) is used. It is a useful method to help teachers predict and understand the pronunciation difficulties faced by their students. According to Corder, systematically analyzing errors made by language learners makes it possible to determine areas that need reinforcement in teaching. Hence, the use of EA can aid effective learning and teaching of new language. Moreover, it is also important for the learners themselves to become aware of the differences between their native language and second language during the learning process.

Furthermore, Ellis in Atmowardoyo (2010: 56) mentions three good reasons for doing EA:1) learner errors are easily to be noticed, 2) it is useful for teachers to know learners’ errors, and 3) it may help learners to learn when they self-correct errors that they make. In addition, error analysis can give the teacher valuable feedback in teaching, what particular strategies are most likely to lead a learner to the making of errors.

To transcribe the phonetic transcription of students’ pronunciation, this research uses (RP) Received Pronunciation (BBC Pronunciation). As Roach (2000) states it is the accent that has been used as the basis for textbooks and pronunciation dictionaries and so is described in more detail than other accents of English. Similar as Hewings (2007: 10) states that BBC English is the pronunciation used by the speakers such as newsreaders and announcers on television and radio, including World Service. In addition he states that this accent is taken as ‘model’ because it is a widely broadcast and respected variety, and for most people is easily understood.

The researcher is interested in conducting a research to identify the students’ error in pronouncing English sounds. It is as important source information for the lecturer to help her to design the syllabus that suitable materials based on students need in learning English as foreign language especially pronunciation practice. In order to increase students’ interested of learning English especially in pronunciation subject, this research is conducted. This research entitles *English Pronunciation Error Made by Torajan Speakers of English.*

1. Research Questions

In relation to the issue on the background above the researcher formulated the research questions as follows:

1. What are the pronunciation errors made by the students of UKI Toraja as Torajan speakers of English in producing English consonants and vowels through telling a topic?
2. What are the causal factors the students of UKI Toraja as Torajan speakers of English make pronunciation error?
3. Objective of the Research

 Referring to the research questions, the objectives of this research are:

1. To provide information about the pronunciation errors made by the students of UKI Toraja as Torajan speakers of English in producing English consonants and vowels through telling a topic.
2. To describe the causal factors the students of UKI Toraja as Torajan speakers of English make pronunciation error.
3. Significance of the Research

The result of this research is expected to give information about the pronunciation errors and its casual factors made by Torajan students speakers of English and give contribution to the success and progress of English teaching especially in English pronunciation teaching. This research is expected to be reference for the next research. In addition, this research is expected to give contribution for students’ awareness in pronunciation.

1. Scope of the Research

This research focused on pronunciation errors made by students’ English teacher in Christian University Toraja as Torajan speaker of English. The pronunciation errors were limited on the English consonants and vowels sound of students’ utterances when telling a topic. There is no discussion about stress and intonation. The researcher used Receive Pronunciation (RP) and IPA phonetics to transcribe students’ pronunciation.