

## **CHAPTER I**

### **INTRODUCTION**

This introduction chapter covers five sub-chapters: background of the study, statements of research problem, objectives of the study, significance of doing research, then scope and limitation of the study as theories which help the author conducting the research and writing this thesis.

#### **I.1. Background of the Study**

God gives humans an ability to speak and this ability distinguishes them from animals. Such specific skill cannot be separated from the fact that humans have biological and neurological components which enable them to communicate with each other. Biological factor consists of lungs and mouth, while neurological factor consists of brain. Those components allow humans to learn and speak many languages in their lives. It is not surprising that humans are able to speak more than one language.

Perhaps humans do not think too much about first language that has been acquired since their childhood. The first language acquisition here deals with how humans are able to communicate using first language fluently and what factors enable them to speak first language (L1). However, when discussing about subsequent languages that humans learn (second language or foreign language) after acquiring L1, it is necessary to know the difference between second language and foreign language. A second language is a language that is generally spoken in the surrounding community, while a foreign language is not generally spoken in

the surrounding community (Yule, 2010, p. 187). Second language is generally learned and used within a society who dominantly has role as the native speaker. Meanwhile, a foreign language is learned within a society who is not the native speaker. Moreover, Saville and Troike (2006, p. 101) stated that foreign language learners' reason for studying the language is that it is required for graduation.

The definition of foreign language above is similar to the role of English in Indonesia. English is one of the foreign languages taught in Indonesia (Mathew, 1997, p. 7). Hence, Indonesian people will have difficulty in learning English, especially in pronouncing English words. This idea is strengthened by Keshavarz (2011, p. 9) who asserted that the difficulty in learning a foreign language lies on the difference of language elements. Regarding his statement, it is necessary to look at the fact that English has 24 consonants, 14 vowels, and 8 diphthongs (Ladefoged & Johnson, 2011, pp. 43-44) while Indonesian has only 10 vowels, 3 diphthongs, and 23 consonants (Chaer, 2013, pp. 14-15; Alwi, 2010, p. 67). This distinctions lead to pronunciation errors produced by native speakers of Indonesian. The phenomenon of errors are the result of first language interference toward second language learners (Richard, 1973, p. 19). Language interference is the result of negative transfer which occurs when the knowledge system of TL is differed with L1. It occurs in all aspects of language includes phonology or phonetics (Ellis, 1999, p. 29). Meanwhile, negative transfer in phonology and phonetics lead to pronunciation error. It occurs, especially, on English as Foreign Language (EFL) students in pronouncing English.

Errors are the flawed side of learner speech or writing (Dulay, Burt, & Karshen, 1982, p. 138). They are commonly discovered through the language structure, morphology, and phonology used by second language learners. It appears because of various factors including interlingual and intralingual factors (Keshavarz, 2011). According to Dulay, Burt, and Karshen (1982, p. 139), error is a popular aspect of linguistic that needs to be paid attention and is important as one of the indicators in language teaching. Richard (1973, p. 19) also stated that contrasting languages and finding the errors are the major of linguist's work that is useful in language teaching. It means by discovering errors produced by language learners will help teacher to improve the way they teach. In addition, identifying errors in pronunciation is not only useful for teachers and curriculum developers, but also to provide the students about which parts of foreign language that are mostly mispronounced, so they may improve in learning the foreign language. Improving the quality of pronunciation is important for the students because pronunciation is a vital key to enabling students to communicate in English in order to reach communicative goals (Mathew, 1997, p. 8).

On the other hand, Dulay et al. (1982, p. 149) asserted that the study of error analysis does not only focus on morphology and syntax field, but also in the area of phonology. The idea of error, then, leads researchers to study about error, which is called as error analysis (Keshavarz, 2011, p. 57). James (1998, p. 139) stated that errors in encoding at the productive phonological level when speaking an foreign language are called as pronunciation errors. Meanwhile, Error in the level of phonology of the language deals with pronunciation (Dulay et al., 1982,

p. 146; Burns & Claire (2003, p.5). This phenomenon occurs when EFL students mispronounce some words in foreign language.

In addition, identifying errors in English pronunciation is considered as valuable thing to do in order to know which part of errors is committed by the students, then the teachers will improve their English teaching to increase student's pronunciation level. As English is used as international communication, then the learners need to have good pronunciation in order to reach communicative goals, that is the speakers are able to exchange meaning effectively (Burns and Claire, 2003, p. 5). Burns and Claire (2003, p. 5) asserted that the communicative goals depend on intelligibility (the speaker produces recognisable English sound patterns), comprehensibility (the listener is able to understand the meaning of what is said), and interpretability (the listener is able to understand the purpose of what is said). When the learners fail to produce correct English sounds, they make intelligibility problems dealing with pronunciation errors. Examples of learners errors of pronunciation are presented below:

Table 1. Example of Sound Substitution

| C | Words      | Transcription  |              | Respondent's Pronunciation | Respondents       |
|---|------------|----------------|--------------|----------------------------|-------------------|
|   |            | BrE            | AmE          |                            |                   |
| v | government | [gʌvənmənt]    | [gʌvənmənt]  | [gəferment]                | 2, 3, 5, 6, 7, 10 |
|   | Vacuously  | [væk.ju.əs.li] | væk.ju.əs.li | [fekəsli]                  | 10, 11            |
|   | Vaccinate  | væk.si.net     | væk.si.net   | [fasinet]                  | 7, 12, 19         |

As shown in the table above that the learners have difficulty in pronouncing voiced labiodental fricative [v] since their first language (Indonesian) does not

have sound [v]. Hence, they tend to substitute it with voiceless labiodental fricative sound [f] when pronouncing “government”, “vacuously”, and “vaccinate”.

Considering the usefulness of identifying errors in pronunciation and the addition of related theories elaborated above are the author’s motivation to conduct this study. Focusing on pronunciation errors produced by English as foreign language learners, the author observed some participants who study in Trunojoyo University. As we have already known that some English consonants and vowels do not exist in Indonesian phonological system. The author observed some fifth semester students of English department of Trunojoyo University. The author asked them to pronounce English consonants [v], [θ], [ð], [ʒ] and vowels [ʌ], [æ], [ɑ], [ɜ], [ɒ], [eɪ], and [ɪə]. Those consonants and vowels were determined based on the consonants and vowels distinction between Indonesian and English. Meanwhile, the participants who took apart in this study were native speaker of Indonesian and speak Indonesian in their daily lives. Through this research, the author discovered which English consonants and vowels were mispronounced by some fifth semester students of Trunojoyo University and investigate the possible causes of pronunciation errors produced by the participants.

## **I.2. Statement of Research Problems**

From the background of study presented above, it can be formulated problems of this research as follows:

1. What kinds of pronunciation errors on English consonant and vowel sounds produced by fifth semester students of English Department of Trunojoyo University?
2. What some consonants and vowels which are mispronounced by fifth semester students of English Department of Trunojoyo University?

### **1.3. Objectives of the Study**

1. To identify kinds of pronunciation errors produced by English department students of Trunojoyo University in pronouncing English words.
2. To investigate consonants and vowels which are mispronounced by English department's students when pronouncing English words.

### **1.4. Significance of the Study**

This study is expected to give both theoretical and practical contributions. Theoretically, this study is hoped to enrich the concept of analysis about errors especially in pronunciation. In addition, English has role as a foreign language in Indonesia. It means that there might be errors that are needed to be analyzed, specifically in terms of utterance. Practically, this study will increase people's understanding about kinds of pronunciation errors produced by English learners as foreign language dealing with errors in pronouncing English sounds (consonants and vowels) which are different from Indonesian phonological system.

In addition, studying about pronunciation errors will provide data about language interference as the result of language interference. The data can be indicator for lecturer and curriculum developers in teaching English because it presents which part of the Target Language (TL) that are mostly mispronounced by Students of English Department of Trunojoyo University. Besides, the students, especially the participants of this study will realize about their pronunciation error which will improve their willing to study more about English pronunciation correctly. Furthermore, this study is expected to give knowledge toward people about the possible causes contribute to errors. The author also hopes that this study can be used as a beneficial reference to other researchers who conduct similar study.

### **I.5. Scope and Limitation of the Study**

Since the purpose of this study is to investigate students' pronunciation errors, then the author will focus on using theory of error analysis since this theory proposed some methodologies which are suitable to analyze the learners' errors. Those methodologies are collecting a sample of learner language (deciding sample of learner error to be analyzed and data collection methods), identifying errors (whether it occurs in terms of phonology, morphology, .etc), describing and explaining errors, and finding the possible causes contribute to errors (Ellis, 1999, p. 48). The author used theory of English phonetics by Ladefoged and Johnson (2011) and Indonesian phonological system by Alwi, Dardjowidjojo, Lapoliwa, and Moeliono (2010) to describe and transcript the participants' pronunciation in order to find out the errors. Furthermore, she classified pronunciation errors based

on a theory proposed by Kenworthy (1987) i.e. sounds of substitution, sounds of insertion, and sounds of deletion. In further, to find possible causes of errors, she used theory stated by Keshavarz (2011, pp. 120-122) about interlingual and intralingual errors as the sources of errors.