

## CHAPTER I INTRODUCTION

### 1.1 The Background of the Research

Language is a means of communication. The use of language is so complex. Some people use language as a mother tongue, first or second and foreign language. Language plays an important role in humans' lives. Because language is a means of communication to convey ideas, opinions and thoughts to other, without it, the sharing of knowledge would have been impossible. This means that whatever is stored in the long-term memory and whatever is intend to inform to other listeners or audience cannot be conveyed and further cannot be understood by them unless a process of communication come out (Thomson, 2003:82)

There are so many languages in the world and one of them is English which is used as an international language in some countries and as a foreign language in other countries. Most of the people in the world use English as their lingua franca- a language which is widely adopted for communication among two speakers whose native languages are different from one another and when one or both speakers use it as a 'second' language. There are so many factors influence and sustain the spread and use of English as a lingua franca, namely colonial history, economics, travel, information exchange, and popular culture. All aspects of the speech commonest of speech events, the conversation, when two or more people speak to each other (Spolsky ,2006:14).

English is widely used all over the world, some countries such as the United States, the United Kingdom, Canada, Ireland, New Zealand and Australian use it as a first language. Some other countries use it as a second language. Most of these countries are formerly members of the British Empire: regions in Africa, Asia, and the West Indies, while others such as: Austria, Finland, Germany, Iceland, Norway, Sweden, Indonesian, etc.

Every country has different culture and ideology by which the use of language is potentially influenced. Almost all countries have more than one languages. For instance, Indonesia has many languages, such as in relation to this, which is why Indonesian language, which is derived from Malay language, has been chosen as the national language among other languages through the declaration of the Indonesia's Independence in 1945 and in the 1928 Indonesian Youth Pledge Day has declared it as an official language as well.

The tribal languages of Indonesia, of course, exist although it does not function as a national language or even official language. These kinds of languages are termed as local language or regional language. Regional language is a language belonging to or connected with the particular place (e.g. Batak language, Ambon language, Manado language, Java language, Padang language, Nias language, Aceh language, etc.)

Nias is located from North to South along the West Coast of Sumatera; there is a chain of small islands: Simelue, the Banyak Islands, the Batu Islands, Mentawai, Nassau, Enggaro, and Nias. Of these islands Nias and the Batu Islands are located approximately seventy miles from Sumatera.

Nias is surrounded by the sea, which contains rich natural resources and provides impressive tourist attractions, such as white beaches in Moale and Toyolawa, unique waves for surfing in Lagundri, and exquisite marine life of the Batu Islands. The Mountain is high as 886 meters above the sea level (e.g. the Lölömatua in the center of Nias Island).

Most of the coastline consists of coral reefs, with some beautiful, albeit narrow, beaches. The coastline is very uneven, with a large number of small capes and bays. The most important bays are Teluk Sumbawa and Teluk Balaika in the south –east, Teluk Dalam and Teluk Lagundri in the south, Teluk Sirombu in the west, Teluk Lafau in the north, and Teluk Gunungsitoli in the east. There are rivers on Nias, such as Idano Moi, Idano Oyo, Idano Muzoi, Idano Susua.

Nias language is spoken on the island of Nias is located about 120 km west of Central Sumatra in Indonesia. It is presently considered to belong to the Malayo-Polynesian subgrouping. It has three dialects, generally referred to as the northern, central, and southern dialects. The real problems based on these are in northern Nias : hezo moi o?. in central Nias he andro moi o?. In Southern Nias: haiga go moi. These mean, where are you going

Any language, includes Nias language, is potentially changed and shifted from time to time, which is mainly influenced by the complex needs, social status, economic, culture, education, religion, and gender of human beings (Holmes, 2001:123-125). This background is found in Nias students' pronunciation of English words, and consequently they have many of mistakes in pronouncing English words. In this case pronunciation is the most important thing in supporting communication in English where Nias is one of the tourism objects in

North Sumatera. In oral communication, the students use the mispronunciation of English word. These problems are also found in Nias students' pronunciation of English words and consequently they have many mistakes in pronouncing English words.

Pronunciation, consonants and vowels and articulation are the substantial aspects of voice in delivering the speech (Lucas, 1992:240). It means that pronunciation plays an important role in communication. In connection with the gap between the phenomena mentioned above, it therefore provides a strong background of this research, which is as an attempt to investigate the typical of English pronunciation of the students of English Department at Institute of Teacher Training and Education: *Institut Keguruan dan Ilmu Pendidikan: IKIP Gunungsitoli*, Nias including the way and causes how their typical English sounds are pronounced.

### 1.2. The Problems of the Research

In line with the background of the research, the problems deal with the analysis on the students' pronunciation of English class. The problems of the research were formulated as following:

- 1) What are the typical of English mispronunciation of the consonants and vowels made by the students of English Department of IKIP Gunungsitoli, Nias?
- 2) How are the typical of English mispronunciation of the consonants and vowels made by the students of English Department of IKIP Gunungsitoli, Nias?



- 3) Why do students of English Department of IKIP Gunungsitoli, Nias produce such mispronunciation of English consonants and vowels?

### 1.3 The Objectives of the Research

This research attempts to discover the typical of English pronunciation, particularly in English consonants and vowels of Nias students of English as a foreign language. The objectives are:

- 1) to discover the typical of mispronunciation of English consonants and vowels of the students of English Department of IKIP Gunungsitoli,
- 2) to discover how the English mispronunciation is realized,
- 3) to explain the causes of mispronunciation of English consonants and vowels

### 1.4 The Scope of the Research

A consideration of students' pronunciation errors and of how these can inhibit successful communication is a useful basis on which to assess the importance of dealing with pronunciation in the classroom. The lack of a simple correspondence of pronunciation in English causes problems for students in that it can lead them to initially mispronounce them.

The scope of this research is the typical of English pronunciation but it will be very extensive; therefore it is necessary to set out an appropriate boundary for this research. In this case, the writer limits her research on pronunciation of English Consonants and Vowels made by the students of English Department of IKIP Gunungsitoli, Nias.

It is reasonable to say that the constraint of consonants and vowels pressure for a writer to write is much less than for a speaker to speak in this way to communicate and for this reason one might make errors in speaking than in writing. Although in writing it can be corrected spontaneously before communicating to its readers, to the listener 'but it is different if the words are pronounced in the wrong way in spoken communication, where the listeners will misunderstand about the words. This study is concentrated of the speaking ability.

According to the needs of the second language outlined in Section 1-2, the writer will focus her research on mispronounced words of consonants and vowels of the students of English Department as a foreign language. In this case, the writer will conduct the research in the English class of IKIP Gunungsitoli, Nias. It is very clear that the environment of the students doesn't use English that require them to interact in English. Therefore, the writer would like to discover how the students produce a good pronunciation in speaking when they communicate orally in English.

### **1.5 The Significance of the Research**

The research findings will be a beneficial for the students, for the teachers, who will attempt to improve their learning and their speaking in English as a foreign language as well as learning in the secondary school of learning pronunciation to the English class, and also which has related to the theory of communication.

A research based on theories and its practical benefit will be very interesting to be conducted in a way to solve problems or the tendencies of

mispronouncing the words and the way to help the student in order they can speak correctly in English.

The theory points of view of the research will be matched to the theory or theories that should be used in the way of pronouncing. Thus this research discover some important aspects of why the students of English Department class didn't use the correct pronunciation.

Theoretically, the research findings are expected to provide a basis for further research of different stages for linguistics development. Practically, the research findings are expected to be valuable for the government in charge of education, universities preparing teachers on which associate for quality in pronouncing the words of English.

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