

CHAPTER I INTRODUCTION

A. Background of the study

In 2020 out of 100 countries, Indonesia is in the 74th position English proficiency based on the Education First English Proficiency Index. This means that English proficiency in Indonesia is still low. Indonesia has experienced a decline in English language skills to 13 levels from 2019 (Ekonomi, 2020). Indonesia has experienced a decline because many people do not use English. So, English needs to be improved in the government, Education, and health sectors. It is undeniable that the world of work now prioritizes proficiency in English.

English is an essential language because English is an international language used by many countries. A great opportunity to get a job is also assessed from being able to speak English. The better a person's ability to speak English, the easier it is to get a job. English as a medium of communication with other countries as a country rich in tourism and culture to promote wealth. English is also important in Education as one of the skills that must be possessed by students starting from elementary school to higher education levels.

Teaching English as a foreign language in the classroom is very much needed. Its needs to be improved again by being taught in the world of Education. So, it is necessary to give English language learning from low to high level. In teaching English, the teacher must have the right

method so that the material presented can be well received by students. In teaching English, the teacher must be able to convey these four skills. So that students can master them.

The four skills that must be mastered in English are speaking, reading, writing, and listening. These four skills are an inseparable unit. According to Febriyanti (2011), Speaking is an active interaction process used to construct meaning that involves the production, reception, and processing of information". Reading is the processing of reading to gain an understanding (Linse, 2005). According to Nunan (1989), Widiati and Cahyono (2006), Writing is a very complex language skill that pours ideas in the brain into writing, but writers are required to control several variables. According to Rost (2002), listening is a process of hearing what the speaker is saying to construct meaning, negotiate meaning with the speaker, and generate meaning through interaction. From the four skills, speaking is one of the most important skills. Because in daily life, all people cannot be separated from speaking.

In speaking skills, the speaker must understand the meaning of the message conveyed to avoid misinterpretation by the listener. So that in speaking, it is not only the origin of speech but also how it is seen from and understanding and conveying the message to the listener. Several components must understand before speaking. There are five components that the speaker must understand Pronunciation, grammar, vocabulary, fluency, and comprehension (Kurniati). Pronunciation is the Pronunciation

of a word in English, grammar is the structure of a sentence, vocabulary is a collection of words combined with having meaning fluency is fluent in conveying information, and comprehension is the ability to understand a text. Of these five components, Pronunciation is the main component that the speaker must master first. If a word is mispronounced it will be bad, because when it is mispronounced it will have a different meaning (Gunantar, 2020).

In speaking, the speaker must indeed convey the overall information correctly. However, even though the speaker can convey information as a whole correctly. If the Pronunciation of the word by the speaker is wrong, it can make a misinterpretation or misinterpreting word. So, it is necessary to understand and be able to use the words. So that the speaker will be able to pronounce the words correctly and adequately, and the meaning conveyed can be understood by the listeners well. Learning Pronunciation is not easy. The student has to study hard about it. In learning English, some students find some obstacles when pronouncing some English words.

Constraints are often experienced by students in pronouncing English. Some students have difficulties pronouncing English words. The students still find it difficult to pronounce between short vowels and long vowels. This is also experienced by some students of Vocational High School of Ngadirojo in the 2021/2022 academic year. This is not only

experienced by the tenth graders but also some eleventh and twelfth graders students there that be the sample of the research.

For example, some students still have difficulties pronouncing some words, such as "kite". In fact, the word should be pronounced "kait" but some students pronounced it "kit". This is one of the most wrong long vowels when students pronounce it. Meanwhile, in short vowels, the most incorrect word when pronounced is "sun". The word should be pronounced "sʌn" or "san" but some students. But some students pronounced it "sun". Therefore, it doesn't match the proper Pronunciation.

Some words above that are pronounced errors by the students are the short and long vowels words. According to O" Grady, Archid, & Aranoff (2010), vowels are melodious sounds produced with the vocal tracts more open than consonants. The vowels in Indonesia consist of six sounds (a, i, u, e, o,). The Vowel in English consist of twelve sounds: [i:, e, æ, ɔ:, ʌ, a:, ʊ, ə, ɜ:, I, ɒ, ɔ]. The kinds of vowels are two; short and long vowels word.

In addition, from the problems that occur above. The teacher must have a precise strategy to teach Pronunciation to the students. So that, the students can understand and pronounce english words correctly and adequately. However, the researcher still needs to see a precise strategy to reach the students correctly. Because the current generation of students is different from the past students, where the student can quickly understand the material presented. Now, the teacher must give time to the student to understand what the teacher is conveying in its entirety. The teacher in

teaching pronunciation must be patient and do the best strategy that makes the students understand.

Therefore, the researcher arranged this research to find out the problems or difficulties experienced by students in Pronunciation. The main purpose is for the students can understand and master the material. This research is different from other research because in Pacitan there is still little research that raises about Pronunciation. Based on the obstacles that often occur above, the researcher compiled a study entitled "**An Analysis of the Short Vowels and Long Vowels Pronunciation Difficulties Among the Students of Vocational High School of Ngadirojo 2021/2022 Academic Year**".

B. Identification of the study

The researchers find some problems are experienced by vocational high school of Ngadirojo students. First, the method of teaching English at the vocational high school of Ngadirojo is not yet appropriate. The teachers are only facilitated by textbooks and student worksheets so the learning seems monotonous. In addition, the time given to the teacher is limited. The teacher does not have enough time to invite students to read sentences or words in English that make students accustomed to Pronunciation. Therefore, the students do not have habitual and feel difficulty in pronouncing it.

Second, not yet caught the motivation of students at the vocational high school of Ngadirojo in learning English. The students find out English

subjects difficult to understand. In speaking English, there is the main component that must be understood namely Pronunciation. which makes students feel difficult and afraid of being wrong in pronouncing words in English.

Third, the learning media used in teaching English at the vocational high school of Ngadirojo only come from textbooks and student worksheets. So that students feel monotonous learning media and feel bored quickly.

C. Limitations of the study

Based on the identification above, the researcher must have limitations in this study to get maximum results. The researcher limited the research to the pronunciation difficulties in short and long vowels by the students of the vocational high school of Ngadirojo in the 2021/2022 academic year.

D. Formulation of the study

Based on the limitations above, the researcher has several questions:

1. What are the errors experienced by Ngadirojo vocational high school students when pronouncing the short vowel and long vowel words?
2. What are the factors that influence the difficulties of Ngadirojo vocational high school students in pronouncing short vowel and long vowel words?

3. What are the effective strategies to overcome the error of Ngadirojo vocational high school students in pronouncing short vowel and long vowel words?

E. Objectives of the study

Based on the problem above, the objectives of the study.

1. To identify the errors experienced by Ngadirojo vocational high school students when pronouncing short vowel and long vowel words.
2. To identify the factors that influence the difficulties experienced by Ngadirojo vocational high school students in pronouncing short vowel and long vowel words.
3. To find out the effective strategy to overcome the error of Ngadirojo vocational high school students in pronouncing short vowel and long vowel words.

F. The Significances of the study

1. For the teacher

The researcher hopes that this research can be used as a reference for the effective strategy in teaching english.

2. For the students

The researcher hopes from this research that the students can improve the error. Then the students can increase their english skills.

3. For the school

The researcher hopes this research can be a reference in learning english.

4. For the other researchers

The researchers hope this research can be a reference in arranging the research.

