CHAPTER I

INTRODUCTION

1.1 Background of the Research

In Indonesia, English is typically considered as a foreign language. It is acquired after the first language and the second language or Indonesian. Learning English usually starts from school. The inclusion of the subject in the national curriculum has ensured that students learn about it at all levels of their education, from elementary school through to higher education. According to Wachidah (2017: 2), it is emphasized that the initiation of English learning should not primarily revolve around rule explanations. Instead, learners should engage in gradual exposure to spoken English, allowing them to acquire language skills over time naturally.

English language learning at the school level encompasses the development of listening, speaking, reading, and writing skills. Elementary schools lay the foundation for these skills by teaching the fundamentals of English, which include vocabulary, grammar, pronunciation, and spelling. However, mastering proper pronunciation remains a persistent challenge for many learners, even those who exhibit proficiency in other language skills. Accurate pronunciation is particularly crucial for elementary school students as they embark on their English learning journey.

Pronunciation stands as a pivotal aspect in determining an English learner's proficiency. For example, when conversing in English, listeners may not always consciously evaluate the speaker's pronunciation, especially when conversing with native speakers or individuals accustomed to using English regularly. However, how a speaker

articulates words can profoundly influence the impression formed and shape the tone of the conversation. Hereafter, prioritizing pronunciation early in the learning journey can greatly bolster the overall communicative competence of English language learners.

Correct pronunciation of commonly used words heavily influences people's perception of your English-speaking ability. The pronunciation of English reveals many problems because the way of pronouncing English and the Indonesian language is different (Mariana & Sirapung, 2015). When communicating in English, using a good vocabulary is not the only factor that can grab attention. Proper pronunciation is equally important and requires attention. We must balance our rich English vocabulary with the ability to pronounce each word correctly. When we talk about pronunciation, we are referring to the study of sounds in spoken language. Concerning the chosen thesis title, we can discuss the concept of a sound system in phonology, specifically focusing on fricatives.

The significance of the study is to find out how the students at MAN 1 Bukittinggi produce the fricative consonants. Fricative consonants are produced by flowing air forced out through a narrow channel producing a hissing sound. This is supported by Davenport & Hannah (2005: 271) Fricatives are produced when the active articulator is close to but not actually in contact with the passive articulator, the position close approximation means that the air exists forced through a narrow passage between the articulator, resulting in considerable friction. The fricative is divided into two, namely the voiceless fricative consonants which consist of, ʃ, θ, s, and the voiced fricative which consists of v, ð, z, and ʒ.

This research is paramount because some of the students at the senior high school are not able to produce the fricative sounds correctly. They are not familiar with the English fricative consonants. Especially, v, θ, ð, and ʒ because the fricative does not exist in the student's mother tongue.

1.2 Theoretical Framework

This research aims to investigate any deviations in the English pronunciation of fricative consonants that are often carried out by the Students of MAN 1 Bukittinggi. In analyzing the data, the writer will refer to the following theories:

1.2.1 Interlanguage Phonology

Interlanguage phonology is a phonological description of how foreign languages or accents have been developed. According to Keys (2022), the actual procedures are involved at the phonological and phonetic level in terms of the transfer of knowledge and categories between the native language and the target language. So, these processes are phonetics or phonemics. These studies also explain certain phonological features that are easier to understand than others.

The term interlanguage first appeared in the work of (Selinker, 1969) which explained the process or transition from the source language to the target language using grammar that is temporary because its application is not stable. Selinker on the term "interlanguage phonology" argues that interlanguage is based on the theory that there is a pattern of psychological inactivity in the human brain, and is only active when there is an attempt to learn a second language. According to (Corder, 1981) Interlanguage is rarely used in communication which causes dilemmas in norms

because from the beginning IL never aligned it with norms when it was developed. In linguistics, the scientific development of language is usually stable and situational, but language will still change over time, so we cannot use language in one era or period as a reference. (Goober, 2022) states that interlanguage phonology could help identify the influences of the mother tongue and that interlanguage phonology can be used in diverse research subjects.

Interlanguage has the characteristics of a mother tongue and a second language, as well as its characteristics. So, the process is from the mother tongue then interlanguage, and finally target language. When learning through the process of students learning a new language, everyone usually has their form of interlanguage until someone has mastered the target language.

The results of Interlanguage can be seen in the wrong language used by someone who is not a native speaker of the language itself. This ability is also a characteristic in learning a language, by analyzing every mistake someone will be expected to understand more in their learning

1.2.2 Phonology and Phonetics

Phonology is a part of linguistics that studies of organization of speech sounds in language. Moreover, phonology is a branch of linguistics that concerns the sounds ways are used systematically in different languages to form words and utterances (Katamba, 1989: 1). Words of phonology also can be separated into, (phone) means (sounds + logy) a science, the conclusion is phonology is a science that study human sounds in language.

In addition, phonology is a system that analyses various phonemes based on their function. According to (Roach, 1991:217), phonology also studies the function of phonemes and the relationship between phonemes in the language. When we talk about how phones function in language, and the relationship among the different phones when in other words, we study the abstract side of the sound of language - we are studying a related but different subject that we call phonology.

Talking about pronunciation means talking about phonetics. Phonetics is the study of the physical production and perception of speech sounds. Katamba (1989) states, that phonetics is the study of the inventory of speech sounds that humans are capable of producing. Phonetics is the study that concerns how speech sounds are produced and perceived by the auditory system in humans.

Phonetics is related to the physical aspects of speech sounds. It studies differences in sounds without analyzing the meaning of the sounds and focuses on segmental science such as vowels and consonants. Therefore, the elements of phonetics include front and back vowels, consonants, rhythm, turbulence, sequence, and closed vowel sounds, among others. The difference between phonetics and phonology can be classified as follows: phonetics is concerned with the physical aspects and properties of speech sounds. In contrast, phonology focuses more on the mental patterns of the sounds.

1.2.3 Fricative

Fricatives are consonants with the characteristic that air escapes through a narrow passage and makes a hissing sound (Roach, 2009: 50). In English there are

several phonemes sounds that are not found in another language including fricative and affricative sounds.

Roach's classification of fricative sounds is divided into two:

	Labiodental	Dental	Alveolar	Palato-Alveolar	Glottal
Voiceless	f	θ	s	ʃ	h
Voiced	v	ð	z	ʒ	

There is an overall of nine fricative consonants in English: f, h, ʃ, θ, v, ð, z, h/, and eight of them (all except for /h/ are produced by partially obstructing the airflow through the oral cavity. These fricative consonants are different from each other based on the point of constriction in the vocal tract, which is also known as a place of articulation. The fricative consonants include labiodental [f[, [v], interdental [h], [ð], alveolar [s], [z], and palatal. Within each place of articulation, the fricatives differ in terms of the absence (voiceless) or presence (voiced) of vocal fold vibration. The voiceless fricatives are [f], [h], [s], while the voiced fricatives are [v], [ð], [z], [ʒ].

There are three positions of consonant distribution they are *initial*, *medial*, and *final*. The initial sound is defined as the letter that is at the beginning of the word. Medial sound is the position of the letter in the middle of the word. The final sound is the position of the letter in the last of the word.

The words that include nine sounds of fricative, for example:

    a. f: fat, coffee, and cough, stuff.

    b. v: vat, dove, and gravel, of.

    c. θ: Think, arithmetic, and month, theme.

d.   ð: the mother, teeth, this.

e.   s: sap, fasten, and pass, said.

f.   z: zip, lies, and pads, zoom.

g.   ʃ: sure, deduction, and logician, sheet.

h.   ʒ: dedication, television, and decision, vision.

i.   h: who, hole, and whole, hard.

1.2.4 Pronunciation

Pronunciation is the act or result of producing speech sounds, including articulation, stress, and intonation, often concerning some standard of correctness or acceptability. Pronunciation refers to how words are spoken or pronounced in the English language. It is directly linked to one's speaking skills. When starting a conversation in English, one's pronunciation is one of the first impressions that the other person will notice. People can easily judge someone's English proficiency based on their pronunciation. (Levis, 2015) states Pronunciation is a significant part of our social life because the way we speak reflects our identities, and indicates our association to particular communities.

When communicating in English, it's not just about having a good vocabulary or grammar skills. Your pronunciation is also a crucial aspect that you should pay attention to. You need to balance your rich vocabulary with the ability to pronounce each word correctly. This will help others feel more at ease when communicating with you. Avery (1992:13) States knowledge of the English sound system will aid you in identifying and isolating the most important pronunciation problems of the students.

Pronunciation is the act of speaking words correctly in English, and it is essential for effective communication. It's important to speak clearly and precisely, even if it means taking your time. Others will appreciate your effort to communicate effectively. It is also because English-speaking ability has become a must, especially for those who want to advance in certain fields of human endeavor Al-Sibai (2004).

1.2.5 Psycholinguistics

Psycholinguistics studies the psychological and neurobiological aspects that enable humans to acquire, use, and understand language. Psycholinguistics describes the psychological processes involved in language use, acquisition, and communication. Psycholinguistics aims to find a theory of language that is both linguistically and psychologically acceptable to explain language nature and acquisition. In other words, psycholinguistics attempts to explain how language structure is acquired, used in speech, and comprehended. Levelt (2013) states that psycholinguistics is the study of the mental processes and skills underlying the production and comprehension of language, and the acquisition of these skills

According to (Nur, 2008:11) Psycholinguistics is a study of the use of language and the acquisition of language by humans, humans as actors and at the same time users of language so that systems that exist in humans will be able to explain how humans can capture other people's ideas and how he can express those ideas own ideas through language, both in writing and orally. Linguistics in general is commonly referred to as the science of language or the science that takes language as the object of study. According to the object of the study, Linguistics can be divided into two major branches, namely micro linguistics and linguistics macro linguistics.

The object of study in micro-linguistics is the internal structure of language itself including the structure of phonology, morphology, syntax, and semantics. While the object of macro linguistics is language concerning language factors outside the language such as sociological, psychological, anthropological, and fields such as sociolinguistics, psycholinguistics, neurolinguistics, and ethnolinguistics.

1.2.5.1 First Language Acquisition

Language Acquisition is a process whereby children achieve fluent control of their native language (Varshney, 2003:307). The capacity to comprehend and use language is a genetic inheritance, but the specific language that children learn is culturally and environmentally transmitted. Children all around the globe learn their first language naturally, without any formal instruction. For instance, a child growing up in an English-speaking community will develop fluency in English, while a child in an Indonesian-speaking community will become fluent in Indonesian. Language acquisition thus appears to be different from the acquisition of other skills such as swimming, dancing, or gymnastics. Native language acquisition is much less likely to be affected by mental retardation than the acquisition of other intellectual skill activities. Every normal human child learns one or more languages, unless he is brought up in linguistic isolation, and learns the essentials of his language by a fairly young age, say by six.

According to Chomsky (2009:101-102), language acquisition is a matter of growth and maturation of relatively fixed capacities, under appropriate external conditions. The form of Acquisition and use of language, the language that is acquired is largely determined by internal factors; it is because of the fundamental

correspondence of all human languages, because "human beings are the same, wherever they may be", that a child can learn any language. The functioning of the language capacity is, furthermore, optimal at a certain "critical period" of intellectual development. In addition to that, the term „language acquisition" is normally used without qualification for the process that results in the knowledge of one's native language (or native languages). It is conceivable that the acquisition of a foreign language, whether it is learned systematically at school or not, proceeds in a quite different way. After the critical age for language acquisition, the process of learning a native language may differ from that of a child due to neurophysiological reasons.

1.2.5.2 Second Language Acquisition

SLA is the process by which people learn a second language. Second-language acquisition is also the scientific discipline devoted to studying that process. The field of second-language acquisition is a sub-discipline of applied linguistics, and it receives research attention from various other disciplines, such as psychology and education. This field aims to systematically study the process of how individuals learn a language other than their native language. According to Ellis (1994), errors in learners 'language production are closely related to language acquisition; these errors are also related to interlingual and intralingual interference. Interlingual errors are errors in interference in the mother tongue, usually, students translate sentences in their first language into the target language verbatim. Intralingual happens because students make mistakes in the target language. After all, students do not know the target language specifically so that difficulties in using it. Second language acquisition or SLA is the process of learning other languages in addition to the native

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language. For instance, a child who speaks Hindi as the mother tongue starts learning English when he starts going to school. English is learned by the process of second language acquisition. A young child can learn a second language faster than an adult can learn the same language.

Language learning refers to the formal process of learning a language in a structured environment such as a classroom. Conversely, language acquisition refers to acquiring a language without any formal training or education. If you are in a foreign country where people speak a different language than your native language, you will need to acquire that language. This can be achieved through everyday interactions with native speakers in various settings such as marketplaces, workplaces, parks, and other public places. This is particularly true when learning spoken language.

1.2.5.3 Language Transfer

Language transfer has been a controversial issue in SLA for a long time. Its importance in second language learning has also been reassessed time and again. Along with the developments in research on language transfer, linguists have realized that the first language acts as a major factor in SLA (Ellis, 1990, p.297). There are shreds of evidence of L1 influences in every aspect of L2 learners' interlanguage: discourse, lexicon, semantics, syntax, morphology (including bound morphemes), phonetics, and phonology. To fully recognize the significance of language transfer, it is essential to closely examine its research developments and relative definitions at different stages. Language transfer research has experienced

unprecedented development no matter in depth or breadth. A detailed and close look at the historical background, the main hypotheses of different viewpoints, and their relative definitions of language transfer can provide us with a profound understanding of it.

1.2.5.4 Contrastive Analysis

Contrastive Analysis is a technique used to compare and contrast two languages by identifying their similarities and differences. It involves the systematic study of the Target Language (TL), which is the language that a learner is trying to learn, and the Native Language (NL), which is the language that a learner already knows. The objective of Contrastive Analysis is to identify the structural differences and similarities between the two languages being compared. (Shagi, 2014:6). The following 3 points are what to take into consideration concerning the Mainstream of CA:

1. The bulk of the

   The second Language Acquisition (SLA) field was concerned, however, with the prediction of errors.

   Positive transfer occurs where two languages are similar, and negative transfer or interference results when they are different. Khansir (2010) mentions that the contrastive analysis approach focuses on interference errors but neglects many types of learners' errors in learning the target language. There are two versions of CA. Lee (1968: 186) reported the assumption of the strong version of the contrastive analysis as follows:

1. That the prime cause, or even the sole cause, of difficulty and error in foreign language learning is interference coming from the learners' native language;

2. That the difficulties are, chiefly, or wholly, due to the differences between the two languages;

3. That the greater these differences are, the more acute the learning difficulties will be;

4. The results of a comparison between the two languages are needed to predict the difficulties and errors that will occur in learning the foreign language;

To determine what needs to be taught in a language, the best approach is to compare it to another language and identify the differences. By doing so, we can subtract what is common to both languages and focus on teaching the unique aspects of the language. This approach is called contrastive analysis, which has two versions, with the second being weaker. Wardhaugh (1970) argues that the weak version requires the linguist to use the best knowledge available to him to account for observed difficulties in second language learning. Comparing the learners' native language with their second language can help in understanding their performance. It's worth noting that the moderate version is preferred over the strong and weak forms. This version helps in predicting the results of a spelling error analysis conducted on the dictation section of the UCLA placement examination in English as a second language.

1.3 Review of Previous Studies

Five research are reviewed as the previous studies which are related to the topic of the fricative problem.

The first study that the writer reviews is *Pronunciation Errors Among Malaysia Undergraduates in English for Oral Communication Course by* Chester *Sherralyn Jeoffrey Pudin, Nik Zaitun Nik Mohamed* (Pudin, 2021), The Study focuses on the mispronunciation of Malaysian undergraduates' student at a Malaysian institution and to provide explanations for these errors by comparing the phonetic systems of English and Malay, especially on oral communication course. This paper also mentioned error analysis run out by the teacher to identify the technique and help the teacher to learn and teach a new language.

The subject of this study is a Malaysian undergraduate student who often classifies by saying a wrong pronunciation. The factor that contributes to this problem is language overlapping. In Malaysia overlapping between the Melayu and English languages is very common, these things can happen because the fact Melayu language has borrowed many English words such as restaurant, pocket, sofa, etc. The effect is they tend to omit the last consonant and mispronounce English words in all these Melayu words, for example, the word "ticket" / tɪkɪt/ became 'tiket' /tɪket/ in Melayu /e/ in the second syllable, indicating that /e/ has been substituted for /ɪ/.

Two factors that influence cultural assimilation and environment were found to have similarities, particularly in a family environment, leading to widespread implications. In the critical period, parents should guide their

children's exposure to additional languages beyond their mother tongue to help them master their initial understanding of these languages. In addition to parental involvement at home, every parent must be aware of their duties and roles in fostering language in children even though naturally a person's language will experience development, in line with increasing reality or life experience. A person's language will experience development from time to time according to age, a healthy environment, and intellectual development. Parental motivation and intervention in the development of children's language facilitates and can accelerate children's language development through language development carried out by parents, in an effective way, directed, planned, and sustainable. The writer also mentioned that for someone in the phase of language transfer, mispronunciations can be predictable which makes it easier to explain the rationale for the mispronunciation.

The strength of this research is by using a qualitative approach It is more detailed and in-depth, considering that this research focuses on quality. The research results can describe a realistic view of the social world that has been experienced by the informants, where this cannot be measured numerically. The downside is that the author should focus more on how things like this can be reduced.

The second study discusses *"An Analysis of Interlanguage Performed by Students of an Islamic Boarding School in Tasikmalaya" by Azies. F* (Azies, 2016). This study discusses several studies that focus on the phonological, lexical, and syntactic forms of English language learners' interlanguage, and

finding out whether there are any differences in the interlanguage of the learners of different grades.

The subjects of this research were 24 learners of the first, second, and third grades of an Islamic boarding school in Tasikmalaya. The research is also focused on two aspects of psycholinguistics language transfer and overgeneralization. The approach that is used in language transfer is language identification and interference by using a pattern in the native language. Besides language transfer, the other psycholinguistic process that becomes the focus of this study is that of overgeneralization, The goal of overgeneralization is to extend the pattern of TL by using an analogy. In this method, the learner will expand the grammatical pattern so that words use a structured pattern.

In the research data writer found out the students can't pronounce several words such as fricative sounds [f] and [v] and they tend to switch them to the plosive sound [p]. It happens because the majority of the students are Sundanese which makes it difficult for them to say [f] or [v], but not all of them can say the word some of the others can say correctly.

The writer aims to provide teachers with a reference to use as teaching material. The writer also makes a point that the learner's language system is not the mother tongue or second language, but contains elements of both. Therefore, mistakes do not need to be seen as a sign of failure, but as evidence of the development of a learning system. While the behaviorist approach leads to a teaching method that uses practice and sees mistakes as a sign of failure, the concept of teaching an interlanguage language is liberating and opens the way for communicative teaching methods. Since mistakes are considered a reflection of

the student's provisional language system and therefore a natural part of the learning process, teachers can now use teaching activities that do not require constant monitoring of student language. Group work and pair work are suitable tools for language learning.

The third study that the researcher reviews is *"Students' Difficulties in Pronouncing Fricative Consonant"* by Imam Situmeang (Situmeang, 2020). This paper focuses on the problem of students' difficulty in pronouncing fricative consonant sounds and the factors that make it difficult. This study also focuses on the articulation of several fricative consonants and students' pronunciation errors.

The finding of this study is the cause of the problem in student pronunciation by nine fourth-semester students of TBI-2 Faculty of Tarbiyah and Teacher Training IAIN Padang Sidimpuan in 2018/2019 reveal that several problems such as the influence of the mother tongue, failure in use borrowed words, lack of knowledge about English fricative sounds, prefer to speak Batak than English and lack practice pronunciation of English fricative sounds. In this study, the researcher also mentioned that the students' dominant difficulties in pronouncing fricative consonants are producing sounds/θ/ and sound /ð/ in various position sounds in the word such as initial, medial, and final word position.

The Strength of this research is the researcher makes the explanation easy to understand. The researcher also provides the reason and the problem in

pronouncing fricative consonants. However, the weakness of this research is giving the data in general, even though is research uses a qualitative approach, it seems the researcher does not go into too much detail in explaining the results of his research.

For the fourth study, the researcher reviews "*A Study of Pronunciation Problems of English Learners in China*" by Zhang (Zhang, 2009). This study reveals and analyzes the factors that cause problems that often occur in students in China when learning English. Influencing factors include interference of Chinese to English, students' age, attitudes, and their lack of knowledge of English phonological and phonetic systems, etc.

The findings of this study are the writer found out the students can't pronounce several words such as fricative sounds the English [r] and [ʃ] are very different from the Chinese [sh] and [r]. For example, the words 'English', 'pronunciation', 'rose', and 'rise' are sounds awkwardly heard when they are produced by ESL learners. The researcher also explains the difference between the Chinese and English phonological systems can naturally increase awareness of the differences between the two sound systems between languages. Imitating, listening, and speaking, Reading aloud is a good suggestion for pronunciation improvement of English learners. Of course, there is still a long way to go for English pronunciation learners.

The strength of this research is the researcher provides a comparison of the two languages, English and Chinese. For example, the researcher makes a

point that the words of a native speaker can't pronounce the words. The weakness of this paper is the author should use tables to explain the results of the data so that readers can easily understand them.

The fifth study discusses "*Indonesian Pronunciation Skills of Korean Speakers as Indonesian Language Program for Foreign Speakers Learning Materials*" by Sitaresmi, (Sitaresmi, 2022). This study aims to investigate the skills and error pronunciation by Korean Youtubers' Ujung Oppa and the results are expected to be used as learning materials for Indonesian language learners.

The findings of this study are that Korean Youtubers' tend to pronounce the Indonesian language properly, but they make a few mistakes such as changing phonemes, omitting phonemes, and adding aspirated sounds due to their mother tongue for example Bandung Oppa friends are pronunciation changing by changing the phonemes [ə] to [u] and [l] to [r]. This condition is due to the influence of her native language, namely Korean Bandung Oppa frequently added aspirated sounds in the form of [h] to the phonemes [b], [p], [s], [k], [j], [g], and [t].

The strength of this research is the writer makes a table transcription that makes it easy to understand. In the table transcription, the writer also mentioned phonemic changes, phonemic transcriptions, and several data. The weakness of this research is the data limitations that make the research results not specific.

1.4 Research Questions

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

1. How are the English fricative consonants produced by the students at MAN 1 Bukittinggi?

2. What are the factors that influence the errors in pronouncing the fricative consonants?

1.5 Objectives of the Study

The research objectives according to the research question are:

1. To Find out the error pronunciation of the fricative sound of students MAN1 Bukittinggi.

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

1.6 Scope of the Research

The study is concerned with the phonological process of English fricative terms that are used in a student's pronunciation, the focus of this study is to investigate and analyze the error in the student's pronunciation of fricative consonants. The study result is the writer can identify the factors that cause errors in the student's pronunciation of fricative consonants. The main theories used to answer research questions were 1 Giegerich's theory (2005) and 2 Ellis's theory (1994). The study aimed to identify errors in English fricative pronunciation among MAN 1 Bukittinggi Students and understand the reasons behind them. This study is limited to the errors in the pronunciation of fricative consonants of EFL Learners of students at MAN 1 Bukittinggi.