



CHAPTER I

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1.1 Background of the Study

Right now, in this globalization era, we cannot avoid that English has become an International language for all countries. People consider English as a foreign language used for communicating, outside their mother tongue. People who learn other languages are often called foreign learners or second language learners. In learning English well, it is important to learn all skills which include listening, speaking, reading and writing, and also to learn the language components such as pronunciation, vocabulary and grammar. However, among those skills and those components, pronunciation is included as the important component. Pronunciation is very important because without good pronunciation, the communication will not go smoothly. Sometimes it can cause some misunderstanding.

I investigate and focus on the problems that happen in a Papuan student because from my daily observation, he has different Indonesian accent with other Indonesian people in my environment. In acquiring the English pronunciation well, he still encounters the problems because he still strongly uses his Papuan Indonesian accent. His Papuan Indonesian pronunciation is different from English pronunciation, so when he is asked to apply the English pronunciation, he still finds it difficult, especially when he pronounces English vowels.

1.2 Statements of the Problem

To attempt to know what actually happens in a Papuan student's English pronunciation, I raise the following questions below:

1. Which Papuan Indonesian vowels interfere Indonesian as pronounced by a Papuan student of the English Department of Widya Mandala Surabaya Catholic University?
2. Which Papuan Indonesian vowels interfere English as pronounced by a Papuan student of the English Department of Widya Mandala Surabaya Catholic University?

1.3 Objectives of the Study

The objectives of this research are:

1. To find out the kinds of Papuan Indonesian vowels which interfere Indonesian as pronounced by a Papuan student of the English Department Widya Mandala Surabaya Catholic University.
2. To find out the kinds of Papuan Indonesian vowels which interfere English as pronounced by a Papuan student of the English Department Widya Mandala Surabaya Catholic University.

1.4 Theoretical Frameworks

This study is supported by nine theories. The theories used are based on the problems faced by ESL learners. They are the theory of English and Indonesian vowels, Contrastive Analysis hypothesis, Language Transfer, Error Analysis, L1 Interference, Types of Error, Second Language Acquisition (SLA), Sociolinguistics and Psycholinguistics. I hope that those theories can support me in breaking up the problems.

1.5 Significance of the Study

The final result of this study is expected to give and to contribute further information about teaching and learning English vowel pronunciation at Widya Mandala Surabaya Catholic University especially to Papuan students.

1.6 Assumptions

This study is based on the following assumptions:

- 1 The subject of this study has been given a matriculation program to learn English basic skills and components, including pronunciation.
- 2 The subject of this study has already gotten English lesson since he was in junior high school.

1.7 Scope and Limitation

Since English has become an International language for a very long time, there are many ESL learners or foreign learners who are studying English, for example, Papuan students in the English Department of Widya Mandala Surabaya Catholic University. Because of the limit of time, energy and funds available, this study is focused on investigating the kinds of Papuan Indonesian vowels which interfere Indonesian and the kinds of Papuan Indonesian vowels which interfere English as pronounced by a Papuan student of the English Department of Widya Mandala Surabaya Catholic University. This study is limited to a Papuan student in the English Department of Widya Mandala Surabaya Catholic University. I just take one subject of Papuan students to be analyzed. The subject is chosen randomly. He is from Kamoro tribe.

1.8 Definition of Key Terms

To make the readers easily understand my study, I will clarify the definition of the key terms:

1. Interference

Mercer and Swann state that it is not surprising that learners of second languages sometimes misjudge and transfer into the second language specific, inappropriate features of the first language. This is usually called **interference**. It can vary from the most extreme 'foreign' accent to the occasional import of an idiom and can include pragmatic aspects like when to speak, how loud to talk and so on. (1996: p.50).

Corder (1981: p.65) defines that another attitude to errors is that they are all the result of the influence of the mother tongue on the learning process where 'interference' as it was called from the habits of the first language.

2. Papuan Indonesian Vowels

Papuan is the official language of Papua. In each tribe, Papua has its own accent. Papuan has six vowels, they are [i], [u], [e], [ə], [o] and [a]. Those six vowels are the same with Indonesian vowels but the different is in the sound [e] where [e] sound is sometimes changed as [ɛ] because it is influenced by the accent of Papuan itself.

Indonesian is the official national language of The Republic of Indonesia. It is one of the languages that is used for communicating among people in Indonesia, especially for the Indonesian people. The language is called Indonesian. Indonesian is the mother tongue of Indonesian people.

Halim (1974: p.171) says that vowels are nasalized in Bahasa Indonesia in the position after (never before) nasal consonants [m, n, ŋ] for example: [kami], [ana?] and [baŋa?]. He also mentions that Indonesian has six vowels. They are [i], [u], [e], [ə], [o] and [a].

I intentionally discuss Indonesian vowels here because I observe that his Indonesian accent is so strong that it sounds different from the accent spoken by other Indonesian people in my environment.

3. English Vowels

Bronstein (1960: p.133) says that vowel is the voice of language. He mentions that there are twelve vowels which include [i, ɪ, e, ə, æ, ʌ, u, ʊ, ɜ, ɔ, ɑ, ɒ] and eight diphthongs which include [eɪ, oʊ, aɪ, aʊ, ɔɪ, ɪə, eə, ʊə].

4. Papuan Students of the English Department of Widya Mandala Surabaya Catholic University.

Papuan students come from Mimika District in Papuan that have their own dialect. In each Papua tribe, the language and dialect are different from each other. Fortunately, in this time, Papuan students get the special program from LPMAK (Lembaga Pengembangan Masyarakat Amongme & Kamoro) where this program is dealt with by Widya Mandala Surabaya Catholic University. They have a chance to study in Widya Mandala Surabaya Catholic University to develop their English skills. This special program is aiming to help people with low quality education to improve their skills. At Widya Mandala Surabaya Catholic University, for the first time Papuan students are prepared before starting their first semester along with regular students. One of the matriculated subjects is English. It is intended to make them develop more, especially in improving their English skills. Now, three of them are studying in the second semester in the English Department of Widya Mandala Surabaya Catholic University.

1.9 Organization of the Study

This study consists of five chapters. Chapter I discusses the background of the study, statements of the problem, objectives of the study, theoretical frameworks, significance of the study, assumptions, scope and limitation, definition of key terms and organization of the study. Chapter II deals with the underlying theories that are used in this study and the previous study that is related to this study. Chapter III explains the research methodology, which includes design, subject, source of data, research instruments, data collection procedures, triangulation and data analysis techniques. Chapter IV presents data analysis and interpretation of the findings. Chapter V consists of summary and suggestions.

