

CHAPTER I

INTRODUCTION

A. Background of Study

Nowadays, English is getting more important in people's life including the people of Indonesia. Therefore, Indonesian government has decided that English is one of the compulsory and local complements subjects in all Indonesian schools. It becomes a local content in Elementary school, a compulsory subject in Junior and High school and a complementary subject of the higher education institution. This is hoped that Indonesian students can master English and can communicate to another.

In learning a foreign language, many people assume that fluency is more important than accuracy. In fact, when someone masters a large numbers of words of the target language and the rules about how these words are put together to become sentences, but fail to produce the correct sounds of the words, he or she will not be understood by other speakers of the language while communicate. It means that mastering grammar rules and the vocabulary of a language but not being able to pronounce them correctly will hinder the communication with other speakers of that language. To communicate with other people, human have to be good in pronunciation, so that they can understand what people say and the meaning. Talking about

pronunciation, it is the way how to pronounce the words or how to pronounce the correct words.

This is appropriate with the verse of the holy Qur'an Surah Al-Qiyamah:16-18


 وَقُرْءَانُهُ رُجْمَعُهُ عَلَيْنَا إِنَّا بِهِ لَتَعَجَّلَ لِسَانَكَ بِهِ تَحْرُكٌ لَا


 قُرْءَانُهُ رُفَاتِّعَ قُرْءَانُهُ فَإِذَا

The command from Allah the Almighty for human not to directly pronouncing the words when they hear words. When people want to be good in pronunciation, they have to listen the words in how they are pronounced, then, repeat it, and if they wonder how the words are pronounce, they can imitate the right models such as native speaker, English teachers and English movies or look for the right transcription in dictionary. It is hoped human can pronounce it correctly.

Pronunciation is one of the most important things in the learning in second language. Pronunciation is one of the components that are generally recognized in analysis of speech process. Thurnbury, (2006) states that pronunciation is the general term of part of language classes and course that deals with aspect of the phonology of English. This includes the individual sounds (phoneme) of English, sound in connected speech, word and sentence stress, rhythm and intonation. Joan (1994:6) explains that pronunciation is important for students because the competency of pronunciation is one aspect that determines the level of someone speaking ability. A mistake that made in

pronouncing sounds may raise misunderstanding in communication. Because of this important, pronunciation must be paid close attention in language teaching and learning. Every word, every syllable, every sound uttered by teacher may contribute to the learning of pronunciation. However, English pronunciation is still difficult to learn by students.

In learning English, a good pronunciation is important because different pronunciation may have different meaning, and the wrong pronunciation can make misunderstanding in conversation. For Indonesian students, English is the first foreign language they learn. Furthermore, it seems that they seldom use English in daily conversation. They will speak in English if they are involved in a certain situation. Ramelan (1999:5-7) said that as a non-native speaker, Indonesian's students often make errors in pronunciation. The first reason is the different elements between target language and native language. The problem in pronouncing English words may be caused by the similar sounds between native language (L1) and target language (L2) with slightly different quality. The other reason is the same sounds between native language and target language but allophonic in target language. The same sounds between native language and target language when occurring in cluster cause Indonesian's students pronounce English words difficulty. In addition, the last reason the problem is the same sounds having different distributions.

Pronunciation is very urgent to learn. When people speak, they must use a good pronunciation to make clear the meaning of the mean or understand

what they said. Pronunciation is one of the three components of language together with the grammar and vocabulary. It plays an important part in listening and speaking skill. Pronunciation is one of the most important thing native speakers notice during a conversation. A mistake that made in pronouncing sounds may raise misunderstanding in communication.

English has more vowels than Indonesia there are about twenty vowels, may be single vowels (like i, ɪ, u:,ʊ, e, ə, ɜ:, ɔ:, æ, ʌ, ɑ, ɒ), or combination vowels (diphthongs) (like eɪ, ɔɪ, aɪ, ɪə, ʊə, eə, əʊ, aʊ) in English. There are some differences to pronounce the English Monophthong sounds and diphthong sounds. In the fact, English diphthong sounds more complex than English monophthong and also the English diphthong sounds more difficult to be pronounced than English monophthong sounds. (Kelly, 2001:2)

Skandera& Peter (2005:38) said that the quality of the English long and short vowels remains relatively constant while they are being pronounced, i.e the speech organs do not usually change their position during articulation. These vowels are therefore called pure or plain vowels or monophthongs [from Greek *monophthongos*, 'single sound']. The other vowel sequences are called gliding vowels, vowel glides or diphthongs [from Greek *diphthongos*, 'double sound'; *Doppellaut*, *Zwielaut*]. A vowel chart indicating the starting points and tongue movements of All English diphthongs.

In pronunciation there are some words that have similar sound and it is difficult to be pronounced, it is English diphthongs. Each of these sounds involves a change in quality within the one vowel. As a matter of convenience,

they can be described as movements from one vowel to another. The first part of the English diphthong is usually more prominent than the last. In fact, the last part is often so brief and transitory that it is difficult to determine its exact quality. Furthermore, contrary to the traditional transcriptions, the English diphthongs often do not begin and end with any of the sounds that occur in simple vowels (McMahon, 2002:73)

According to *Oxford Advanced Learner's Dictionary* (2005:2), "Ability is the mental or physical capacity, power or skill required to do something". Ability in English pronunciation is very monumental further in English vowels such as monophthong, diphthong and triphthong to communicate each other, because English diphthongs are more difficult than English monophthongs. The students' ability in pronouncing English diphthongs is very important in their learning activity. It can help them more understand about what they speak or learn because different pronunciation shows different meaning.

The writer also has done the prior observation about pronouncing English diphthongs, the writer observed and asked some of sixth semester students of English Education Department in STKIP PGRI Banjarmasin to share their knowledge about English diphthongs and asked them to pronounce eight words of each English diphthongs. The result, the writer found that they still mispronounced and they are difficult in pronouncing English diphthongs. The writer also found that there is no phonology class for the students in

STKIP PGRI Banjarmasin, so they might did not have enough knowledge in pronouncing words especially the English diphthongs.

Based on the problem above, some reasons of writer choosing the title are because students' ability in pronouncing English diphthongs is a very important and wants to know the real students' ability and their problems in pronouncing English diphthongs. Here, the writer is interested in analyzing the one aspect of pronunciation, especially in pronouncing English diphthongs deeply entitled **THE ENGLISH EDUCATION DEPARTMENT OF STKIP PGRI BANJARMASIN STUDENTS' ABILITY IN PRONOUNCING ENGLISH DIPHTHONGS.**

B. Statement of Problems

The problems of the study can be formulated as follow:

1. How is the English Education Department of STKIP PGRI Banjarmasin students' ability in pronouncing English diphthongs?
2. What are the English Education Department of STKIP PGRI Banjarmasin students' problems in pronouncing English diphthongs?

C. Objectives of Study

The objectives of study in this research are:

1. To know the English Education Department of STKIP PGRI Banjarmasin students' ability in pronouncing English diphthongs?

2. To know the English Education Department of STKIP PGRI Banjarmasin students' problems in pronouncing English diphthongs

D. Significance of the Research

The result of this research is expected to contribute to the field as follow:

1. Enriching the writer's knowledge and experience in this specific research.
2. Giving additional information for the teacher, especially to give special attention when they teach pronunciation course especially for the sounds that are assumed difficult by the students.
3. Giving information and knowledge regarding important to understand speak natural English
4. Providing information and considerations for the future researchers
5. Providing information about the students' ability in pronouncing English diphthongs

E. Definition of Key Terms

To avoid misunderstanding the writer needs to clarify the title as follow:

1. Students here mean students of the 6th semester in English department who had taken pronunciation (I & II) and Introduction to Linguistics classes.

2. Pronunciation is the way in which language is spoken or the way in which a word is pronounced. (Oxford, 2005:928)
3. English Diphthong is type of vowel where two vowel sounds are connected in a continuous, gliding motion.