

CHAPTER 1

INTRODUCTION

This chapter is an introduction which gives the general concepts of the research. There are six main sub chapters discussed here. There are the background of the study, the research question, the definition of the key terms, the objective of the study, the significances of the study, and the organization of the thesis.

A. Background of the Study

Pusat Kurikulum (2006: 307) states, “English is a means of spoken and written communication”. Communication is one of the processes of interaction between two people to get some information about thoughts, arguments and feelings in order to mutually understand and comprehend what is being referred to.

English is an international language that is used to communicate by people from all over the world. English is an important language to learn, because when we are able to communicate using English, we can share ideas with people from different countries.

In Indonesia, English is the foreign language mainly learned and used by people in Indonesia. English is important for dealing with the era of globalization, because it is recognized as the International language. Many people in Indonesia use English for speech, debate, telling story, advertisement, and business. However, because of different dialect

influenced by the mother tongue, it causes difficulties for Indonesian people to produce the correct pronunciation which lead to problems in communicating such as message misunderstanding.

English in Indonesia is without problems. We can meet all kinds of English speaking problems especially the difficulties in pronunciation such as: vowels, diphthongs, and consonants. Ramelan (1999: 6) says, “Indonesian student will find it difficult to pronounce several English sound since their speech organs have never been trained or moved to produce the sounds”. That is one among reasons why Indonesian people often have pronunciation problems in English, the other is dialect.

Kelly (2000: 11) states that some typical difficulties of English learners are in producing vowels and diphthongs. Diphthongs (centering and closing) seem to be the most difficult ones to be produced by many speakers of other languages especially Indonesian people. Yong (2001: 279- 295) states that for Indonesian speakers, English diphthongs are likely realised as pure vowels which might be uttered in the long and short forms.

Debate in English has been prominent among students in Indonesia. There are many English debate videos recorded and posted in youtube coming from students of various levels of education such as Junior High School, Senior High School, and University. Unfortunately, there are abundance of pronunciation problem found in those debate videos, especially in the pronunciation of diphthong. Since diphthong is one of the

most problematic features in pronunciation for debaters as found in the videos.

Based on the data taken in Youtube especially in Senior High School and Equivalent Level Aceh Regional, the North Aceh is the place where the debate video taken and the dialect is known as the euphemism dialect compared to the other Aceh language dialect. However, this euphemism dialect language which is well known in North Aceh is not only originated by the residents of North Aceh its self for example: If we unintentionally met Achenese who use the word “LONG” as subject in the process of speaking, it safe to jump into conclusion that the speaker is 99% come from North Aceh and Peusangan (Bireuen). In this way, it is awkward for them to produce the word “LON” as the subject (<http://steemit.com/linguistics/@mustaqimway/aceh-language-the-north-aceh-and-peusangan-dialect>, April 15, 2018). In that video there are many mispronunciation, because they do not pronounce carefully causes influenced by dialect in there, this study analyzes the errors found in diphthong pronunciation spoken by ‘debaters’ from Senior High Schools in Aceh equivalent and level regional. This video held in Al Muslim University because in order to compete for the rotating trophy of the rector of al- muslim university in academic year 2015. The concept of debate competition in schools of Aceh is simple and easy for people to understand. Based on the reasons, the writer interests to find out error pronunciation in this video.

The writer his study focuses on two types of English diphthong that is closing diphthong and centering diphthong. The example of closing diphthong are [eɪ], [aɪ], [ɔɪ] [aʊ], [əʊ] and the example of centering diphthong are [ɪə], [eə], [ʊə]. To analyze the diphthong pronunciation error found in Indonesian debaters, especially as posted in video Youtube, the theory of A.C Gimson about English pronunciation is used. To support the study Ramelan's book about English pronunciation is also used.

Therefore, the title of this study is "Error analysis on English Diphthongs Pronounced by Indonesian Students in English Debate Competition Posted in Youtube".

B. Research Question

Based on the background above, the research question of this study is: "How are the diphthongs mispronounced by Indonesian student debaters as posted in Youtube?"

C. Definition of the Key Terms

There are four definitions of the key terms aimed to make easy to understand the topic:

1. Speaking

Wallace (1978: 98) states, "Oral practice (speaking) becomes meaningful to students when they have to pay attention what they are saying. Then the students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation".

2. Diphthong

According to Gimson (1970: 126), “Diphthong are those which form a glide within one syllable. They may be said to have a 1st element (the starting point) and 2nd element (the point in the direction of which the glide is made)”. Meanwhile Beverly (2008: 57), says “Diphthong combines two vowels to create one sound. The diphthongs are all long sounds. The tongue and the mouth move from one position to another to form a diphthong”.

3. Debate

Rybold (2006: 8) states, “Debate develops a variety of skills, including note taking, organization, research, writing, listening, teamwork and critical thinking”. Meanwhile Blatchford (2003: 1) says “Debate is the sceptics who argue that the evidence for the efficacy of class size reductions is in doubt and that there are likely to be other more cost-effective strategies for improving educational standards”.

4. Mispronunciation

According to Nordquist (2017: 1), “Mispronunciation is the act or habit of pronouncing a word in a way that is regarded as nonstandard, unconventional, or faulty. Words and names are sometimes deliberately mispronounced for comic or malicious purposes”.

D. Objective of the Study

Based on the problems above, the objective of this study to analyse that there are many diphthong mispronunciation spoken by English debaters from Senior High Schools in Aceh.

E. Significances of the Study

The significances of the study are pointed out into three elements, there are theoretically, practically and pedagogically.

1. Theoretically

This research will add the writer's knowledge about pronunciation problem especially in English diphthongs. It also as a reference talking about diphthong mispronunciation found in Indonesian students.

2. Practically

a. To the Writer

For the author of this research is very useful for authors also to improve academic writing and the writer can say the language of the English with good and true.

b. To the Readers

For the reader of this research is very useful to know more about the English diphthong and also readers can improve their English pronunciation.

3. Pedagogically

This research aims to improve the ability of English language teachers in teaching speaking especially in pronunciation and for English language teachers also to the next researcher can be more specific in terms of analyzing the pronunciation especially for English diphthong in English debate competition.

F. Organization of the Thesis

This Thesis consists of five chapters. Chapter I is Introduction. This chapter presents background of the study, research question, definition of the key terms, objectives of the study, significances of the study, organization of the thesis. Chapter II is Review of Related Literature. In this chapter we can look the theoretical study, previous studies, and theoretical framework. Chapter III is Method of Investigation. In this chapter the writer can discuss about describes the research design, the source of the data, technique of data collection and technique of data analysis. Chapter IV is Findings and Interpretation. Chapter V is Conclusion and Suggestions.