

CHAPTER I

INTRODUCTION

This chapter presents several sub chapters consisting of background of study, statement of research problem, objectives of the study, significance of the study, and scope and limitation.

1.1 Background of The Study

In recent days, the need of speaking English increases rapidly. It possibly occurs for some reasons: globalization, following trends, uplifting social class etc. Thus automatically make English language expansion becomes an indisputable thing in this era, since most of people assume that by learning English language will provide them more opportunities that they probably will not get when using their native language. Furthermore, they can broaden their knowledge and range of information that someday will give benefits to them in various aspects. Hence, from the concerning globalization effects, there are many people from non-English speaking countries are eager to learn English, one of them, is Indonesia. Indonesia is an archipelagic country which consists of approximately seventeen thousands of islands. By being archipelagic, it leads Indonesia to the diversities in several aspects, one of them is language. By 2015, it was noted that there are approximately 700 tribal languages that still survive in Indonesia (Julikawati: 2015).

One of the surviving languages which become the purpose to conduct the research is Madurese. It is a local language spoken by people who were originally born in Madura Island. Madurese has some uniqueness in several aspects that make it different from other languages; either it is morphologically, phonologically etc. However, there are some disadvantages that Madurese people will face some problems in acquiring foreign language. Thus, this research emphasizes the English language acquisition by Madurese people.

Acquiring English language will be somewhat difficult for Madurese for a major reason: English is considered foreign language or third language, a language which is learned in an area where it is not generally spoken, instead of second language for them (Fadloeli: 2008). This disadvantage may lead to several obstacles in the target language components, such as the lack to arrange a sentence, or to pronounce words.

In learning foreign language, most people assume that fluency is more important than accuracy (Yostanto: 2007). This explains the reason why language learners and teachers tend to emphasize the Target Language (henceforth TL) acquisition into sentence structure and memorizing vocabulary rather than learning the way native speakers pronounce the words. Yostanto also stated that many experts believe that it is important for the TL learners to be able to talk with others first, regardless of the articulation or pronunciation of each word. However, Brown (2005) opposed that statement by saying that if the goal of the language learners is to make sure they can communicate what they have in mind effectively, they have to be understood when they are uttering the words. By his

statement, Brown stressed on the accuracy of speaking due to the fact that regardless someone is fluent in conveying his opinion, it does not guarantee the other party will directly understand what he is saying. Therefore, learning about pronunciation is particularly essential.

Pronunciation of TL is hardly acquired by foreign language learners because of the differences in phonological components between Native Language (henceforth NL) with the Target Language (henceforth TL). Jumrina (2013) stated that, by differences in phonological components, it refers to the way people produce the voice of certain phonetic symbols. By differences in the way speech sounds are produced, means different muscles are sometimes employed. Thus, when language learners cannot keep up with the shortage, they tend to produce errors instead. One of the ways to resolve this problem is to consider the errors as the marker of language learning development. This study is well-described in Error Analysis (henceforth EA).

Error Analysis is a linguistic study that focuses on the errors made by the students (Darus: 2009). The goal is to know the achievement of the learners in acquiring the language and to determine which areas that need reinforcement (Corder: 1967). Thus, conducting error analysis in the foreign language pronunciation can help learners to improve the skill based on the errors committed by the learners.

Yostanto (2007) stated that in the area of pronunciation, English language can be categorized as the most difficult language to master. His statement was supported by Wijk (1966) who affirmed that English language is the most

complicated of all European languages regarding pronunciation. Many linguists reinforced his statement by mentioning various causes and motives that went along with it; such as the complexity of spelling, the distribution of the sound in a syllable, and the most noticeable one is, according to Lanteigne (2006) is the fact that some of English voices do not exist in the mother tongue of the learner's NL.

Concerning about this tendency of English language learners on making errors in pronunciation, and the difficulties of English pronunciation because of the differences between NL and TL's phonological components makes the researcher is eager to learn more about this issue. The researcher attempts to observe the errors done by 3 Madurese students of English speaking class 2 of English Department of Trunojoyo University Madura, for a main reason that even though the students are considered active in English language activities, mainly in speaking, yet the errors still occur and the difficulties to speak using native speaker's phonetic inventory are considerably high.

Thus, the writer focuses the study about the errors, more specifically in pronouncing consonant sounds only, due to its visibility and the possibility of being noticed is higher rather than vowel sounds which have more complicated features.

Even though it is not a new topic to discuss, yet, EA gives significant contributions, especially in English Teaching as Foreign Language (TEFL) and Second Language Acquisition (SLA). By conducting this research, it hopefully can help Madurese people to get better in uttering English language in a proper

pronunciation without much intervention from their native language habitual patterns.

1.2 Statement of The Problems

The purpose of this study is to analyze the errors in pronouncing consonant sounds committed by 3 Madurese students of speaking class, English Department, Trunojoyo University. Thus, this study covers two problems:

1. What are types of errors in pronouncing English consonant sounds committed by 3 Madurese students of speaking class 2 of English Department?
2. What are the causes of errors occurred when pronouncing English consonant sounds by the students?

1.3 Objectives of The Study

The objectives of the study describe the answers of questions are mentioned in the statement of problems. The objectives of this study are:

1. To mention and explain types of error committed by 3 Madurese students of English speaking class 2 in pronouncing English consonants
2. To identify and explain the causes of errors occurred when Madurese students pronounce English consonant sounds.

1.4 Significance of The Study

Theoretically, the writer hopes that this study gives enlightening, contribution and significant information regarding with Contrastive Analysis and

Error Analysis in English language pronunciation, especially for Madurese. The writer also hopes that Madurese people will be aware and eager to learn English language thoroughly and consider that pronouncing English words is also an important, as well as another element, to communicate well with native speakers. Last, this research hopefully can be a good reference to the next researches with the same topic and discussion in a broader scale.

Practically, since Error analysis is really useful for language teaching, the writer hopes that this study will be useful, both for the teachers and students. For the teachers, they can formulate new strategies by learning from students' errors. For the students, they can improve their pronunciation skill.

1.5 Scope and Limitation

In order to make this research clearer and not too wide, there are some borders that the writer uses to limit the research. The scope of this research is pronunciation errors in the light of Contrastive Analysis and Error Analysis, and the limit is specified to three Madurese students of speaking class 2 from English Department, Trunojoyo University Madura. Then, the research of error analysis will be specified into the errors in pronouncing English consonant sounds.