

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Research Background**

Language is a communication tool used by everyone in their daily life as a means to convey information and arguments to others. In this case, the language cannot be separated from culture because language represent its nation and has close relation to the attitude or behavior of groups of speakers of the languages (Moats, 2020). Therefore, fluent pronunciation in the language is needed, so that readers and listeners can easily understand the language.

Pronunciation is one of the most important parts of English for communicating with others since there are differences between the symbol and its sounds. (Mulatsih, 2018). English pronunciation is very important, especially for non-native speakers, because sometimes, if the pronunciation is wrong, it can hinder communication. Pronunciation is the result of speech sounds, including articulation, accent, and intonation, so our English pronunciation must be correct. So, we need to practice often. One of the main skills students can learn to practice good English pronunciation is reading.

Reading is a number of interactive processes between the reader and the text, in which readers use their knowledge to build, to create, and to construct meaning (Day, 2013). In addition, reading is an important part of learning English because while learning a language, we are encouraged to communicate not only orally, but also in written. It is not easy for Indonesians to read and understand English texts because the language used is not the language used in everyday life. Limitations and difficulties must be experienced, especially in pronunciation that the reader is not yet familiar with.

In this reading, it has several types of text to study, one of which is a narrative text. Narrative is central to people learning. They use it as a tool to help them organise their ideas and to explore new ideas and experiences. Composing stories, whether told or written, involves a set of skills and authorial knowledge but is also an essential means for children to express themselves creatively and imaginatively. (Thomas Tallis School, 2013).

English students, must have fairly good pronunciation skills compared to other students to be successful in learning English with various skills such as reading, speaking, writing and listening because in its own pronunciation, the pronunciation of English texts and words is clearly different from Indonesian. English pronunciation has more sounds than Indonesian pronunciation. In addition, the complexity of English pronunciation is more interesting, so students must learn all the sounds of English pronunciation.

Based on the phenomenon that the researcher encountered, it turns out that there are still many English students who make mistakes in English pronunciation, both in the form of words and sentences. Even this English pronunciation error still often occurs among students who are entering their final semester, which is very unfortunate for English students who should have fully mastered their foreign language in their chosen language major. This can be caused by several factors. For example, there is little vocabulary that students memorize, vocabulary that is memorized is rarely used, students are lazy to finding information, and students are still shy about applying English.

This study was conducted with students in the first semester of the English language education program at University Muhammadiyah Metro. At this student level, of course, researchers think a lot that English language students could pronounce English vocabulary or sentences correctly because they have been taught by the curriculum and everyone can. In fact, there are still quite a few students who make mistakes in English pronunciation, especially in the pronunciation of vowels. This can be influenced by several factors that students face. In general, both Indonesian regional languages and their native language backgrounds differ from English in terms of language breakdown. However, such things are a challenge for students to be able to speak English words and sentences properly. In this study, researchers will discuss what vowel pronunciation errors students often make and identify the causes or reasons why students make errors in vowel pronunciation.

## **B. Research Focus**

In order for research results to be more focused, researchers do not do everything in certain social situations, but must determine the focus. The Errors Pronouncing Vowels in Reading Narrative Text of Muhammadiyah University Of Metro. In this study, researchers focused on certain things, namely:

#### 1. Ability

Ability is the power to do something, physically or mentally. means to do something that consists of physical or mental effort. It can also be defined as ability, expertise, or aptitude. On the other hand, according to the Oxford Advanced Learner's Dictionary of Current English, ability is the potential or ability to do something, physical or mental, and it can also be a special natural force to do something good or talented. is. Ability therefore means the strength of English students at University Muhammadiyah of Metro in pronouncing the vowels in the text.

#### 2. Pronounce

Pronounce is make the sound of (a word or part of a word), typically in the correct or a particular way. Pronounce are to enunciate or articulate (sounds, words, sentences, etc).

#### 3. Vowel

Vowel is sound which are made without any kind of closure to the escape of air through the mouth, vowels also have a calcification of the position in which each letter comes out. the quality of vowels is depending upon the position of the tongue and the lips because those articulators have a great role in producing the vowels. Vowel classification, based on the part of the tongue, is Front vowels: the vowels produced by raising the front part of the tongue to the hard palate. Back vowels: the vowels produced by raising the back part of the tongue to the soft palate. Central vowel: the vowels produced by raising the central part of the tongue.

#### 4. Students

Students are people who are studying at colleges or universities or anyone who is interested in certain subjects. The researcher means students who are studying in the first semester of the English Study Programme at University Muhammadiyah of Metro. In this study, 1st semester students will be used as research samples, the researcher will choose 28 students.

**C. Research Questions**

Based on the above research problems, the research problem can be formulated as follows:

1. What types of vowel pronunciation errors occur in the reading of English narrative texts by 1st semester students of the English Education Research Programme at Muhammadiyah University of Metro?
2. What causes students to make mistakes in pronouncing vowels when reading English narrative texts?

**D. Research Objectives**

Based on the above problems, the researcher has the following research objectives:

1. To find out the form of vowel pronunciation errors of the 1st semester students while reading English narrative text.
2. To explain why students make errors in pronouncing sounds while reading English narrative text.

**E. Research Benefits**

1. For Students

The benefits of this research for students are for comparison and motivation of students in learning English pronunciation, especially the classification position of pronunciation vowels, namely: front vowels, central vowels, and back vowels.

2. For Teacher

This study can be used as a benchmark and technique to teach English pronunciation to students. For the teacher, this study is for informing, teaching and training students about English pronunciation, and it can be used to help the teacher find a problem to solve the problem.

3. For another Researcher

this research can be used as a benchmark and information to investigate a similar problem using another research design or model.