

CHAPTER I

INTRODUCTION

1.1 Background of The Research

Competency to pronounce words correctly is a significant factor in learning foreign language. If someone pronounces a word wrongly, the hearer will get confused to interpret that word. Someone should learn and habituate how to pronounce word correctly. This competency is also needed in English language. If students want to have a good pronunciation they should master English phonemes.

Mastering English phonetics means students know how to pronounce a word based on each sound of the language. In standard British English there are approximately 44 speech sounds. The number of speech sounds in English varies from one dialect to another dialect. English and Indonesian have different number in phonetics. So, there are some English consonants and vowels that do not exist in Indonesian. Some of them are θ / θ / \int / $\tʃ$ / $dʒ$ / $ʒ$ / η / ν / z / for consonants and i : $/\sigma/ \sigma:/ \varepsilon:/ \alpha:./ e\partial/ \partial\sigma/ \text{I}\partial/ e\text{I}/ \text{æ}/ \text{p}/ \text{u}:/ \text{a}\text{I}/ \text{A}/ \text{ə}/ \text{I}/ \text{a}\sigma/ \sigma\text{I}/$ for vowels. This condition influence students to produce a word in English. Thus, students tend to commit errors.

Difficulty to produce an English word is also influenced by mother tongue language. It is difficult to produce correct pronunciation since it is influenced by their mother tongue. According to Ellis (2008, p. 301-302), errors occur as a result of the negative transfer of mother tongue patterns into the learner's second language (L2). We can see some pronunciation that are influenced by mother tongue language. For example, the word *focus* should be

pronounced /'fəʊkəs/, but most students pronounce it /fokjus/. /-kə-/ sound is influenced by the first language of the students and becomes /-ky-/. Another example is the word *determine* students pronounce /determain/, but the English pronunciation is /dɪ'tɜ:mɪn/, it is influenced by the first language sound. The first language may become the biggest influence on that error.

Pronunciation error among the English Department students is very common since English takes place as a L2. According to Cook (1997, p. 34), learning to pronounce a second language means building up new pronunciation habits and overcoming the bias of the first language. The phenomenon is also found in the first year students of English Department in Andalas University.

It is hoped the first year students of English Department who have taken pronunciation class, can reduce their error in pronouncing English words. However, the fact that we experience in the real life is different. Most of them commit error in pronunciation. The students have problem to pronounce English consonants which do not exist in Indonesian. For example, they pronounce word *jewelry* as /jewelry/ instead of /'dʒu:lri/. Another one is *ship* /ʃɪp/ that is pronounced as /sip/.

Based on the above phenomenon the writer would likes to analyze pronunciation error among the first year student of English Department especially those who have already taken pronunciation class. The writer also would like to see the causes of that error.

1.2 Identification of The Research

This research focuses on analyzing the errors in pronouncing fricative consonants committed by the first year English students at English Department of Andalas University. There are two questions to be answered in this research:

1. What are the types of pronunciation error committed by the first year students of English Department at Andalas University?
2. What are the causes of the error?

1.3 Objective of The Research

The objective of the research is related to the research questions. So, the aims of this research are:

1. To find out the types of pronunciation error committed by the first year students of English Department at Andalas University.
2. To find out the causes of the error

1.4 Scope of The Research

This research is limited to the types of pronunciation error committed by the first year students of English Department, Andalas University and the causes of the error. The writer limits the analysis on fricative consonants. So, the writer only analyzes the pronunciation errors in the fricative consonants which are pronounced incorrectly by the students.

1.5 Methods of The Research

5.1 Collecting the Data

The data of the research were taken from the pronunciation produced by the first year students of English Department, Andalas University. Students as

participants in this research are 30% from the total number of students taken pronunciation class. So there are 11 students of 36 students from class A who read the story. The writer collected the data outside the class without disturbing the learning process.

The writer gave a short story entitled *The Appointment in Samara* by W. Somerset Maugham (1933). The writer collected the data by asking the students to be read aloud. One by one. While the students were reading the story the writer recorded their pronunciation.

After that the writer listened to the recording and wrote the transcriptions of the words. Then, the writer divided the sounds which are produced correctly or incorrectly. After that the writer put the incorrect sounds into the table and analyzed the error.

5.2 Analyzing the Data

In this step the writer analyzed the data to find the types and the causes of the pronunciation. The error are related to fricative consonant (/f/,/v/,/z/,/s/, /θ/, /ð/, /ʃ/,/ʒ/) . First, the writer found out the consonant substitution in that word and related the errors to the phonology theory to find the kind of consonant substitution that use by the students. Second, the writer categorized the type of error by determining the omission, addition, misinformation or misordering. Finally the writer described the causes of the errors.

5.3 Presenting the Result of Analysis

The writer presents the result of analysis descriptively. First, the writer categorized the fricative consonants and in what word it occurred. Second, the writer determined the correct and the incorrect sound. Third, the writer arranges

the incorrect sounds and make the recapitulation of the sounds by using table.
and then the writer explained the sounds one by one.

