CHAPTER I

INTRODUCTION

A. Background of the study

English, as international languages has been studied by people all over the world. English language as a global language, emphasizing a special role that is recognized in every country.[1] In Indonesia, even the use of English almost dominates the roles of Indonesian language. Nowadays, people cannot avoid English and throw it away from daily life. Wherever and whenever people go, it must be English that people will face, walk behind us shadowing Indonesian language. The massive use of English in Indonesia has forced Indonesian people to go along with it and try hard to learn it. People are required to master or to know basic concept of English, at least. It seems likely become a phenomenon when Indonesian people start to learn English.

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[1] David Crystal, *English as Global Language* (Cambridge : University Press, 2003), 3.

Indonesia, as multicultural country has many of cultural background with more than hundreds of mother tongue. For sure, when Indonesian people learned new language, linguistically the way they learn will be affected by both their tribe and national languages. This condition will lead us to the new language problem as we learned new language beyond our first languages. The problems that usually arise are errors and mistakes in both verbal and non-verbal aspects.

On this research, the reseacher has intentionally conducted a research on errors and mistakes in verbal aspect where the fifth smester students with sundanese background are the object of this research. The research will focus on errors and mistakes which are Sundanese students made on pronounciation of the words containing some fricative sounds [f], [v], [θ], [ð], [ʒ]. The reseacher decided to have Sundanese students on his research because he has been faced to a situation where the Sundanese students made errors in pronouncing English words, especially ones with fricative sounds inside the words.

Sundanese as one of many tribes in Indonesia has their own language called *basa Sunda*.[2] It becomes an official language in part of several area in Banten the roles of basa Sunda in Sundanese's life is the important matter. Because of its importance, that is why basa Sunda need to be studied by Sundanese since they are in early childhood's life. In wider scale, Sundanese is required to master another language to support their life in order to positively communicate with each other.

When we talked about Sundanese students who have English as their college major choice, the problem became the important one which we had to focus on. Students are expected to have good pronunciation in English; regardless their origin and their tribe's background. Sundanese students often face bit hardness on pronunciation of the words containing fricative sounds. They are indicated to mispronounce on this kind of sounds. This happened all the times and even tended to be repeated by the Sundanese who learned English. The differentiation between Sundanese and English alphabets are

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[2] Fakhri fauzan, "*Error Analysis of Sundanese English Pronunciation on Fricative Sound". At Turas.* Vol. 20 No. 1, 2014, 200.

suspected as one of the factors so that the errors and mistakes made. Based on the reseachers' experience in the class the reasercher often meets Sundanese students who are still pronounced *fashion* as / peʃn / it should be prounounced / fæʃn /and another word like bother but they still pronounced as /bɑːdər/. They changed [f] sound of the word with [p] sound either. In another chances, the reseacher finds another error on their pronounciation. Another simply example is on pronouncing *facebook* word. Sundanese student pronounced it in wrong way. It can be easily guess what sound is changed from that word.

The phonetic transcriptions that sundanese produce are not the same as the phonetic transcriptions of Standard English which are written in the dictionary. The task of learning to remember what is the appropriate sequence of sounds to use in any given word or sentence is greatly facilitated by the use of phonetic transcription. Phonetic transcription may be defined as an ambiguous system by means of writing, the basic

principle being to assign one and only one letter to each phoneme of the language. [3]

The production of sounds should be written. Based on the facts which have been mentioned, the writer wants to observe what Sundanese miss while pronouncing English words in certain fricative consonants. There are some reason why this case is chosen as the study is the first that sometimes, Sundanese students miss some fricative consonants when they speak English words, and the second why should students with Sundanese background, because it is own language of Sundanese has an different accent and phonetic from that owned by the people of Indonesia in general and that case can affecting students with Sundanese background having differences in pronouncing English especialy in pronouncing English fricative consonant. And the third reason the researcher chooses fifth semester students of UIN SMH Banten with sundanese background because they are a language learners with native Sundanese speakers and they have passed pronuciation subject one and two.

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[3] Daniel Jones, *An Outline of English Phonetics* (Cambridge : Cambridge University Press, 1962), 6.

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English alphabet is divided into two; twenty four consonants and twelve vowels.[4] Besides according to Brown The original alphabet in Sundanese language consists of twenty five pieces with seven vowels and eighteen consonants.[5] It is really interesting to analyze English fricative consonants mispronounce by Sundanese. They usually change the similar English fricative consonants e.g. 'verb' which should be pronounced /vɜːb/ becomes / fɜːrb/. They changed the /v/ as voiced dental fricative into /f/ as voicless dental fricative.

In addition, the important learning pronunciation appropriates with Holy Qur'an in Surah At Thaha: 25-28

رَبِّ اشْرَحْ لِيْ صَدْرِيْ (٢٥) وَيَسِّرْ لِيْ أَمْرِيْ (٢٦) وَاحْلُلْ عُقْدَةً مِّنْ لِّسَانِيْ (٢٧) يَفْقَهُوْا قَوْلِيْ (٢٨)

Oh my Lord! Open my chest [i.e. remove fear from it, or fill it with Your Light]. And ease my task for me. Remove the impediment from my speech so that they may understand what I say.

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[4] M.I Indriani, *English Pronunciation: The English Specch Sounds Theory and Practice* (Jakarta: PT Gramedia ustaka Utama, 2001), 8-13.

[5] H. D Brown, *principles of language and teaching* (new york: addison wesley longman, 2002), 217.

Those verses above imply praying to Allah in order to get fluency eloquence. Those verses is Moses' praying when he against Pharaoh and his followers. Moses intends to make Pharaoh and his followers understand what he says. This praying also shows about the awareness of speaker when conveying words toward listener.

That's why learning pronunciation is important. Students should know English pronunciation correctly so that listener they address can understand and be convinced. Thus, this research is significant enough in order to analyze the pronunciation of students in English Education Department UIN SMH Banten who still in active in fifth semester. The analysis of this research describes the error of student's production in pronouncing fricative consonant sound sounds. There are also identification of problem that may occur. Comparing English Sundanese consonants is needed in order to show what fricative consonants disappear in both languages. The use of phonetic alphabet is based on International Phonetic Association (IPA) as the standard worldwide.

B. Identification of the problem

The identification of the problem are :

1. Students with sundanese background often wrong in pronouncing fricative consonant because their sundanese background.

2. Students have Difficulties in comparing fricative consonant sound between [f] and [v], [ð] and [d], [θ] and [t], [tʃ] and [s] and another fricative consonant sound.

3. Students with sundanese background often change sound fricative consonant with another sound such as [f] as [p] and another sound.

4. Students had taken pronunciation subject.

C. Research Question

In compliance with the background above, the researcher formulates the following questions:

1. How do the students with sundanese background make error in pronouncing English fricative consonant sounds?

D. **Objectives of the Study**

This research tests fricative consonant sounds to students who are in English majors. It describes the error production of fricative consonant sounds based on oxford learners dictionaries as a measure. Also it explains some affected factors when students pronounce the fricative consonant sounds.

E. **Conceptual Framework**

Mastering the pronunciation is very important aspect of learning foreign language since people communicative with others mostly in verbal aspect. When we talked about Sundanese students who have English as their college major choice, the problem became the important one which we had to focus on. Students are expected to have good pronunciation in English; regardless their origin and their tribe's background. Sundanese students often face bit hardness on pronunciation of the words containing fricative sounds. For this reason, the researchers wants to know the extent to which the fifth semester students of TBI UIN Su.ltan Maulana Hasanuddin Banten

academic year 2018/2019 make an error in pronouncing fricative consonant sounds.

In this case, teachers or lecturer should concern in teaching pronunciation and another scope of linguistic such as phonology without neglecting aspects. In learning process, it is important for the teacher to facilitate the student using the strategy or media which are appropriatewith the activity in orderto achieve the objectives in language learning process.

F. Significances of Study

The result of the research is expected to be useful for the readers, the university and the students who interested in English Education. And this result is hoped to be useful for the lecturers of English, as reference in designing teaching strategies, so the students of English education will perform better in speaking

English with the hope they can also avoid in mispronouncing of fricatives consonant.

1. For the writer

   It is expected that the result of this study can contribute in improving students' awareness to pronounce fricatives consonants correctly in performing pronunciation.

2. For the Reader

   The result of this study is able to become reference to study pronunciations errors and it can be used as additional knowledge in linguistics. This research can improve the speaking ability in order to minimize pronunciation errors of fricatives consonants.

3. For other Research

   The result of this research can be used as one of the references and information for further research related with the field.

G. Literature Review

There should be some similarities of technical method and theory in this research to some researchers. Here are the researches that are referred.

The first is "Sundanese Students' Production of English Dental Fricative Consonant Sounds" by Anggi Kharismayuda

Guntari from Gadjah Mada University. She investigates the acceptability level of Sundanese students'productionof English dental fricative sounds and finds out the possible factors which influence their production. She uses phonetic and phonological perspectives and segmental aspect. She acquires the data frompronunciation test. The result of acceptability level of the production of the dental fricative consonants by sundanese students of UGM as judged by a native speaker of English is low with total percentage of 13.80%. The highest result of this research is in the category of 'not clear' with a total percentage 45.82%.

The second one is "An Analysis Of Fricatives Consonants Pronounced By The Sixth Semester Students Of English Education Department Of Iain Salatiga" by Isnarani Jeni IAIN Salatiga. In this research the researchers wants to analyze the profile of pronouncing of fricatives consonant and to know the factors causing the students "errors in pronouncing fricatives consonants. The researcherwas collected the data with giving the test to 20 respondents and the researchers analizes the data using descriptive quantitative method. The

respondent of this research is consist 20 sixth smester students of English Department on IAIN Salatiga and the researcher stated thet the student have been analized did 11 phonological deviations. Such as The replacement of [ð] with [d], [t] and [θ], the replacement of [θ] with [t], the replacement of [v] with [f], etc. And also there are several factors causing students error in pronouncing consonant fricative, one of them is there is no example to read the word correctly so that make the students error in pronouncing English word especially that consisit fricative consonant.

And the third is "Mispronunciation of Some English Consonants by Javanese Students in English Literature of Sanata Dharma University" by Luviya Susi from Unniversitas Santa Dharma, majoring Department of english letters, faculty of letters. The researcher discusses error in pronouncing english consonant on students with javanese background. The subject of the research are student with javanese background and they actively speak javanese in their daily live. The test is doing by given the word containing English consonant then the students pronouncing the word has given by the researcher. In

this case there are two cases to be discussed, The first step is comparison step that is comparing English and Javanese consonants. This research has found seven (7) consonants which are predicted to be mispronounced by the respondents. The consonants are [v, θ, ð, ʃ, ʒ, ʧ, ʤ]. The consonants are [v, θ, ð, ʃ, ʒ, ʧ, ʤ]. Besides, there are seventeen (17) similar consonants from both. They are [b, d, g, m, n, ŋ, z, w, l, r, p, t, k, ʔ, f, s, h]. Nevertheless, the fact in the field shows that mispronunciation often happened to labiodental voiced fricative [v] changes into labiodental voiceless fricative [f], interdental voiced fricative [ð] into palatal voiced stop [ɖ], palatal voiced fricative [ʒ] pronounce as spelling pronunciation, and palatal voiced affricate [ʤ] into mediopalatal voiced stop [j] which has indicated by the accuracy score under 60%. Mispronunciation happened because of the absent of English in Javanese inventories.