

CHAPTER I

INTRODUCTION

1.1 Background of The Research

As Indonesians, English is typically considered a second language. The term "second language" is divided into two different types in two different fields, psycholinguistics, and sociolinguistics, as stated by Richard (2010), second language is any language learned after the learner's mother tongue, however, it is contrasted with the term foreign language, which refers more specifically to a language that is widely spoken in a country or region, even though many of its speakers may not speak it as their first language. Psycholinguistics is dealing with the mental process of the study and acquire the language, while the sociolinguistics is dealing with the social status of the language. Second language Learning is the process when the learner trying to learn and acquire the second language as described initially by Ellis (2003, p. 3). During the process of acquiring the second language (L2), the learners must find some difficulties in pronunciations of the L2.

Interlanguage is very important to be described and delved here because the L2 learners of second language often commit the pronunciation errors while trying to acquire the L2. The pronunciation errors occur during the learning process. The pronunciation errors occur due to the differences between Indonesian and English phonological systems.

Interlanguage may have occurred as the development of the language learners through the process of the learning and acquiring language, it is also described that one of the aspects in learning language is dealing with phonology. Interlanguage phonology is very important to describe because most of the students found it difficult to pronounce English consonant. To analyze this language phenomena, I used the error analysis to delve

into the problematic English fricative consonants. The reason behind choosing the fricative consonants over any other speech sounds is because I observed that most of the L2 learners often faced struggles in pronouncing the English fricative consonants, especially the problematic one. Therefore, this researcher wants to focus more on the English fricative consonants because this kind of speech sound is considered the easiest to analyse and the most found error in the language learner's pronunciation.

This research is conducted in the Darul Arafah Raya Islamic Boarding School, which is in Lau Bakeri, Deli Serdang, North Sumatera. The reason why this research matters and happens is because as the graduated student of Darul Arafah Raya Islamic Boarding School, who experienced this language phenomena for over the years, I observed that the students have a lack of knowledge of phonological awareness, this can be showed by the student's pronunciation in the weekly speech contest that the researcher watched while doing the survey to the school, so this research happens to enlighten the students about the phonological awareness especially in pronouncing the English fricative consonants and improve their skill in acquiring the L2.

In this Islamic boarding school, English is considered a second language, and the students typically pronounce the words without knowing the phonemics properly, while the Indonesian and English phonemic systems are entirely different. According to Pallawa (2007), there are some differences in linguistic systems, either in L1 or L2, that cause the difficulties for the students to learn and acquire the L2 correctly, especially in the phonological system; thus, the pronunciation errors of fricative consonants are commonly found in their English pronunciations, since the Indonesian language does not have the sound of some problematic consonants, such as “v, f, ð, θ, s, z, ʒ, ʃ, h.” I have experienced it by myself, as the graduate student of Darul Arafah Raya Islamic Boarding School, I

admit that I made errors in producing English fricative consonants and have a weak perception on it, because at that time, I tend to pronounce the words based on what I heard and the environment around me. For example, as it shown in the weekly speech contest video, the student pronounced the word /in frʌnt/ as /ɪm prʊnt/*. Also, the common errors that the researcher found in the student's pronunciation is /prɒfit/ → /prɒpət/*. Therefore, this research happens because I wanted to know their speech production on fricative consonants and their speech perception on it. The researcher analyzed the errors committed by the students and explained how the errors committed in the place of articulation and manner of articulations, then analyzed the factors that caused the errors.

1.2 Research Question

Based on the background explanation above, I would like to observe several problems that might be the cause of the pronunciation errors on the English fricative consonants that was typically found in the student of Darul Arafah Raya Islamic Boarding School's pronunciation while reading the text loudly. By doing this research, my goal is to know what are the causes of those errors. To answer the issues mentioned above, the researcher formulated the research questions as followed below:

1. What are the types of speech production errors of the English fricative consonants committed by the students in Darul Arafah Islamic boarding School?
2. What are their speech perceptions about the English fricative consonants and the factors that causes the errors?

1.3 Objective of the Research

The research objectives based on the research question are:

1. To explain what are the types of errors in pronouncing the English fricative consonant errors are produced by the students of Darul Arafah Raya Islamic Boarding school

specifically in which part of the errors are committed, is there any transformations from the place of articulation and manner of articulation in their reading text by analyzing their pronunciations.

2. To describe their speech perception about the errors in English fricative consonants made by the students and what factors caused the errors.

1.4 Focus of the Research

This research focuses on the error in pronouncing English words which contained the English fricative consonants by some students of Darul Arafah Raya Islamic Boarding School. In second, this research will be focused on how the students perceive the English fricative consonants and the aspects that caused the errors; therefore, this research investigated the factors that shape the student's perceptions on some problematic English fricative consonants. The errors are divided into two categories: types of errors and causes of errors.

1.5 Methods of the Research

In this research, I used the field research with the qualitative method because the target of this research is to analyse how the students produced and perceived the English fricative consonants in their speech by using the *syllable structure theory by Giegerich (2005) and Interlanguage by Gass & Selinker (2008)* and production of English consonants by Katamba (1996).

The reason why I applied qualitative method is because, in order to analyze the data, I need to collect the data by recording the speech and interviewing the participants, then describing the phenomena in such a way the students errors in pronouncing the fricative consonant in their speech and the reasons and the factors behind why this phenomena can

be happened, what are in their mind while perceiving and producing the sounds.

1.5.1 Data Collection

The data for this research were gathered by direct survey in the field research. To be able to do an analysis, I recorded the reading aloud through the contribution of third party as a teacher and language discipliner in that school, and I interviewed 20 students that comes from the same teacher, same class, and same environment, directly through online zoom video meeting and classify the errors in pronouncing the problematic English fricative consonants. This research used the purposive sampling as a sampling technique by Mills & Gay (2016). This technique was chosen because I deliberately selected samples based on certain criteria that were in accordance with the research objectives. The sample criteria include: (1) 20 students from 11th grade of Darul Arafah Raya Islamic Boarding School (2) they taught by same teacher, and (3) they live in the same language environment with the same language system. This technique allows the researchers to obtain relevant and in-depth data related to pronunciation errors of fricative sounds. For the instrument of the research, I used the text that will be read by the 11th grade students of Darul Arafah Raya Islamic Boarding School.

1.5.2 Data Analysis

To analyze how the students committed the speech pronunciation and speech perception errors the English Fricative consonants and describe the errors based on the place of articulation and the manner of articulation aspects based on Katamba, I need to gather the data by using the phonetic representation by Katamba (1996, p.69) in the procedure of using the English sounds, syllable structure theory by Giegerich (2005, p. 130) and Error analysis by Ellis (1994, p. 58).

I also used the LDOCE (*Longman Dictionary of Contemporary English*) dictionary

and the *English Pronouncing dictionary* by Daniel Jones (18th ed) to helped me find out the word transcription of the spoken words by each participant. After collecting the data, I used the syllable structure theory by (Giegerich, 2005) and interlanguage theory by Gass & Selinker (2008) and Error Analysis by Ellis (2003) as the main theories to answer the research question number one and number two, then supported by Katamba (1996) on the theory of English fricative consonant.

1.6 Definition of the Key Terms

Interlanguage:	The unique linguistics system that occurred by the language learners during the process of acquiring the L2 because the influence of the L1 interference. (Gass, & Selinker, 2008, p. 152)
Fricative consonant:	Type of sound was produced by forcing air through the narrow channel formed by the close approximation of two articulators in the vocal tract, typically resulting a hissing sound. (Gutt, 2009, p. 27)
Speech production:	The process of how speak is learned, involving the acquisition of the patterns of the automized muscular activities and packed with the mental formation of the mental representation and sound sequences. (Gutt, 2009, p. 41)

Speech perception:	The mental process by which a listener interprets the acoustic signals they hear as meaningful messages rather than just a random sequence of sounds with varying frequencies and volumes. (Gutt, 2009 p. 195)
Interlingual Factor	The error occurred as the influence of the L1 interference. (Richard, 1971)
Intralingual factor	The errors occurred as the influence of all the factors other than L1 interference, such as overgeneralization, ignorance of the L2 rules, and the false concept hypothesis of the L2. (Richard, 1971)
Contrastive analysis:	Linguistics methodology used for comparing languages to determine potential errors for the ultimate purpose of isolating what needs to be learned and what does not need to be learned in a second-language-learning situation, in order to achieve the better goals in acquiring the L2 (Gass, & Selinker, 2008, p. 96)
Error Analysis	error analysis is a branch of applied linguistics that focuses on the systematic study of language learners' errors to understand the processes of second language acquisition (Ellis, 1994, p. 48).