

CHAPTER I

INTRODUCTION

A. The Background of the Study

Nowadays, the use of English has increased in our country Indonesia, especially to face the globalization era that motivates every people learning English with the aim that Indonesian people can communicate with other people from overseas by using international language. Language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another (Brown, 2000:5). Language is an important part of human and communication facility that has been existing since people need to express themselves to communicate each other. Language is a system of communication used within a particular social group.

English is important in curriculum because it is one of the major languages in the world which used as the common language in many aspects of human activities. In Indonesia the status of English language is very important for students of all levels, for example, to master speaking skill, the teacher must train and equip the learner with a certain degree of accuracy and fluency in understanding, responding, and in expressing himself in the language in speech.

Pronunciation is important for second learner because in curriculum 2013, the students have to master pronunciation. They have to practice some words before they read the reading aloud.

Students also have to know the pronounce the words correctly in order can communicate fluently with others. Learning English in speaking is not only knowing the meaning of words and the structures but also knowing how to pronounce the words correctly and clearly. To pronounce the words correctly, we should know how the sounds are produced.

In Indonesia, English taught as a foreign language and included as a compulsory subject for junior and senior high school level. In senior high school level, both for General High School and Vocational School, English taught as an adaptive subject that aimed to prepare the student to be able to communicate in English which is needed relevant with their major.

Vocational school is one option for students interested in practical postsecondary education and job training. Vocational School is an educational unit that aimed to be a medium to improve the students' ability in a particular major which is targeted to improve the human resources in their work field.

Vocational school trains the students in improving their skills so they will be able competing after they finished their study. This skill supported by English ability will have more value than others who doesn't master English (UU Sistem Pendidikan Nasional No. 20 Tahun 2003).

In syllabus of curriculum 2013 for vocational school, English has three level of Competency Standards—Novice, Elementary, and Intermediate

level— which are divided based on the grades. The competence of these levels is can communicate in good English equal all levels. As for the Students of General High School, in Vocational School English has four different language skills contended in Indonesian English teaching, namely speaking, reading, writing, and listening.

In fact, in the researcher's observation at SMK Negeri 1 Binjai majoring in office administration and travel agency, it was found that students' speaking skill was still low. Most of students were confused about what they pronounce in reading aloud, especially in pronounce vowels of English. They were confused to differentiate the short vowels and the long vowels. Therefore, students often made errors in pronouncing vowels in long and short vowels especially in speaking because when they make error in long and short vowels, the meaning of the words will be different, and create misunderstandings between people who speak and those who listen.

Vocational school majoring in office administration and travel agency is chosen because there is perspective stated by the society that students of travel agency have more ability in speak English because they have job opportunities to speak English more. Speaking skill is important for them because after they graduate from the school and want to get job, do the interview, and speak with overseas people, they must have skill in speaking skill in order communicate in good communication.

Pronunciation is one of the most important parts of languages to speak with other people. Pronunciation is the way a certain sounds or sounds are

produced to make pronunciation correctly (Richards 2010:469). It is important to teach and analyse the students' pronunciation to avoid the misunderstanding with other when we are speaking. As stated by Harmer (2000:183) that for all people, being made aware of pronunciation issues will be of immense benefit not only to their own pronunciation but also their understanding of spoken English.

The teaching of pronunciation for the Indonesian students is quite difficult. (Palawa, 2013). For example, students feel confused when the teacher ask them to speak with others and reading aloud. They don't know whether the words they said is same with the symbols in long and short vowels. So, Erdogan (2005) states that they always make error when they are speaking and it is inevitable that learners make mistakes in the process of foreign language learning, as Hasyim (2002) states that errors in foreign language teaching especially in English are the cases which are difficult enough to avoid. Many aspects that can cause the learners of English as a foreign language make errors, for example, the learners' mother tongue and the lack of teacher's correction

Therefore, teachers have responsibility to check the students' error in speaking and to give feedback, but most of them do not it. Few teachers could not tolerate to the student error. They think that the error correction wasting their time. However, the students feel upset, and makes a distinction between them and their teacher in dealing with errors and understanding of error correction (Fang and Mei, 2007). Whereas, when we give feedback in correct

pronunciation, may discourage the students and disturb they recitation in pronunciation (Syafei,1988).

Error is an activity to identify, classify or describe the errors made by second language or foreign language in speaking and reading (Brown, 2000)

Research about pronunciation errors in vowels is quite popular in education field, particularly in countries where English is as the second or foreign language. Mayasari (2013) conducted a study to find out the error of pronunciation in vowels in reading aloud which 63% make error in pronouncing vowels. Fitria (2014) conducted a study about pronunciation error in vowels in reading aloud which 93% students difficult to pronounce vowels. Jumrina (2013) conducted a study about pronunciation error in vowels in reading aloud which 41% students difficult to pronounce vowels.

The purpose of this research is to find out the ability of the office administration and travel agency students in pronounce vowels in reading aloud. So, it is important to know the error of students' pronunciation. The analysis of students' pronunciation errors is important in order to know students' needs then to know the solution of it. The researcher hopes that the findings in the analysis of students' pronunciation errors in vowels at SMK Negeri 1 Binjai can be useful for education progress to improve the students' ability in pronunciation which is still low in speaking skill, especially when the students want to get job, do the interview, and speak with overseas people, they can communicate in good communication.

B. The Problem of the Study

Based on the background of the study above, the research problem of the study was formulated as the following in question:

1. What errors were in long vowels that eleventh grade of office administration and travel agency students at SMK Negeri 1 Binjai made?
2. What was the most dominant errors in types of long vowels that eleventh grade students of SMK Negeri 1 Binjai made?
3. Is travel agency students have more good ability in speaking English or not?

C. The Objective of the Study

In relation to the problem, the objective of this study were:

1. To find out the errors in long vowels that made by eleventh grade of office administration and travel agency students at SMK Negeri 1 Binjai.
2. To find out the most dominant errors in types of long vowels made by eleventh grade students of SMK Negeri 1 Binjai.
3. To prove whether travel agency students have ability in speaking English.

D. The Scope of the Study

In this study, the research be focused on pronunciation error, specifically on speaking skill made by the students of vocational school. The scope of this study was the error in pronounce vowels in long vowels /ɑ:/, /i:/, /ɜ:/, /ɔ:/, /u:/

on speaking skill of the eleventh grade students of office administration at SMK Negeri 1 Binjai.

E. The Significance of the Study

This study was expected to give valuable contributions theoretically and practically for the perspective of teachers, students and other researchers.

1. Theoretically perspective

As a reference for the future researcher who want to conduct the same research and interested in analysing the pronunciation errors made by students.

2. Practically perspective

a. For the teachers

The writer hopes that this research will be inspiring for English teacher to know the types of English long vowels and give more exercise about pronunciation in vowels.

b. For the students

The students can develop and improve their English, especially in pronunciation skill in pronouncing types of English long vowels.