

CHAPTER I

INTRODUCTION

1.1 Background

Learning English as a L2 may have generated an issue on speaking or spoken communication aspect during its process which could slow down the learning process. This issue could be caused by various factors As Westwood (2008, p.15) stated that these factors may cause the issue occurred are first is internal factor which comprises of affective factors as motivation, self-confidence, self-esteem, and attitude, as how students with lack of motivation and high self-confidence put themselves in just understanding theory but not practicing it right. Second, the external factors which come from sociocultural elements like teacher, teaching learning aids, and culture in the classroom, as how the teacher does not bring the method of the teaching learning communicatively which make the student stay in the lack of participation and initiation to speak up.

Communication must have held its role in any fields which uses language as its tool. As Rao (2019) stated that perfect communication is not possible for people without using language. Moreover, people could not achieve their aims, objectives and goals without using proper language to communicate. Speaking is a way to initiate communication or to communicate. In acquiring foreign or second language learning, speaking becomes the most important skill. The learning or study of speaking as one of English skills must not be undervalued like considering it just speak a word up but lack of attention on how a word is pronounced. Brown and Yuke (1983) stated, “Speaking is the skill that the

students will be judged upon most in real life situations”. Specifically, how through speaking the way the word produced (pronounced) is correct or not.

In a more specific manner, the study of speaking will not go any further from pronunciation as its sub study. Pronunciation is a golden key that plays a vital role in oral communication; it is a fundamental component of communicative competence (Hismanonglu, 2006; Gilakjani, 2017). While Kristina et al (2006, p.1) define pronunciation as the act or the manner of pronouncing word; utterance of speech. From those statements, it becomes the first thing noticed by listeners weather the way the speaker produced the words/vocabs is understandable or not. Because the incorrect or incomprehensible pronunciation could lead the listeners to misunderstanding.

Related to L2 learning, the field of pronunciation is not becoming one of the priorities of the learning English language which happened in academic institution like high school in Indonesia because in the Curriculum 2013 (K-13) does not emphasize pronunciation learning specifically but only stating communicative English. It is therefore understandable that L2 teaching learning mostly focuses on grammar, vocabulary or writing. Mastering grammar or vocabulary is essential to deliver the message structurally, however it will sound more acceptable if being capable in producing or pronouncing it correctly or comprehensively. Rajadurai (2001) writes about Malaysian students who took pronunciation learning saying, “... students felt that pronunciation classes had helped make them more conscious of their own pronunciation and aware of ways in which their pronunciation differed from the model offered (p. 14)”. As the result, pronunciation as the significant issue is faced by Indonesia students in learning English language.

Moreover, Kenworthy (1987) stated the factors affecting pronunciation learning are native language, age factors, amount of exposure, phonetic ability, attitude and identity, and motivation and concern for good pronunciation. These factors become the cause of why an L2 learner undergoing their difficulties in speaking for communication. If students do not have the opportunities to practice the correct pronunciation at the beginning of their learning, they may build their habits in pronouncing a word in the wrong way (Mathew, 2005; Kartiyastuti, 2017; Singh, 2017). The way students pronounced word is one part from their speaking skills that could be clearly observed and known. When someone speaks or communicates in English then the person who listens will immediately identify how their pronunciation is. Therefore, it is more likely to advocate that the very beginning of the English lesson should deal with pronunciation.

From knowing some statements of those experts concerning to pronunciation. There has been many studies or research about pronunciation since years ago which brought specific topic of pronunciation about consonants, vowels, diphthongs, etc. like Melda (2019) who studied about error analysis in pronunciation of English vowels of NHU Pematangsiantar of second semester students which took the data through testing the students then analyzed it. Then Visoni and Marlina, (2020) studied about pronunciation on error vowels of spoken English. The subjects of this research were 6 students of English department of Univeritas Negeri Padang which resulted that the most mispronounced vowels spoken by students (subject) is the sound /æ/. The data collection techniques used was recording of the student who take the speech class or doing the actual performance. Yet, the speech sample they get was the prepared speech, which

makes it less natural in pronouncing the words, because the student should have memorized the speech itself that required reading for couple of times.

This study focuses on the pronunciation errors on diphthongs, because the writer assumed that diphthong commonly never be realized on how it supposed to be pronounced. Additionally, the writer also had already conducting a mini test on English students of 4th semester of MU which found they mispronounced some types of diphthong like /eə/, /əʊ/. The study would apply impromptu reading of English speech text performance to collect the data which aims to understand, to know or to catch which diphthong sound is frequently mispronounced. This method mirrors to the study of Pratiwi and Indrayani (2021) who collected the data through reading list of words and the study of Ramandhani, (2016) who collected the data by reading aloud method in his study. Nevertheless, to fill in the gap from previous studies, the use of impromptu reading of speech text sample would become more potential in catching the nature of pronunciation error of L2 Indonesian learners. This technique does not require them reading the text multiple times and to memorize it, so the learner would read it impromptu once they see. These indicate how effective the use of this data collecting method in catching the nature of pronunciation error of diphthong. For additional limitation from the previous study is the writer would test the 4th-year students of college level whose graduates are expected to use their speaking ability in the fields of work which suppose them to communicate correctly and comprehensively.

1.2 Problem of the research

Which diphthong is frequently mispronounced by 4th year students of Universitas Muhammadiyah Jember ?

1.3 Objective of the research

In line with the research problems above, this objective of the research is to describe which diphthong is frequently mispronounced by 4th semester students of Universitas Muhammadiyah Jember.

1.4 Significance of the Research

The result of the research is expected to be beneficial both theoretically and practically as elaborated in this session:

1.4.1 Theoretically

This study offers benefits to the next researcher. The findings of this study could give contribution at least as reference to what would they do to their research related to topic of diphthong.

1.4.2 Practically

The result of this study is expected to give information to the lecturer/teacher about specific pronunciation area on diphthong that needs to be taught more effectively.

1.5 The Operational Definition

1.5.2 Diphthongs

One of kinds pronunciation aspect which consists of eight phonetics generally they are /eI/, /aI/, /ɔI/, /əʊ/, /aʊ/, /Iə/, /eə/, and /ʊə/. Diphthongs are a form of vocal that has distinctive features, such as a purposeful slide from one vocal position to another which assumed it is assumed to be mispronounced by students.

1.5.3 Mispronunciation

Mispronunciation is an error in performance of speech caused by the failure and purpose, as well as a lack of understanding.

1.6 The Scope of the Research

This study would be conducted in Muhammadiyah Jember University, which choose first year student students as the subject of the study in analyzing which diphthong is frequently mispronounced by applying impromptu reading of English speech text as the method of the data collecting.

