

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

It has been ages that English has been learned in Indonesia. However, since English is a foreign language in Indonesia, it needs a hardworking to have the highest level or at least native-like accent. In particular, Indonesian students find a difficulty to learn English pronunciation.

The difficulty itself is not regardless of the significant differences between Indonesian phonological system and English phonological system. One of the differences is that consonants of Indonesian language do not have such voiceless dental fricative /θ/ or vowel /æ/ like in English. As a result, Indonesian students may commit an error in which they tend to replace /θ/ sound with /t/ sound and /æ/ sound with /a/ sound. For instance, Indonesian students pronounce “think, and laugh” /tink/ and /laf/. This is likely an impossible thing to disregard that first language sound system affects the pronunciation of the second language sound system (Mirzaei, 2015, p. 1).

English pronunciation errors produced by non native speakers have been discussed by many studies around the world. Indonesian speakers are not an exception. In connection with it, this research discusses the pronunciation errors produced by the English Department students of Andalas University. It is aimed at identifying the types of errors, the causes of errors and measuring the level of phonological awareness of the students.

In the daily conversation, the error is sometimes unnoticed. However, even though the English department students know they are making error, they prefer to do not care and keep making the error. Hence, this research is expected to help them to improve their English pronunciation skill by helping them to know the most errors they produced. As a result, they recognize their error and try to fix it.

## 1.2 Research Questions

The main focus of this research is to analyze the pronunciation errors committed by the English Department students. Related to the topic discussed in this research, three questions have been formulated as follows:

1. What are the types of error that students produce?
2. What are the causes of the error?
3. What is the level of phonological awareness of the students?

## 1.3 Objective of the Study

In order to achieve the aim of this study, there are three objectives as follows:

1. To find out the types of the errors in pronunciation committed by the participants
2. To identify the cause of the errors
3. To identify the phonological awareness of the participants

## 1.4 Scope of the Study



The main focus of this research is narrowed to find out the types and the cause of errors in pronunciation committed by 10 English Department students of class 2015 of Andalas University. In addition, it is also to find out how aware the students about English phonology.

## **1.5 Methods of the Study**

In conducting this research, the methods used are divided into collecting the data, source of the data and analyzing the data. The data are determined by using the convenience or accidental sampling. According to Dornyei (2007), Convenience sampling itself is that the type of nonprobability or nonrandom sampling may be selected in sample happen to be situated, spatially or administratively, near to where the researcher conducts the research (in Etikan, et al, 2015, p. 2).

### **1.5.1 Informants / Source of the Data**

The sources of the data in this research are ten students of class 2015 of English Department, Andalas University. The ten students that participated in this research are chosen because of their availability at given time and willingness to participate in this reasearch.

### **1.5.2 Collecting the Data**

This research is aimed at observing the language to get the lingual data from the 10 selected informants. The informants are selected in the basis of their willingness and their availability at given time to participate in this research. The media used is the voice recorder and words list. The informants are given the



words list and ask them to read it out. In order to get descriptive data, the informants were interviewed by asking them some questions which were designed as good as possible. Then their voices are recorded during the reading and interview sessions. For the phonological awareness measurement, the participants are given 5 questions regarding phonemic awareness, syllable awareness and rhyme awareness. Then, the participants answered the questions directly. The result of phonological awareness are found by counting the amount of the correct and incorrect answers.

### **1.5.3 Analyzing the Data**

This is a step in which the data are analyzed. The data are shown in the form of several tables. The first table contains articulations, the words that were pronounced by the students, the participant's pronunciation, the correct pronunciation and the type of error. The second table is the language interference committed by the participant. It is the comparison between English phonological system and Indonesian phonological system. Those data are analyzed in the form of descriptive analysis.

