

CHAPTER I

INTRODUCTION

This chapter consists of background of the study, problems of the study, objectives of the study, and definition of key terms.

1.1 Background of the Study

There are some languages that are spoken not only by their native speakers, but also by people from other countries. One of these languages is English, an international language. Richard (1978) states that English could be considered not as a foreign language but an international language in the sense that it is used as a lingua franca among people. English becomes a language that should be mastered in term of making communication with other people who have different languages.

English is spoken in many countries, and one of them is in Indonesia. In Indonesia, English is a second language which might be studied besides their first language. It is used as a compulsory lesson from elementary level up to university level. In learning English, students should master 4 basic skills, namely speaking, listening, reading, and writing.

To make a good communication, speaking and writing are priority skills that should be mastered by the students. Nowadays, the goal of teaching speaking is to improve students' communicative skills because only in that way students

can express themselves and learn how to follow the social and cultural rules appropriately in each communicative circumstance.

Speaking is a crucial part in making communication and students must study harder as they cannot edit or revise what they have said like that in writing as Nunan (2003, p.48) elaborates:

Many people feel that speaking in a new language is harder than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking happens in real time: usually the person you are talking with is waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing.

However, it is a natural phenomenon that the students who are still learning English often make errors, particularly in speaking. It is due to several differences between the target language and the native language. In this case, they might face more problems than when they learn their own mother tongue.

In regard to pronunciation, when the students talk in English, not only grammar and vocabulary that should be mastered, but they also should master pronunciation. The pronunciation is a priority because the students may have inaccuracy in the speech production and it can lead into a miscommunication.

Language learners must pronounce words correctly because students with poor pronunciation may be judged as incompetent. In doing so, conducting a research in pronunciation error is important for students to show the most occurrence of frequently words containing error in pronunciation and to explain the right way in pronunciation, so that students can decrease the occurrences of erroneous words in pronunciation.

Based on the background, the writer would like to do observation by analyzing the pronunciation of the big five winners of storytelling competition in Faculty of Cultural Studies of which the participants were students of Senior High School around East Java and Bali. Since the participants in this competition were students, it is quite important to observe the error in pronunciation because they are still in the process of learning. The sooner the problems are known, the sooner the answers are found. It is in accordance with Ellis (1994, p.9) who states that the school years will require new ways of using language and bring new opportunities for language development. In doing so, children require to develop their ability to understand and to use language to express themselves. Here, the writer only focuses on big five winners as her objects that are included in the storytelling final round since they did impromptu or spontaneous speech during the final. In other words, they did not have made any preparations before telling the story.

In analyzing the pronunciation errors, the writer uses the theory from Jones (2002, p.11) which classifies segmental sounds into vowel, consonant and diphthong since this theory is clearer and more complete than other theories.

While, to transcribe the data, the writer uses *Oxford advanced Learners Dictionary* is for British English and *Longman Dictionary* is for American English. Furthermore, besides identifying the errors produced by the big five winners, the writer would probably be able to draw some possible reasons on why they do the errors. In doing so, the writer uses theory of Piske, *et.al.*(2002, p.195) which states that some errors appear because of many factors, those are age at first

exposure to the L2, years of L2 use, amount of L2 use, type of L2 input (native speaker VS foreign-accented non-native speakers), and gender.

By understanding the cause of errors students made, it is useful for the teachers and the students. For the teachers, it is hoped that it would offer them better insights on effective teaching strategies in helping their students to master English pronunciation. As a result, the possible solutions in preventing students from making errors frequently should be considered. In addition, for the students, this research hopefully can help them to understand the phonological differences between their native language, Bahasa Indonesia, and target languages, which language being learned, English. It also can exhibit the common errors that the students do, so that they would not produce the same errors.

Considering all these reasons above, the writer decides to conduct a research entitled **“Phonological Error Analysis on Segmental Sounds**

Produced by the Winners of Universitas Brawijaya Story Telling Competition in 2012”.

1.2 Problems of the Study

Based on the background above, the problems can be formulated as follow:

1. What kinds of segmental sounds errors are usually produced by the winners of Universitas Brawijaya storytelling competition in 2012?
2. What are the probable factors which cause the errors produced by the winners of Universitas Brawijaya storytelling competition in 2012?

1.3 Objectives of the Study

In line with the previous problems, this study is meant to answer those questions. What the writer expected from the analysis are:

1. To find out kinds of segmental sounds errors produced by the winners of Universitas Brawijaya storytelling competition in 2012.
2. To find out the probable factors which cause the error produced by the winners of Universitas Brawijaya storytelling competition in 2012.

1.4 Definition of Key Terms

1. **Errors** : gaps in a learner's language knowledge; errors occur because the learners do not know what is correct or lack of knowledge (Ellis 1994, p.17).
2. **Error Analysis** : a type of linguistic analysis that focuses on the error learners make (Gas and Selinker 2008, p.107).
3. **Pronunciation** : the way in which a language is spoken and in this case is how to produce a certain sound or sounds of English (Richards and Schmidt 2002, p.249).
4. **Segmental Sound** : sound units arranged in a sequential order, which consists of vowels, consonants, and diphthongs (Jones 2002, p.11).
5. **Story Telling Competition** : a competition held by students association of English Study Program, Universitas Brawijaya on 16th – 18th November 2012 to introduce the Faculty of Cultural Studies to High School students.