CHAPTER I

INTRODUCTION

A. Background of the study

English language is an international language used by people across the world, some people learn and speak in English language. In this pandemic era, they can learn to communicate easily by using internet. According to Brown the goal of language learners, as quoted in Tiono[1] is to be able to communicate effectively what they are thinking. When they say a word, they need to be understood. From this statement we can know that pronouncing the word become an important thing to communicate to other people. But in english pronunciation is not an easy thing to learn by those whose mother tongue is not English. There are journal that study pronunciation errors made by students who learn English as the second language or L2 learners, like in journal "Error Analysis on the Students Pronunciation of Affricates Sounds at SMA Negeri 10 Medan" it has been found that students have difficulty in pronouncing affricates sounds. This means that L2 learners still have pronunciation problems. The error is predicted to be caused by differences in the timbre system and there influence of similar sound with Bahasa Indonesia consonants /c/ and /j/.

Kelly explained that pronunciation research consists of two areas: phonetics and phonology.[2] Phonetics and phonology are related interdependent areas for studying aspects of language. For example when the voice organs move to produce sound that propagates in sound waves, which are received by the ear and sent to the brain, they are clearly connected. Phonetics Is a wide range of fields and is not necessarily directly related to pronunciation research.

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[1] Nani Indrajani Tiono and Arlene Maria Yosta, "A Study of English Phonological Errors Produced By English Department Students," *K@Ta* 10, no. 1 (2008): 79–112, https://doi.org/10.9744/kata.10.1.79-112.

[2] *Gerald Kelly, How_To_Teach_Pronunciation_*(England: Longman, 2001), 9

The researcher can conclude the phonetic deal with the physical reality of speech sound sounds. On the other hand, phonology is primarily concerned with how to interpret and systematise sound. On another meaning of phonology is essentially the description of the systems and patterns of speech sounds in a language. So in the line of this theory, Phonology is important for knowing how to pronounce English words correctly and their phonetic form.

English is a foreign language for Indonesian students. Therefore, there must be a lot of pronunciation errors associated with different Indonesian timbre systems. It doesn't matter if the mistake is minor, people still understand what is being said. But when the mistake is serious, people don't understand it even though the grammar is correct. In order to know pronunciation errors committed by student, it must make an observation was conducted in recording of sounds directly related to L1. The researcher make some research about error analysis using sound / t ʃ / and / ʤ / The reason why choosing this sound is This sound does not exist in Indonesian and has the same sound effects and looseness as the Indonesian consonants /c/ and / j/, and also the carelessness. Sound / t ʃ / and / ʤ / included in the study of pronunciation at Palato Alveolar Affricate. In book the pronunciation of English a course book by Charles W Kreidler explained that Alveolar is a term used to classify consonants based on the location of the tones. Specifically, at or near the alveolar ridge.[3]

This research has several similarities with the research done by Ila Amalia "Analisis Kesalahan Pelafalan Vowels Mahasiswa Jurusan Tadris Bahasa Inggris IAIN 'SMH' Banten" The similarities are in use of content analysis. According to Weber and Robert Philip content analysis is a research method that uses a variety of techniques to draw valid conclusions from text. However, there are differences between this research or the previous research. Ila Amalia using vowels sound as subject of the research.

Strengthened by the findings in the study "The Analysis Of Junior High School Students Pronunciation Difficulties In Pronouncing English Consonant Sounds In Private Course In Jambi City" the aim of this research is d to analyze students" by Agustina Luli Utami, finding almost all of her students face the difficulties in uttering English words,

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[3] Charles w Kreidler, *"The Pronunciation of English a Course Book" 2* (USA: Blackwell, 2004), 285.

especially pronouncing the words there are consonant sounds, such as Dental Fricative (/θ/ and /ð/), Palato Alveolar Fricative (/ʃ/ and /ʒ/) and also Palato Alveolar Affricate (/ t/ and /dʒ/). By looking at this problem, the pronunciation of English sounds should be noticed as an important subject in learning English. If this problem happened it can leads misunderstanding and negative impression between the speaker and listener during conversation.

Therefore, the purpose of this research is to further analyze pronunciation errors by students in Islamic Senior Highschool 2 Kota Serang and to investigate the factors that cause these errors. So it is decided that the title of this study is "An Analysis Of Pronunciation Errors Of English Consonant : / t ʃ / And / dʒ / By The Students of Islamic senior high school 2 Kota Serang".

B. Identification of the problem

The following is a summary of the research problem based on the research's background:

1. How much the percentage of dominant errors in pronouncing the sound / t ʃ / and / dʒ / by student?

2. What are the factors influence students' errors in pronunciation the sound / t ʃ / and / dʒ /?

C. Statement of problem

1. To know the percentage of dominant errors pronounced the sound / t ʃ / and / dʒ / by student

2. To identify what factors influence students' errors in pronunciation the sound / t ʃ / and / dʒ /

D. Objective of the study

The objective of this research is to analyze how much the percentage of dominant errors in pronuncing the sound / t ʃ / and / dʒ / by students Islamic Senior High School 2 Kota Serang and to identify what are the factors influence students' errors in pronunciation the sound / t ʃ / and / dʒ/.

The reason why researcher using this sound is because This sound does not exist in Indonesian and has the same sound effects and looseness as the Indonesian consonants /c/ and / j/, and also the carelessness.[4] If this problem happened it can leads misunderstanding and negative impression between the speakers and listener when they are in conversation. For the example is "choke" pronounced into "coke" or "gem" pronounced into "jem".

E. The significance of the study

For researcher, student and teacher there is significance of this study:

1. For student, To pay more concerned to the fluency of the pronunciation of the sounds /tʃ/ and /dʒ/.

2. For teacher, can develop pronunciation lessons by focusing on these problematic sounds.

3. For researcher, can be used as a material consideration if other researchers are on the same topic.

F. Previous study

There are several previous studies firstly " pronunciation difficulties in pronouncing fricative and affricate consonant sounds". in this research also using affricate / t ʃ / and / dʒ /. This research used qualitative descriptions as a research method and used pronunciation tests and interviews as a means. In that test using deviation to know where the error occurs. The results of this research show that fricatives and affected sounds have 19 different deviations, including the replacement and removal of these specific sounds at all three positions.[5]

The second previous study is "Error Analysis on the Students Pronunciation of Affricates Sounds at SMA Negeri 10 Medan" The survey method used was a descriptive quantitative method. In the sample of this study, there are 47 students in a parallel class. The research tools were tested. 20 articles have been distributed to students. The results

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[4] Eva Destrianti, "Journal of English Education and Teaching (JEET) Vol.2.No.3.2018 1" 2, no. 3 (2018): 1–6.

[5] Agustina Luli Utami, "THE ANALYSIS OF JUNIOR HIGH SCHOOL STUDENTS' PRONUNCIATION DIFFICULTIES IN PRONOUNCING ENGLISH CONSONANT SOUNDS IN PRIVATE COURSE IN JAMBI CITY," (2018), 75383.

of the test were analyzed by finding the percentage of student errors in the pronunciation of affricate. There were three causes of error in the student analysis of affricate pronunciation. They were in-language, inter-language, careless.[6]

The third previous study is "Thai and Indonesian English Students' Problems in Pronouncing English Fricative and Affricate Sounds: A Case Study in IAIN Kediri" the aim of this study is to see the phonological problem deviation of English fricative and affricate sound produced by Thai and Indonesian English learners. There were 11 affricate and fricative words as well as [tʃ] and [dʒ] sounds. the collecting data of this research is Use passage containing data or the target words. from the data analysis perspective, researchers listened to the respondent audio recording and then checkk what they said as being in dictionary. The result of sound [tʃ] has 3 deviations [ĉ], [k] and [CH]. And for sound [dʒ] has 5 deviations [ĵ], [g], [ĉ], [t], and [ʃ].[7]

The four previous study is "Error Analysis On Voicing Sounds Uttered By English Department Students At State Islamic Institute Of Madura" the aimed of this research is To find errors in the pronunciation of voiced and unvoiced sounds in Tadris Bahasa Inggris IAIN Madura students. This study uses a descriptive design with qualitative data. The population consists of 32 students in semester two who are studying pronunciation subject. In this study found suggestions for this problem It has been suggested that practicing minimal pairs and introducing articulation locations and methods may raise awareness for producing correct pronunciation.[8]

The five previous study is "Pronunciation Error Commited By Palestinian Student At An-Najah National University: An Analytical Approach" . It also aims to find out the error patterns that Palestinian speakers follow when speaking English. The population consists of 20 students from the English Department of Annaja National University. To identify the problematic consonant sounds this research uses recorded. The results show that the most problematic sounds are /p/, /tʃ/, /dʒ/, /ɹ/, and /ŋ/. Specifically errors for

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[6] Nana Ronawan Rambe, "Jurnal Lingue" 1, no. 2 (2019): 138–147.

[7] Moh. Khoirul Anam, "Thai and Indonesian English Students' Problems in Pronouncing English Fricative and Affricate Sounds: A Case Study in IAIN Kediri," no. August (2018), https://doi.org/10.2991/prasasti-18.2018.36.

[8] Abdul Wafi, Rinta Ratnawati, and Ansharul Fuqaha', "Error Analysis on Voicing Sounds Uttered by English Department Students at State Islamic Institute of Madura," *PANYONARA: Journal of English Education* 2, no. 2 (2020): 81, https://doi.org/10.19105/panyonara.v2i2.3412..

sound /tʃ/ and /dʒ/ such as: /tʃ/ may be recognized as /ʃ/. Also, Palestinians use /dʒ/ and /dʒ/ for /ʒ/, or /ʒ/ for both, so there is a problem with the sound of /dʒ/.[9]

The six previous study is "Analisis Kesalahan Pelafalan Vowels Mahasiswa Jurusan Tadris Bahasa Inggris IAIN 'SMH' Banten" by Ila Amalia. The aim of this research is describing the pronunciation error at vowel. This research uses a qualitative approach using content analysis techniques. The data analysis used is PROPH (for phonology profiling) which is used to analyze errors in producing speech sounds. And for collecting data by audiovisual using handycam.[10]

G. Organization of the study

This study is devides into three chapter, with the points to explain in each chapter.

Chapter I Introduction, this includes the Background of the research, identification of the problem, the description of the problem, the purpose of the research, The significance of the reseach, Previous research and The organization of the research.

Chapter II Theoretical framework, it contains error analysis, classification of error, the different between error and mistake, 4 Factors that cause errors in second language, pronunciation, vowal, consonant, tricky vowal sound, and error taxonomi.

Chapter III Research methodology, this includes the Method of research, The site of research, Subject of research, Research instrument, Techniques of collecting data and Techniques of analyzing data.

Chapter IV Findings and discussion, it contains The description of the data, The result of Pronunciation Test, The result of Interview, The analysis of the data, and Discussion.

Chapter V Conclusion and Suggestion.

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[9] Oqab Jabali and Yousif Abuzaid, "Pronunciation Errors Committed by Palestinian Students at An-Najah National University: An Analytical Approach," *Arab World English Journal* 8, no. 2 (2017): 119–31, https://doi.org/10.24093/awej/vol8no2.8.

[10] ILA AMALIA, "Analisis Kesalahan Pelafalan Vowels Mahasiswa Jurusan Tadris Bahasa Inggris Iain 'Smh' Banten," *Alqalam*, (2012), https://doi.org/10.32678/alqalam.v29i3.859.