CHAPTER I

INTRODUCTION

This chapter elaborates background of the study, research question, research objective, research significance, scope and limitation, previous study and the organization of writing.

A. The Background of Study

Language is an important tools in communication. By language human being can take an interaction to each other. They can understand what they are talking. According to Edward Sapir "Language is a purely human and non-instinctive method of communication ideas, emotion, and desires by means of the system of voluntarily produced symbol".[1] English has become an international language in the world. If people know English, it would be useful for them to access an incredible information. The students should master it in order to survive in the global era. Furthermore English is also important to the educational field. In Indonesia English is taught as a foreign language. Thus students only get English at school. Teacher teach English to students to enable the students to acquire this language and can communicate in this language. According Muhammma Ihsan says "In order to communicate well in a foreign language, students should acquire an adequate number of words and should

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[1]M.F.Patel & Praveen M. Jain, *English Language Teaching (Methode, Tools, & technique),* (Jaipur:Sunrise Publisher, 2008), 28.

know how to use them accurately"[2], the meaning is that students as learners are able to acquire language consciously.

In interaction and communication purpose, speaking is one of the language skill which is very important in learning English as foreign language besides reading, writing and listening. Ur (1996) stated that speaking is one of the most important skills. We must have another skill to be mastered is speaking such as grammar competence, listening skills, vocabulary mastery and good pronunciation.[3]

In term of speaking, there are some micro skill, one of the skills is Pronunciation, according to Ila Amalia (2019) "pronunciation is a crucial component for the learning of oral skill in a second or foreign language."[4] It is the way in which sound are produced. The correct pronunciation of English is very important to make the recipient easy to understand the message delivered by the speaker. But in learning English, there are many students get difficulties when learning this language. One of the difficulties faced by the students is to produce good pronunciation. Concerning pronunciation, English has sound like voiced and voiceless consonant which may be difficult to be pronounced especially for Indonesian learners whose native language does not have those

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[2] Muhammad Ihsan, "Applying Think-Pair-Share Model in Vocabulary Learning", In *Loquen: English Studies Journal,* Vol.12, No 1,(January-June, 2019), 12.

[3] Herman, "Students' difficulties in pronouncing the English Labiodental Sound", In *Science Publishing Group: Communication and linguistics studies*, Vol.II, No.1 ,(October, 2016), 1-5.

[4] Ila Amalia, " Integrated Lesson in Teaching oral skill", In *Loquen: English Studies Journal,* vol.12, , No 1, (January-June, 2019), 44.

sound. It is because there are different between Indonesian language and English. The first difference is in the number of consonant sound. Indonesian language have twenty one characters of consonant namely /b/, /c/, /d/, /f/, /g/, /h/, /j/, /k/, /l/, /m/, /n/, /p/, /q/, /r/, /s/, /t/,/v/, /w/, /x/, /y/ and /z/ , while in English has twenty four consonant namely /s/, /p/, /k/, /f/, /t/, /h/, /ʧ/, /ʃ/, /θ/, /z/, /b/, /g/, /v/, /d/, /w/, /j/, /l/, /r/ /m/, /n/, /ʤ/, /ʒ/, / ð/, /ŋ/. The second is English is known as inconsistent language. For example words "*judge"*, this word should be pronounced as /ˈʤʌʤ/, contrary, Indonesian language is consistent language. The way word were spelling is the way to be pronounced, for example *"janji"* it should be pronounced / janji /. In addition, English has tense and sound while Indonesian language does not.

Many learners even English Education Department in State Islamic University SMH Banten face some difficulties in pronouncing English consonant sounds especially in voice and voiceless. It based on my experience, The researcher has observed the students and ask an opinian about voice and voiceless. Some of them said that they have problem in pronouncing voice and voiceless. Meanwhile, mastering of these sound is very important because the meaning be ambiguous. For example **view and few,** if they are pronounced with wrong sound the meaning will be ambiguous. Based on the explanation above the researcher choose English consonant sounds because of some students often made errors in pronouncing voice and voiceless sound. In

addition the students may know the rules of pronouncing voice and voiceless properly, but they seem to find it difficult to pronounce it orally.

According to the above reason, the researcher is interest to discuss about "Investigating students' difficulties in pronouncing English Consonant Sounds at the sixth semester English Education Department in State Islamic University SMH Banten, Academic Year 2018/2019.

B. The Statement of the Problems

Based on the above explanation, the problem created as the following:

1. Which one is most difficult to be pronounced by the students, voice or voiceless Consonant sounds ?

2. What factors causes students difficulties in pronouncing English voice and Voiceless Consonant sounds?

C. The Objective of Study

The objective of this research is to answer the problem as what has been mentioned in the previous point.

1. To find out which one is the most difficulties to be pronounced by students, voice or voiceless Consonant sounds.

2. To find out the factors causes students difficulties in pronouncing English voice and Voiceless Consonant sounds.

D. The Significant of Study

This study is useful to student and teachers. For student, the study is able to help the student recognize their pronunciation skills which they need to enhance. So, they are able to speak English correctly and confidently.

Moreover the researcher help English pronunciation teachers to emphasize what English phoneme to make the student practice more in order to lead them to right pronunciations. The finding of this study can be used as teaching guideline by teachers to design the lesson in order to solve the problem of students pronunciation skills.

E. The Limitation of Study

The scope of this research is English consonant sounds. But the researcher limitation the scope only in English sound voice or voiceless. The researcher will investigate what the most problematic the students faced in pronouncing the English consonant sounds limitation, the study only is voice or voiceless consonant for the limitation.

F. The Previous Study

A There are some previous studies conducted the use of difficulties of pronunciation:

1. The first previous study of this research arranged by Alex Sudrajat. His title is "An analysis of English pronunciation based on student speech community At English education program". This research focus on

comparison the segmental feature of Javanese and English pronunciation contrasted.

The result of this research says "in the comparison between Indonesian and English segmental features of pronunciation above, there were English consonants and vowels that were missing in indonesia sounds system. In consonant comparison that the students have difficulties in pronouncing fricative consonant such as /v/, /θ/, / ð /, /ʒ/. because these consonant existed in English but did not existed in Indonesia.[5]

2. The second previous study of this research arranged by previous study of this research arranged by Anggun Kusuma Dewi. Her title is " Pronunciation problem faced by the English department students in pronouncing –ED ending" (A case study at the sixth semester students of the English department of UNNES in the academic year of 2008/2009). This research show an error analysis in pronouncing –ED ending.

The result of this research said "that student's problem is caused by the English final clusters of consonants which do not exist in Indonesia. The words like "asked" [-kd] and viewed [-d] are difficult for the students to pronounce them. [6]

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[5]Alex Sudrajat, *An analysis of English pronunciation based on student speech community At English education program*, In *Digital Repository UNILA,* Agustus 2016. http://digilib.unila.ac.id/23569/20/A%20SCRIPT%20TANPA%20BAB%2PEMBAHASAN. p.59

[6]Anggun Kusuma Dewi, "Pronunciation problem faced by the English department students in pronouncing –ED ending a case study at the sixth semester students of the English department of UNNES in the academic year of 2008/2009", (Tesis Magister, Program Pascasarjana, Universitas Negri Semarang, Semarang, 2009),

Related to two previous studies above, the researcher finds the similarity with their research, such as the researcher talked about pronouncing English speech sound incorrectly. This research also used English language instrument of research and took research in campus setting. Here, the researcher also finds the differences. In this research, the researcher makes the topic to be more specific. The previous researcher examined pronunciation in general aspect meanwhile researcher is focusing on pronouncing English consonant sounds.

G. The Organization of writing

The researcher arranged with five chapters and every chapter has some points to explain the chapter.

Chapter I is Introduction. This chapter has some contents: these are Background of study, statement of the problem, objective of the study, the significant of study, the limitation of study, and Writing organization

Chapter II is Theoretical Frameworks. This chapter consist of the theorist from some experts we have conducted the research related to this research.

Chapter III is Research Methodology. This chapter consist of the methodology. This chapter consist of the methodology that writer going to use in conducting this research.

Chapter IV is finding and discussion. It contain description of data analysis, finding and discussion

Chapter V is conclusion and suggestion. It consist conclusion for suggestion.