

CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is the most important language skill. It has a relation with listening skill. When we speak, we should make a listener understand about our message. Wilson (1983: 5) has explained that speaking is a language skill used to develop relationships between listeners and speakers. Tarigan (1990:3-4) has explained that speaking is a language skill that is developed in childhood and formed by listening skill, and that is when speaking skills are learned. Similar with the pronunciation, we should have a good pronunciation in communication because one needs a correct pronunciation to make a good communication and pronunciation error leads to the misunderstanding in communication, moreover if the target language is not mastering many English vocabularies. It can be caused by the vocabulary received by the speaker can be different from the vocabulary given by the speaker just because of the pronunciation error. So, learning pronunciation is very important in communication because a better understanding of pronunciation leads to less confusion, especially during conversation.

Pronunciation is a way to pronounce the words. Pronunciation is one aspect of speech, where it has an important role in speaking. On the other hand, the main purpose of language is communication. In learning languages, especially English which is a foreign language, mastery of pronunciation is required. The Oxford Advanced Learner's Dictionary explained that "pronunciation is the way in which language or a particular word or sounds is spoken". Then, according to Carrel&Tiffany (1960:4) pronunciation is about variety of sounds chosen in forming words.

Pronunciation is the most important aspect in speaking skill because error of pronunciation can lead a misunderstanding during conversation. According to Corder (1974: 259) there are differences between errors and mistakes. Errors are something that happens when students do not have enough ability in linguistics or due to insufficient learning. These errors are things that cannot be corrected by themselves. Then, according to Corder, mistakes are something that occur due to poor performance of students in language / communication, either because students are negligent, or exhausted. In this case, students are able to correct their mistakes by themselves. So, doing an error analysis is very important, because it can be used as a basis for the teachers in correcting

Errors made by students and able to help students develop their abilities. There are many students who have problems in understanding pronunciation. Ronald Carter and David Nunan (2001: 56) have revealed that the pronunciation error made by English learners from different language backgrounds leads to the systematic and not accidental, and according to them, substitution of sounds is the main problems in pronunciation error. Considering how many students have difficulty in understanding English pronunciation, there are some strategies to improve a student's pronunciation. Students can listen to English songs, English news, or a conversation from the nativespeaker directly. And then, students can repeat what they listen, and record to compare whether their English pronunciation getting right or not.

In this study, the researcher observes pronunciation error made by ETP students and focuses on speech performance. Speech is talking about a topic in front of the audience. In giving a speech, there is a process of transferring messages from the speaker to the audience. A good speech is a speech that is able to give a positive impact and a good impression on the listener, such as getting a new knowledge after listening to their speech. Besides, to get this result, the people who make a speech must be able to deliver their speech clearly so that the audience is able to understand it, and one of them is by mastering pronunciation. According to Yani (2017:70) has explained that speech as one form of spoken language. As one form of spoken language, speech emphasizes the expression of ideas using oral language and the activity is supported by the existence of non-linguistic aspects such as gestures, facial expressions, eye contact, etc. The researcher is interested in examining the pronunciation in speech because English speech is one of the opportunities for students to speak English in public, especially for ETP students where they also got material about speech in ETP.

ETP is an abbreviation of English Tutorial Program. ETP is a compulsory program implemented by UMS for all students in semester 1-2. This program is a basic English learning program such as daily conversations, tenses, etc. which are held with the aim of producing UMS graduates who are able to compete in the work world with English skills. ETP is held once a week, outside of class and lecture hours, in accordance with ETP participant agreement with tutors and lecturers supporting each group. So, the researcher wants to know what the characteristics of pronunciation error made by ETP students in Muhammadiyah University of Surakarta (UMS) and also the causes of pronunciation errors for the purpose to get a solution to the problem of English pronunciation error made by ETP students in UMS.

B. Problem Statement

Based on the background of study, the researcher formulated three problem statements, namely:

1. What are the English pronunciation errors made by ETP Students in UMS?
2. What are the causes of English pronunciation errors made by ETP students in UMS?
3. What are the suggestions to overcome the problems of English pronunciation errors faced by ETP students in UMS?

C. Objectives of the Study

Based on the problem statement, there are three objectives in this research, namely:

1. This research aims at describing the English pronunciation errors made by ETP students in UMS.
2. This research aims at describing what the causes of English pronunciation error made by ETP students in UMS.
3. This research aims at describing what the suggestions to overcome the problem of English pronunciation error faced by ETP students in UMS.

D. Significance of the Study

The results of this study brings some significances; namely:

1. The result of this study helps us to know what the characteristic of pronunciation error in speech performance made by ETP students in UMS.
2. The result of this study helps us to know the causes of English pronunciation error in speech performance made by ETP students in UMS.
3. The result of this study will make the researcher easy to find out the suggestions to improve English pronunciation of ETP Students in UMS.

E. Research Paper Organization

The organization of this research paper is arranged as follows:

Chapter 1 is introduction. It consists of background of the study, problem statements, objectives of study, significance of study, and the last is research paper organization.

Chapter II is review of related literature. It consists of previous study, speaking (Arsjad and Mukti U.S, 1993: 23), speech performance (Yuni, 2017:70), pronunciation error (Carrel&Tiffany, 1960:4), error analysis (Brown, 1980:166), ETP and the last is theoretical framework.

Chapter III is research method. It consists of research type, setting of the research, research object, research subject, data and data source, method of collecting data, technique for analyzing data and the last is credibility of data.

Chapter IV is research finding and discussion about an analysis of student's English pronunciation error in speech performance made by ETP students in 2019/2020 academic year.

Chapter V is conclusion. implication, and suggestion.