CHAPTER I

INTRODUCTION

1.1.Background of the Research

Language is a tool of communication used by humans to interact with each other. Language has a very important role in our lives as a media of communication, and language is very closely related to humans. Human life is completely influenced by language. This is because humans will use language in their daily lives as one of the main tools for them to interact with each other. There are various types of languages in the world and as a student, to master the language the student must learn it.

Learning language certainly means learning aspects of language skills, including listening, speaking, reading, and writing. Being able to communicate well is a must and a necessity for humans. Several linguistic factors such as pronunciation, grammar, lexis, and idioms should be the goals of students in learning, and from the several linguistic factors above, pronunciation is quite important. By learning pronunciation, it will be easy for students to pronounce something, especially when communicating with other people.

Many students who are studying English have difficulty with pronunciation. English pronunciation is difficult for Indonesians, including Agricultural students at Universitas Andalas. Some examples of the most common mistakes and difficulties students make are misspellings and pronunciation mistakes. English letters do not represent their sound and it is not always easy for students to see how an English word should be pronounced, or how a word they hear should be written. One example is the word 'ginger'. Participants pronounced this word with *gɪngər*

rather than *dʒɪndʒər*. This is because the phoneme 'dʒ' does not exist in Indonesian so the participants had difficulty pronouncing it.

Gerard Kelly (2001:122) states that the relationship between spelling and pronunciation is more complex in English. In addition to the above statements, the source of pronunciation problems is the differences between the English phonological system and the Indonesian phonological system. Most of these students are Minang people and usually use Minang as their mother tongue. In the daily learning process, these students will use Indonesian as the main language rather than English, which is a foreign language for most students, and only use it in English class. This also happens to agricultural students who use Indonesian when studying in class and only use English when studying in English class. Therefore, in this study, the researcher will conduct an investigation of pronunciation in EFL learners of English regarding deviations from the target language norms. This study aimed to discover what errors are often experienced by EFL learners of English, especially the Agricultural students of Universitas Andalas.

1.2. Theoretical Framework

This research aims to investigate any deviations in English pronunciation that are often carried out by the Agricultural Students of Universitas Andalas specifically for first-year students. In analyzing the data, the researcher will refer to the following theories:

1.2.1. Phonology

Phonology is the study of phonological systems and the general properties displayed by these systems. Phonology can also be defined as the systematic study of the sounds used in language, their internal structure, and their composition into syllables, words, and phrases. Phonology is the study of sound systems, which is about how sounds in a language can be produced, patterned, and interpreted functioning (Hyman, 1975). This means that learning phonology is important to know how to pronounce the language correctly. Phonology involves the reduction of important information, to what speakers and listeners think they say and hear. Perspective shifts from more units to fewer, from large variation to relatively invariant, and from completely concrete to relatively abstract (Astuti, 2019).

Phonology in each language can be different, for example, in English Phonology. In learning English Phonology, several topics can be studied: accent difference, intonation analysis, phonetics transcription, speech rhythm, segmental phonology, phonological process pattern in English, a vowel system, and consonant system.

1.2.2. Phonetics

Phonetics is the study of how humans make, send, and receive speech sounds. It is divided into three main branches, according to the three differences: articulatory phonetics, acoustic phonetics, and auditory phonetics. Articulatory phonetics is the study of how vocal organs are used to produce speech sounds. Acoustic phonetics is the study of the physical properties of speech sounds whereas auditory phonetics is the study of how people perceive speech sounds.

Phonetics is related to the physical properties of speech sounds. It is a linguistics subfield that deals with describing speech sounds. The phonetic elements are vowels, short vowels, long vowels, diphthongs, triphthongs, consonants, syllables, length, stress, tone, and intonation.

The existence of phonetics is closely related to phonology. Phonology also discusses phonetics in terms of copying speech sounds. However, the two are different. Dardjowidjojo (2009) states that the difference between phonology and phonetics lies in the focus of the study. Phonetics focuses on sound formation, production, and perception rather than how sound is used and shaped.

1.2.3. English Consonant

According to Fromkin and Rodman, consonants are produced through some restriction or closure of the vocal tract which inhibits the flow of air from the lungs. English consonants have 24 sounds which are categorized into two types; place of articulation and manner of articulation (Fromkin and Rodman, 2003; 242).

Place of articulation refers to the place where airflow restriction occurs in the vocal tract. The process of producing speech in our oral cavity also requires the movement of our speech organs to certain places in the oral cavity. For many linguists, it is not enough to simply describe consonants based on their place of articulation, then the function of the way of articulation is to differentiate the sounds in each class from each other through air currents that may be obstructed or partially obstructed; the vocal cords may or may not vibrate (Fromkin and Rodman, 2003; 244).

1.2.4. English Vowels

English contains 12 vowels (Hall, 2007). The most common vowels in English have been classified according to how the tongue is formed. Vocal sounds are produced with relatively free airflow" (Yule, 2006, p. 38). Vowels are produced with the vocal tract open. For this reason, they are said to be articulated with open articulation, in opposition to consonants. According to Wolfram and Johnson (1981: 27), vowels take characteristic of changes in the size and shape of the oral cavity as a whole. The vowel height dimension refers to the relative location of the highest point of the tongue body on a vertical scale. The vocal back dimension refers to the relative location of the highest part of the tongue body on a horizontal scale. The area of the mouth where vowels can be produced is divided into a grid, which is formed by three arbitrary divisions along the height and back dimensions.

Certain vowel symbols are associated with the sound corresponding to each part of the grid. Classification of English vowels is based on lip, tongue, and jaw movements. In English, five letters always represent vowels when written: a, e, i, o, and u. However, these five letters represent more than five vowel sounds, depending on the word, or when combined with other vowels.

1.2.5. Interlanguage Phonology

Interlanguage was introduced by Selinker in 1969 and defined in 1972. The term interlanguage was introduced in an influential paper with that title, to refer to a discrete linguistic system whose existence is forced to hypothesize, based on an observed output that is the product of the (second language) learner's thinking generating norms from the target language.

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According to Jack Richard and Richard Schmidt in the book "Dictionary of Language Teaching and Applied Linguistics, Interlanguage is a type of language produced by second and foreign-language learners who are in the process of learning a language (Richard and Schmidt: 2010). When someone is in the process of language learning, the learner's language is influenced by several different processes such as borrowing patterns from the mother tongue (see language transfer), expansion patterns from the target language, and expressing meaning using familiar words and grammar.

Interlanguages are rarely used for regular communication between speakers because they are not institutionalized manifestations of language. Therefore, they do not develop a 'norm'. Indeed, the norms that interlanguage speakers implicitly accept and address are the norms of the target language. Therefore, the interlanguage v/system estimate is unstable. Due to the dynamic nature of the systems approach, their investigation presents typical theoretical and methodological problems that are not similar to those found in child language acquisition studies.

1.2.6. Syllables

Giegerich stated in his book that a syllable is a simple object but difficult to understand (Giegerich, 1992). Speakers will usually have little difficulty deciding how many syllables are contained in a given word in their language. Book and pen are single words; few, ginger, and many contain two syllables each, syllables and monitor have three syllables, phonology four syllables, and so on. Some English words may have variable pronunciations with different numbers of syllables - bottling can be pronounced with two or three syllables, realistically with three or four. In some cases, the difference in the number of syllables may be a matter of

what the listener perceives. Such problematic cases usually make up a small minority, but that doesn't mean it's easy to say what a syllable is, in phonetic and phonological terms.

According to Giegerich, words are individually syllables and then put together into phrases and sentences. In one word, the syllable segment is referred to as the peak of the sonority curve as the syllable peak. The peak is preceded by one or more consonants, referred to as the onset. After the peak, more consonants can follow and are called coda. The symbol or the peak and the coda are combined to produce syllable rhymes. This action is set to recognize phonological units as they become clearer. Its main purpose is to illustrate that these syllable parts play an important role in the rhyme conventions of poetry (Giegerich, 2005).

1.2.7. Interference

The term interference was first used by Weinreich (Weinrich: 1953) in "Languages in Contact" to describe changes in the system of a language due to the proximity of that language to elements of other languages that are performed bilingually. Weinreich said that language interference also causes deviation. The definition of deviation here is the breaking of phonological rules because of the interference of the first language. In his book, Language and Contact, he argues that "any occurrence of deviation from the norm of any language that occurs in the speech of bilinguals due to their familiarity with more than one language, would be called an interference phenomenon" (Marwah, 2016).

Dulay (Dulay, 1982) describes interference as an automatic transfer, out of habit, from the first language's surface structure to the target language's surface. Interference can occur automatically if the speaker or writer is accustomed to inserting the grammatical structure of the source language into the target language.

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This is due to mastery of the mother tongue is also more in-depth than the second language or foreign language (Marwah, 2016).

Phonological interference can take about three categories (Crystal, 2003). These categories are as follows (Mahendra & Marantika, 2020):

• Sound Addition

This category occurs when the L2 learner adds another sound or phoneme to the proper phonetics. What is commonly done by Indonesian learners is to add the phoneme /k/ when saying the word 'know'. So instead of saying /nəʊ/, students say /knəʊ/.

• Sound Omission

In this category, L2 students tend to omit the phonemes that should be pronounced. This usually occurs when the pronunciation of diphthongs is simplified to a short vowel, such as home /həʊm/ pronounced as /hɒm/.

• Sound Replacement

This category is identified by replacing the default phoneme with another phoneme. The replacement is like the phoneme /əʊ/ in the word rodent /rəʊdənt/ is replaced by /o/ to become /rodənt/.

1.2.8. Interlingual and Intralingual Factors

Interference, language transfer, and cross-linguistic interference are also known as interlingual errors (Maulita, 2016). Corder (1981) states that these kinds of errors occur when the learner's habits (patterns, systems, or rules) interfere with or prevent him or her, to some extent, from acquiring the patterns and rules of the second language (Maulita, 2016). Lado (1964) said Interference (negative transfer) is the negative influence of the mother tongue (L1) on the performance of the target

language (L2). Chelli (2013) defined that interlingual errors are the result of language transfer, which is caused by the learner's first language (Maulita, 2016).

Interference from the learner's language is not the only reason for committing errors. Learners may make mistakes in the target language, and since they do not know the target language very well, they have difficulties in using it (Maulita, 2016). Richard (1974: 6) states, that intralingual interference refers to items produced by the learner, which reflect not the structure of the mother tongue, but generalization based on partial exposure to the target language.

1.3. Review of Previous Study

The first study that the writer reviews is *"An Investigation of the Pronunciation of Language Learners of English in Persian Background: Deviation Forms from the Target Language Norms" by Navehebrahim* (Navehebrahim, M. 2020). This paper discusses several studies that focus on the acquisition of the English phonological system by Farsi speakers studying English as a foreign language and evaluates students' pronunciation strengths and weaknesses. This research has mostly focused on consonant articulation and vowel production; then compared and contrasted to find similarities and differences between the two systems and potential areas. This research identifies which phonological characteristics of Farsi speakers interfere with the production of English sounds.

The findings of this study highlight that some Iranian students do not have a definite idea about English sound grammar and ignorance of English phonological rules is one of the factors that influence students' errors in pronunciation. Another factor that contributes to mispronunciation is the inability to notice the difference between the English and Farsi sound systems. Learners' inability to hear and

identify all the sounds of words they can hear seems to be effective in pronouncing errors. This may be related to the student's level of proficiency in English.

From the results of this study, it can be concluded that we can realize the difficulties that Iranian English learners will face. Phonological difficulties arise from the individual's inability to pronounce correct phonological expectations. Some students may find some alphabets or sounds difficult to pronounce because the sounds are not in their mother tongue causing them to mispronounce them. Studies do not show that pronunciation difficulties belong to all language learners. The results of the current study confirm the prediction of the Contrastive Analysis Hypothesis that the absence of the phonemes /w, / in the Farsi sound system causes difficulties for the intelligibility of English Farsi speakers Due to the lack of multiple sounds in Farsi, some Iranian speakers tend to fail to understand the difference between sounds. -linguistically significant sounds in English. Research has shown that Farsi English learners should learn the new English phonemes /ş/ and /ð/. The two languages have no differences or contrasts in sounds, lexical items, or structures. Examples can be found in the following phonemes in Farsi and English. Based on this research, the writer will also discuss an investigation of pronunciation focused on deviation.

The strength of this study is that it provides very detailed information by presenting graphs and charts to represent each phonological system in either Farsi or English. The author also provides a comparison of the frequent errors in the English and Farsi phonological systems. However, the weakness of this research is that in the discussion section, the information conveyed is quite clear, but the author only conveys it in general and does not go into too much detail in explaining the results of his research.

The second study discusses *"Interlanguage Development of English Complimenting Speech Acts: Strategies of Performance" by Anzhelika Solodka, Luis Perea, and Natalia Romanchuk (Solodka, Perea, and Romanchuk, 2019).* This article aims to analyze the interlanguage used by the Ukrainian participants. This study analyzes how semi-fluent to fluent Ukrainian English speakers produce compliments as speech acts. The number of participants in this study included 81 native American English speakers as a control group and 157 Ukrainian English speakers (semi-fluent to fluent) who participated in an online and paper-and-pencil survey. The Ukrainian participants consisted of English students, teachers, professors, and people who know English from all over Ukraine. The American participants were students, professors (Portland State University, George Fox University, University of Texas at San Antonio, University of the Word Incarnate), people from across the US, and others living abroad.

The methodology used in this study is an ethnomethodological approach because the idea is to work with people in their natural context. Therefore, it is in the researcher's interest to describe the group, ask questions, etc. The author created a coding system to analyze and filter all expressions accurately.

Based on the data analyzed, the author of the article observes several examples that can explain how Ukrainian participants express praise in English. For example, several expressions are pronounced in English this way: very beautiful, very good, well done, etc, which implies a Russian/Ukrainian transfer of the common idiomatic expression очень + adjective as in очень красивая. Another typical expression, that the learner switched to English to praise someone's good ability in an activity, skill, etc., is the English equivalent of good job (молодец) from Russian.

A series of different examples that we found in the reported speech praise: I told my mother that I love her, I said that my friend painted hair in a beautiful color, etc, Participants misunderstood the task and reported their answers. This could be the typical way in which Ukrainians speak and perhaps answer or it could simply be a pragmatic failure to understand how to answer the questions in a survey questionnaire.

Other expressions include using the determinant + either an adjective, a noun, or a complement like the following: A good answer to the question, a great jacket, a beautiful look. Others contained a noun phrase construction: my beautiful flower, my bunny, a cat, my beloved, my dear. In this construction, native speakers of American English are unlikely to respond to compliments in this way. Usually, a native English speaker will add demonstrative adjectives (this, that, that, this, etc.) or will state the Adjective + Noun construction: Great jacket, or Good Job. In this type of structure, Ukrainians, whether they speak Ukrainian or Russian as their mother tongue, usually do not use or have a determinant (a, an, the). In turn, the speaker overgeneralizes the rules of the article.

Another example (What a beautiful perfume! What a terrific look! What grief for such good students!) Shows the possibility of a less frequent transfer in American English praise through the use of the structure what a + adjective + complement. Both Russian and Ukrainian use very English idiomatic expressions that replace what…. They use Russian particles: какая (feminine singular), какой (masculine singular), and какие (plural for both genders). Instead, the particles used for Ukrainian are яка (feminine singular), який (masculine singular), and які (plural for both genders).

The strength of this study is that it provides very detailed information by presenting graphs and charts containing various information about English and its differences from Ukrainian and Russian. However, this study's weakness is that when comparing how Ukrainians express compliments in English, the author prefers to convey them in paragraph form rather than tables. Using tables will make it easier for readers to find out the information provided clearly and quickly.

The third study that the author reviews is an article entitled *Interlanguage Analysis on Speech Produced by EFL Learners by Dewa Ayu Novi and Putu Sri Andyani (Ayu, and Andyani, 2020).* This study aims to analyze the effect of the native language and the target language on the interlanguage produced by students in their speech production. This study was designed using a descriptive qualitative method that focuses on the interlanguage that students experience in their utterances. It explores the influences of the native and target languages on their interlanguage. The research was conducted at Singaraja State Middle School, Bali Province. The subjects of this study were 20 grade 8 students of SMP in Singaraja who had studied English as a foreign language for five years. The data for this study were taken from the oral responses of students who had been asked questions in English. The students were asked 15 questions to be answered orally.

Verbal responses produced by students are recorded, identified, described, and explained. The results showed that at the level of syntax and lexicon, both mother tongue and target language affect students' interlanguage production. The influence of regional languages includes 1) the use of Indonesian syntactic patterns; 2) the use of Indonesian acronyms; 3) the use of Indonesian words; 4) omission of –s in the plural; 5) negligence to be; 6) subject deletion; and 7) use of verbs. The

effect of the target language is seen in the overgeneralization of the article, the use of to be, and the overgeneralization of the –ed ending in the past tense.

The strength of this article is that the author conveys the results of his research in detail. The author also includes examples from the results of his direct interviews in the results of his research which provide a clear picture to the reader. The slight weakness of this article is that in the discussion section, the data found by the author is written in the form of untidy paragraphs. The author should use tables to explain the results of the data so the readers can easily understand them.

1.4. Research Question

Based on the explanation above, the researcher identifies several problems. In this study, the writer investigates the deviation of Agricultural students' English pronunciation to the target language norms at Universitas Andalas. In dealing with this problem, the researcher uses phonological theory to solve the problem and also answer the research question below. The researcher formulates the research question as follows:

1. What are the deviations found in the student's pronunciation at the Agricultural Department at Universitas Andalas?
2. What are the factors that cause deviations in the student's pronunciation?

1.5. Objectives of the Research

Based on the research questions above, this study aims to find deviations in the students' pronunciation at the Agricultural Department at Universitas Andalas and to ask what factors cause deviations in the students' pronunciation at the Agricultural Department at Universitas Andalas. The researcher formulates the research objectives as follows:

1. To find out what deviations or errors were found in the student's pronunciation at the Agricultural Department at Universitas Andalas.

2. To find out what factors that cause deviations or errors in the student's pronunciation.

1.6. Scope of the Research

The scope of this research is pronunciation which focuses on deviations or errors in English pronunciation in EFL Learners of English. The researcher focused on discussing errors and deviations in the English pronunciation of Agricultural Students at Universitas Andalas. The main theories used in this research to answer research question number 1 was the theory developed by Giegerich (1992) and for research question number 2 was the theory developed by Ellis (1994). The study results revealed any deviations or errors in English pronunciation and at the same time sought information on why Agricultural Students make mistakes or deviations in English pronunciation. This study is limited to the deviation of the pronunciation of English vowels and consonants from Agricultural Students at Universitas Andalas.