

CHAPTER I INTRODUCTION

1.1. Background of the Research

English is the most important language in the world. It is spoken by many people everywhere in the world, either as a primary or second language. English is additionally the key that opens the doors to scientific and technical knowledge, which is required for the economic and political development of the many countries within the world. English may be a top requirement for those who are seeking jobs. It means that especially for English students it is easier to find jobs such as teacher, translator, and tour guide. Learning English makes it easier to go abroad and interact with people in different languages. English as a foreign language is taught in all schools in Indonesia. In learning English, there are four language skills need to be learned by the students, they are listening, speaking, reading, and writing. English is a language that must be used and included in the national curriculum. It must be offered from Elementary School to High School. In Lubuk Basung, learning English is very necessary because all schools in Lubuk Basung, especially Senior High School 2 Lubuk Basung have compulsory English subjects 3 hours a week and must be taken for every class. Another reason, learning English will increase knowledge and make it easier to get information from world news.

Pronunciation is one way a word or language is pronounced. Pronunciation is one of the important things that must be mastered so that communicate fluently and correctly. Because to be able to communicate properly, it is necessary to pronounce the right words as well. So that, there will be no ambiguity in communication. In English, the pronunciation of the words is unique. Therefore, many people think that pronouncing English is very difficult. Everyone has a different way of pronouncing a word. It depends on what we hear. Therefore, it is very important to listen to the correct pronunciation in English to avoid mistakes.

The system of vowels and consonants in English contains a wide variety of sounds, making pronunciation difficult and perplexing, it explains why it is so challenging for non-native speakers to deal with English pronunciation.

The first language is relevant in learning contexts where the cognitive load of many tasks is heavy and students' target language skills are limited. (Miles and Jennifer, 2009. Pp.6). The use of first language may help students who are challenged in some way to learn a new language especially English as a second language learners and the first language helps students with learning disabilities to understand and process the target language. The first language refers to the mother tongue, like the native language, for example, for students born in Padang, his/her mother tongue is the Minangkabau language so the first language is the Minangkabau language, not English or Indonesian language.

The Second language is the other language, which is different from the mother tongue which a person uses other than a first or native language. Second language learners may find it challenging to create certain sounds that are absent from their mother tongue or may even attempt to replace those sounds with those that are similar. It happens within reason that foreign language learners would experience more difficulty given that it occurred to second language learners. (Zhang, F., & Yin, P., 2009, Pp. 141-146). To understand further, second language learners for example English language that people in England use is the first language or mother tongue of theirs. For people in Indonesia especially some students in Padang, English is a second language. In learning English the students must know the good pronunciation and the correct grammar, this can be learned at School because English is taught at every school, especially in Senior High School.

A Foreign language refers to the learning of a non-native language outside of the environment where it is commonly spoken. Foreign language learning has undergone a significant paradigm shift as a result of the experiences that have expanded the scientific and theoretical knowledge base on how students learn and acquire a foreign language. (Alaidine and Theresa, 2015. pp. 327). Examples of a foreign language are digital media such as Facebook, Twitter, Instagram, and others, allowing students to learn materials and language at their own pace and according to individual needs. The other example is some Schools or colleges in the University can learn and find the knowledge about languages. Some Javanese students are currently study in Andalas University of Padang, their first language is the Javanese language, whereas the Minangkabau language is the official

language in the area. They may say that the Minangkabau language is a foreign language to them.

English is considered difficult to pronounce because of the difference between symbols and their sounds. Students often understand the meaning but have difficulty expressing the words in spoken language because the spelling and pronunciation of the words differ greatly.

The assimilation process is a sound change modification in which some phonemes especially consonants or vowels change to become more similar to other sounds. For example, the word *looked* at the sounds change into the suffix /-t/ in the final sounds. The errors in the assimilation process can be seen in the pronunciation of the participants.

Based on the writer's experience, most of the students have already familiar with a lot of vocabulary but don't know the pronunciation, so they struggle to speak the English word correctly. Therefore, in the lesson-learning process, most students want to speak English pronunciation well. We would like to increase the media for practicing English pronunciation, not only from books and dictionaries but also from other media such as learning by using mobile phones, listening through English songs, watching movies on TV or laptops, and reading caption on social media.

The writer is interested in identifying students from Senior High School 2 Lubuk Basung because the majority of students at this school live in the city of Lubuk Basung, and the people in Lubuk Basung use Minang as their daily language. Minang language and English have different consonants, and of course, affect the pronunciation of English and the difference in the sound of a word among students of Senior High School 2 Lubuk Basung. English is not the national language nor it is a most language spoken in the student community, so when they learn or speak English they will have difficulty, pronouncing some letters including pronunciation and sound differences in English. The problems of pronunciation faced by the L2 learners with using the Minangkabau language or Indonesian language as their mother tongue caused by the differentiation in learning English and its structure and grammar. In the first place, many students in Senior High School learn consonant differently because they only learn it by the sound they have heard not from the actual way to pronounce a sound (by learning or looking up the way to speak it from dictionary), this condition makes many words they speak will sound different. Then, having Indonesian language as their first language, this language does not have as many complicated grammar and consonants just like English language does. Therefore, this differences makes it difficult for the students to learn English because of the interference with mother tongue

The writer also chose second graders Senior High School students because they already know a little about English vocabulary. In this case, they learn English more deeply than when they studied in Elementary School until Junior High School previously, and the writer was able to analyze the distribution of fricative consonants they didn't know, but not all students ever pronounce the word correctly at least they know the basics. In pronouncing English words and have some experience with it. Basically in teaching, students communicate in a foreign language that hard for them to understand, the teachers must be creative which can make the class fun and interesting so the teaching process can be easier to understand. This research is conducted because the researcher finds the importance of studying errors that can occur in the student's pronunciation.

This research can provide a little knowledge about English pronunciation and correct pronunciation. So that students are motivated and eager to learn. On this occasion the researcher will use observation and recording techniques to collect the data from the Second Graders Social Science Department at Senior High School 2 Lubuk Basung, there are 20 students in the class. The participants in this research were second graders Social Department at Senior High School 2 Lubuk Basung. Their responses to three tasks reading word lists, reading texts, and conducting semi-structured interviews were recorded and audio transcribed.

1.1.1.2. Theoretical Framework

Theoretical Framework is used to discuss the theory that will be used in this research. The writer discusses several theories as follows:

1.1.1. Second language acquisition (SLA)

Second Language Acquisition is the study of how learners create a new language system with only limited exposure to a second language. It is the study of what is learned in a second language and what is not learned, it is the study of why most second language learners do not achieve the same degree of knowledge and proficiency in a second language as they do in their native language; it is also the study of why only some learners appear to achieve native-like proficiency in more than one language. Additionally, second language acquisition is concerned with the nature of the hypotheses whether conscious or unconscious that learners come up with regarding the rules of the second language.

The first language acquisition means the acquisition of a single language learning in childhood, regardless of the number of languages in a child's natural environment. Language acquisition is a process that happens in the child's brain where this mother tongue (first language). The process that runs beside the children's maturation and growth is known as language Acquisition. In this process, the child naturally learns to communicate and control his/her mother tongue.

The child acquires language from the environment that he/she lives in without any absolute form of instruction, and this is what makes the term acquisition distinguishable from learning which is done by the way of instruction in teaching settings. (Crystal, 2011).

Second Language Acquisition is the study of how speakers of a second language who have had little exposure to it might develop a new language system. It is the study of what is learned and, more importantly, what is not learned of a second language, it is the study of why most second language acquisition do not become as proficient in a second language as they are in their mother tongue and it is the study of why some people seem to become bilingual or multilingual. (Susan M.Gass, 2017, pp.1). Second language acquisition is typically an official or society-dominant language needed for education, employment, and other basic purposes. It is often acquired by minority group members or immigrants who speak another language. In this more restricted sense, the term is contrasted with other terms in this list.

Additionally, SLA is interested in the assumptions, whether conscious or unconscious, that students make about the second language laws. The process of learning a second language after mastering the first one is called second language acquisition. Everybody can complete the SLA, although some people think it will be simpler to learn it while they are younger because this occasionally occurs when a child attends school for the first time while speaking a language other than English.

1.1.2. Interlanguage Phonology

Interlanguage is rarely used for regular communication between speakers. They are not institutionalized manifestations of language. They do not therefore develop 'norms'. Indeed the norms that interlanguage speakers implicitly accept and aim at are those of the target language. Interlanguage systems are therefore unstable. It is because of the dynamic nature of systems that their investigation presents peculiar theoretical and methodological problems not similar to those found in the study of child language acquisition.

Interlanguage have their own set of rules, but they also have sentences and other elements that are not grammatically correct. Students can also make their own rules, which are modified by teachers, peers, and others in their immediate environment. For example, the students do not understand the pronunciation correctly because it is influenced by their mother tongue. The inventory of learners' errors would come to teachers' attention so they can devote special care and emphasize the teaching process to overcome or avoid the predicted difficulties faced by students. Interlingual errors as learning strategy-based errors and are categorized as over-generalization, simplification, communication base, and induced errors.

Professional grammar developed by learners of a second language during the target language acquisition process is referred to as Interlanguage (IL). The linguistic system that adults produce when they attempt meaningful communication in their native tongue is also referred to as the interlanguage. (Keys, 2001, Pp. 79). Interlanguage phonology can be thought of as a variable point along a continuum that separates the target language from the mother

tongue. As the learner accepts input from the target language and modifies it between languages based on this information, IL develops over time.

In L2 research, the pronunciation of English syllable coda by learners of second language English (L2) has received a lot of attention, especially from those whose mother tongue does not have phonetic features that are similar to English. Indonesian, for instance, does not allow consonant clusters in various word positions like English does. It was discovered that Indonesian L2 English learners struggled to pronounce English consonants, particularly those at the end of words. In this regard, the purpose of this study is to provide additional insight into the interlanguage phonology of English learners. It was specifically created to determine the final group that Indonesian L2 English learners have difficulty correctly pronouncing, the phonological processes that appear to work when the final group is pronounced incorrectly, and whether the type of task influences accuracy in final consonant production.

Phonology is the description of the systems and patterns of sound that occur in a language (Roach, 1983, pp.23). Based on Roach's definition phonology is the system and pattern of sound, in other words, means that Phonology is the part of linguistics which is focusing on the sound of the language. It is very important to know and understand sounds because it has the main function of the language that we speak. Language has three kids, they are written language, spoken language, and sign language. Besides that, voice or sound takes space in acquiring new language.

The most popular use language is the society spoken language. Language revolves around society because the first time humans came into the world, they only used sign language. Then, times flew until they used spoken language as a tool of communication, written language is used in formal situations, such as in school, and Spoken language more popular than sign and written language in the society. Everybody can understand what other people think because they know the meaning of a sound (language).

1.1.3. Pronunciation

Pronunciation is one of the most important parts of English to communicate with others since there are differences between the symbol and its sounds. When we communicate with other people we should not only have a good vocabulary but also have good pronunciation.

Pronunciation is a language or particular word or sound is spoken. Pronunciation is very important to learn, especially in speaking skills. Pronunciation is a way in which people make the sound of words. However, many students find pronunciation as one of the most difficult aspects of learning English. Students who have good pronunciation in speaking English are more likely to be understood even if they make errors in other aspects.

The factors affecting the students' pronunciation errors such as Internal factors, external factors, and interlingual factors. Internal factors include inadequate preparation and practice, as well as performance anxiety. External factors include a lack of time and opportunities to use English in daily life, whereas interlingual factors include interference from the mother tongue.

The difficulties in English pronunciation are many English language learners, including Indonesian learners, generate errors in sound articulation.

The learners' problems are caused by two types of errors. Negative transfer or the effect of their mother tongue causes pronunciation errors, which are referred to as inter-language errors. (Djajaningrat, 2011, pp. 67). Furthermore, errors made because students do not know the target language well are classified as intra-lingual errors. Aside from the sources of error mentioned above, learners make mistakes due to two factors. Internal and external factors are involved. The internal factor refers to the student's motivation to learn English, whereas the external factor refers to the learner's environment. Internal factors are those that exist within the students.

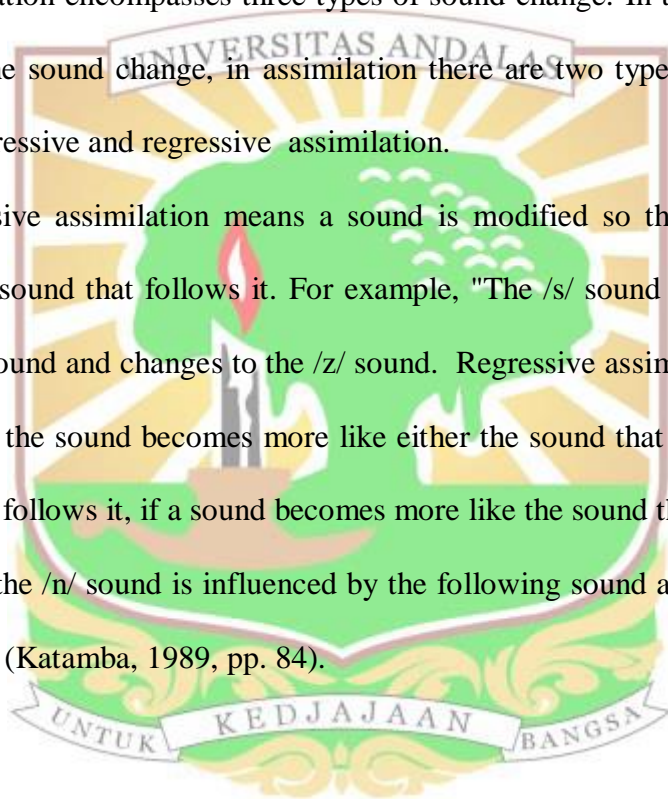
Learning English pronunciation through the song can be very enjoyable. It may be easy to see the benefit of good pronunciation instruction for increasing intelligibility, it is just as useful for increasing listening comprehension. Most English learners who suffer from inadequate training in listening comprehension complain that "native speakers talk too fast". What this often means is that learners are unable to process important grammatical signals, and past tense markers or effectively process contracted speech.

1.1.4. Assimilation Process

Assimilation refers to the influence exercised by sound segment upon the articulation of another so that the sounds become more alike, or identical'. Assimilation is a process in which the phoneme alters to produce another more similar to or even the same as the neighboring sound (phoneme). 'Red bag', for instance, is not pronounced as /red bæɡ/ but /rep bæɡ/. (Crystal, 1991, pp. 39)

Assimilation encompasses three types of sound change. In the case of the direction of the sound change, in assimilation there are two types of focusing, there are progressive and regressive assimilation.

Progressive assimilation means a sound is modified so that it becomes more like the sound that follows it. For example, "The /s/ sound is affected by the previous sound and changes to the /z/ sound. Regressive assimilation means the process of the sound becomes more like either the sound that precedes it or the sound that follows it, if a sound becomes more like the sound the precedes it. For example, the /n/ sound is influenced by the following sound and changes to the /m/ sound. (Katamba, 1989, pp. 84).



1.2. Review of Previous Studies

So many researchers attempt to previous findings studies related to the topic that the writer got. The writer chose “Assimilation process in the Student’s Pronunciation at Senior High School 2 Lubuk Basung” for the title of the research and based on the sources. Here are some studies in line with the researcher’s research:

Ramasari (2017) conducted “Students pronunciation error made in speaking for general communication at STKIP PGRI Lubuk Linggau in the Academic year 2016/2017” In her research the writer found three types of pronunciation errors made by students in speaking for general communication. The first one is Pre-systematic Errors Made by Students in Speaking for General Communication, These errors’ In this error type, the researcher found sixty-nine words that were pronounced incorrectly by students. There were thirty-six words with repetition, they were: *student, giving, students, video, excuse, floor, waiting, general, lecturer, know, visitor, left, direction, because, etc.*

Secondly, there are Systematic Errors Made by Students in Speaking for General Communication, The students are fully aware of the rule of phonological symbols in pronunciation, but there could be errors in pronouncing the words. The example words that were systematic errors made by students; the word was data. The proper phonological word should be /'deɪtə/.

The fact was students made errors continuously, although the lecturer had corrected the error by asking the students to repeat the correct pronunciation of the word data. The last is Post-Systematic Errors Made by Students in Speaking for General Communication, These errors occurred when the students comprehended the correct pronunciation phonologist of the target language English, but they used the rules inconsistently for speaking practice. Pronunciation between /ði/ and /ðe/. They pronounced the article by a pronunciation as /ðe/.

Finally, the writer found the strength of this study is In this research, there is accurate data and facts analysis. The writer found the causes of The Causes of Students' Pronunciation Errors Made in Speaking for General Communication. The weakness of the study is that it does not explain in detail with tables, the writer only explains with descriptions. If given a table, it will make it easier for the reader to understand the purpose and results of the study.

The researcher kept looking into the reasons behind students' mistakes in general communication pronunciation. The first mistake is called interference, which happens when a speaker uses words from one language while speaking another. The second is Integral faults, which are general rule learning flaws such as incorrect generalization, incomplete rule application, and failure to understand the circumstances under which the rules are applied. The third type of developmental mistake is when a student makes assumptions about the target language based on scant knowledge.

The reader can observe that the research can be more accurate according to the researcher's observations and documentation thanks to the qualitative method's high level of reliability.

The Second research from Diah, Fitri, and Nuraeningsih (2020) “Pronunciation errors made by EFL students teachers in speech performance of the fourth-semester students of the English Education Department of Universitas Maria Kudus” According to the researcher's findings, three elements influencing the students' mistakes. They are interlingual factors as well as internal, external, and external variables. Internal variables include inadequate preparation, lack of practice, and performance anxiety are examples of internal factors. Some students acknowledged that they barely had 30 minutes left before their speech lesson began. External variables The kids acknowledged that they didn't use English in their daily activities.

They stated that they rarely spent about 30 minutes to an hour a day listening to or watching English videos. Half of them only use English in the classroom. The interlingual factor is also another factor contributing to pronunciation errors. The students make errors due to the interference of the mother tongue. For example, it was found out in pronouncing effect, issue, and item. These words were similar to Indonesian words and the students tended to pronounce [efek], [isu:], and [i:tem].

Finally, the writer found the strength of this study which is the writer explains in detail about pronunciation and examples and explains pronunciation errors and applies them to examples to the table, it is makes it easier for readers to understand the purpose of the study. The weakness of the study is the writer made previous studies and included them in the introduction and in my opinion the previous studies can be separated from the background.

The last research comes from Hayra, Hanisah, and Rahman (2021) describes “A study on Phonological process: A case on Indonesian EFL Students Pronunciation of English Education Department of Universitas Negeri Gorontalo” In this research, the writer found the types of Phonological process in the students English pronunciation derived from an audio recording of participants. There are four types of phonological processes and rules in the students’ pronunciation: assimilation, dissimilation, deletion, and insertion. For example, the writer found in this research Assimilation, the word Is December [desembər] /ɪ/ →[e], dissimilation, Through /θru/ [tru] /θ/ →[t], Deletion, Next /nekst/ /t/ → Ø and Insertion, Often /ɔfən/ Ø →[t].

The strength of this research is that in the process of assimilation of students’ pronunciation, there is accurate data and explains in detail the differences in pronunciation with tables based on the types described by the writer. The weakness of the study is that, in this study not too much data was obtained and there was no more accurate explanation in the division and method used.

1.3. Research Question

Based on the background above, the writer presented research questions as follows:

1. What are the types of errors in the Assimilation process committed by the students at Senior High School 2 Lubuk Basung?
2. What are the causes of errors in the Assimilation process in the student's pronunciation at Senior High School 2 Lubuk Basung?

1.4. Objective of the research

The objectives of the study can stated as follows:

1. To explain the errors in the assimilation process of the students at Senior High School 2 Lubuk Basung in the academic year 2022/2023.
2. To analyze the causes of the errors in the assimilation process of the students' pronunciation at Senior High School 2 Lubuk Basung in the academic year 2022/2023.

1.5. Scope of the study

This research is limited to improving students' pronunciation skills through text and students are given a list of words to think about, discuss, and share with the class.

The pronunciation assessment focused on vowel sounds and pronunciation errors. Then this research was conducted on 20 students of Second graders Social Science Department at Senior High School 2 Lubuk Basung. And the researcher took the main theory from Katamba's book.