

CHAPTER I INTRODUCTION

A. Research Background

English is regarded as a foreign language in Indonesia. Learners only learn English as a subject at school. In their environment, English is not commonly spoken. When they learn English, this causes some challenges. As a result, learners who were studying English frequently made errors and mistakes. In English, there are four abilities that learners have to master in, those are speaking, reading, writing, and listenin. Grammar, vocabulary, and phonology make up the three main parts of language.¹ Phonology takes a significant part among those components. Automatically, phonology is closely related with pronunciation.

Pronunciation also plays an important part in communication because it makes speech clear and understandable.² It is also stated in the Holy Qur'an verse, on surah Ar-Rum 22 as follows :

وَمِنْ آيَاتِهِ خَلْقُ السَّمٰوٰتِ وَالْاَرْضِ وَاٰخْتِلَافُ اَللِّسٰنِ ۗ وَاَلْوٰنِكُمْ ۗ اِنَّ
فِيْ ذٰلِكَ لَآٰيٰتٍ لِّلْعٰلَمِيْنَ

*“And of His signs is the creation of the heavens and the earth and the diversity of your languages and your colors. Indeed in that are signs for those of knowledge”.*³

Based on the explanations above, it can be concluded that pronunciation is one of the necessary components of oral communication when we have speaking with each other. Moreover, learning or teaching pronunciation is not just about the way we utter the words but also the way we produce the sound, learn about intonation, talk like a native dialect, and others. Therefore, this verse is relevant with this research about pronunciation.

¹ Nasr, *Language Learners and Their Mistake* (London: MacMillan Press, 1980), 2.

² Miray Varol, “*The Influence of Turkish Sound System on English Pronunciation*” (A Thesis, Florida State University, 2012), 1.

³ Saheeh International, *The Qur'an English Meanings* (Jeddah: Al-Muntada Al-Islami, 2004), 319

Proper pronunciation might encourage L2 acquisition, while poor pronunciation may lead to an error. The pronunciation way of English words is distinctive. This leads Indonesians as the non-native English speakers have some issues. Learners try to pronounce English words based on how other speakers do. So learners imitate pronouncing the words that are heard in their ears. Therefore, it is crucial for learners to listen to the correct English pronunciation.

Pronunciation errors of sound in one word might lead to misunderstanding. The distinct sounds will produce distinct meanings. Thus, students' errors analyzing is urgently required to determine their difficulties in pronouncing English words, students also need to be aware of their deficiencies. So they will not make the same errors again in the future.

The researcher identified some problems based on the researcher's PPL teaching experience at HA Islamic Junior High Schools in Kudus. Based on the observation from the researcher's teaching experience, the researcher found that the 8th graders were still puzzled on the way to pronounce English words properly, it was because English words were unfamiliar for them.

According to the English teacher of HA Islamic Junior High School, he said that he never taught about pronunciation in a specific part, such as intonation and stressing. That is why the 8th graders had less intonation and misplaced in word stress. The precise intonation, which is the rising and falling of voice tone or pitch across phrases and sentences, was still a mystery to the students. Additionally, they were unaware of the location of the word stress in an English word. Even, some of students' pronunciations were similar to the Indonesian words. They might have struggled in distinguishing two words that had a similar sound.

Based on the previous study written by Dahlan, he found that most of students did pronunciation errors in intonation and word stress. The participants of the study were the 6th semester students. He applied conversation text as the variable of the study.⁴ The ability to comprehend many types of texts, including procedure, narrative, recount, descriptive, report, and others in

⁴ Khuzaimah Dahlan, "The Analysis of Students' Pronunciation Errors in Reading English Conversation at Muhammadiyah University of Makassar" *A thesis presented to the Faculty of Teacher Training and Education in Muhammadiyah University of Makassar* (2015): 1 – 114.

the context of daily life is required for learners.⁵ This research is focused on analyzing students' pronunciation errors in recount text context. Due to the length of the recount text, the majority of students will simply read it without paying attention to the phrases. This led to a mispronunciation while reading recount text.

After knowing that pronunciation mastery is one of abilities which can not be mastered by the students easily, the researcher is fascinated to analyze pronunciation errors of students in reading recount text. The participants in this study, which is being undertaken at the HA Islamic Junior High School, are 8th graders. Students at this level definitely have trouble pronouncing English words or sentences. Because of this, it is difficult for them to comprehend and pronounce English words clearly.

B. Research Focus and Scope

This research focuses on analyzing the students' pronunciation errors in reading recount text, especially about stressing and intonation. The stressing part only focuses on the word stress. Recount text was chosen by the researcher because it was crucial to the English teaching and learning process. The communicative goals of this text are to help the readers understand the significance of the story within the recount text. Additionally, students should read the entire paragraph using proper pronunciation. The researcher utilize Kelly's theory to classify the kinds of pronunciation errors.

C. Research Questions

When students want to read an English text, they must know the correct pronunciation of the words within the text to make sure the correct meaning and avoid misunderstanding. So if the students read an English text without knowing the correct pronunciation, it will cause big problems. So that, the researcher arranged some problems as follows :

1. What are the problems faced by 8th graders of HA Islamic Junior High School in reading recount text?

⁵ Sudibyo, B. Sekolah Menengah Pertama (SMP)/Madrasah Tsanawiyah (MTs). *Peraturan Menteri Pendidikan Nasional Nomor 23 Tahun 2006* , 21

2. What are the kinds of pronunciation errors in reading recount text are made by 8th graders of HA Islamic Junior High School ?
3. What are the factors that caused pronunciation errors in reading recount text of 8th graders of HA Islamic Junior High School ?

D. Research Objectives

The purposes of this study are:

1. To find out the problems faced by the 8th graders of HA Islamic Junior High School in reading recount text.
2. To represent the kinds of pronunciation errors in reading recount text made by the 8th graders of HA Islamic Junior High School.
3. To discover the factors that led to pronunciation errors in reading recount text of 8th graders of HA Islamic Junior High School.

E. Research Significances

Based on the background of this study, this research products are expected to provide advantages both theoretically and practically, namely as follows :

1. Theoretically, this study is expected to increase knowledge about the correct English pronunciation, especially the elements of pronunciation namely : intonation and stressing correctly. Students are supposed to know the pronunciation errors types when they read recount text, the problems they faced in pronouncing English words, and the factors that caused pronunciation errors in reading recount text.
2. Practically, it can motivate students to study more about English pronunciation so they will be careful and accurate while pronouncing English words. The researcher also hope that this research will assist teachers in teaching English pronunciation to the students.

F. Definition of Key Term

The following is information related to key terms, to prevent from misunderstandings:

1. Pronunciation is producing particular sounds process that are used to create meaning to facilitate communication between speakers and listeners.

2. Error is something that occurs when a learner cannot correct his/her own mistake.
3. Recount text is a text that retell the past events of the author's personal experience or historical events, its purpose is to inform and entertain the readers.⁶

G. Thesis Organization

This part contains an overview of this study. Here is how the study is organized:

Chapter I Introduction, this chapter is the fundamental of research consists of 7 parts: the first namely the Research Background, the second is Research Focus and Scope, the third is Research Questions, the fourth is Research Objectives, the fifth is Research Significance, the sixth is the Definition of Key Term, and the seventh is Thesis Organization.

Chapter II Review of Related Literature, this part conveys the theories that assist research based on linguists includes: The first is Theoretical Description, this part defines about these followings: Definition of Pronunciation, Definition of Error Analysis, Definition of Reading Skills, and Definition of Recount Text. The second is Theoretical Framework and the third is Review of Previous Study.

Chapter III Research Methodology, provides the stages of data acquisition including: Research Methods, Research Setting, Research Participants, Instrument and Data Collection Technique, Research Data Validity, and Data Analysis Technique.

Chapter IV Research Findings and Discussion, this part shows the products of the research focuses on the problems faced by the students in reading recount text, the kinds of students' pronunciation errors based on Kelly's theory, and the factors that made students' pronunciation errors in reading recount text.

Chapter V Conclusion and Recommendation, as the final chapter, this chapter will shortly conveys conclusions gained from the discussion and also includes recommendations for significant parts for the establishment of further research.

⁶ Ayu Sonia Habibah Fisher, "Students' Reading Techniques Difficulties in Recount Text", *Journal of English and Education*, Vol 4, No 2 (2016) : 8.