CHAPTER I
INTRODUCTION

1.1Background of the Research

When you know a language you know the sounds of that language and you are able to create a word from that sounds (Fromkin, 2013, p. 189). According to this statement, the sounds of a language influence the leaner's understanding of a language. There are some aspects that influence understanding a language. One of them is the way a non-native speaker perceives the speech sounds of language. The way includes He/She understands the pronunciation of words in spoken and written forms.

Pronunciation is due to the fact that English spelling is not correlated to the pronunciation of the words. It is inconsistent particularly in pronouncing words. The same pronunciation might be applied for the different spelling of names. For instance, the terms: *too, to*, and *two*. All these words are pronounced [tu:]. In the Indonesian phonological system however, the speakers pronounced a word based on its spelling. The word *buku* is pronounced [buku], the same way it is spelled.

The EFL learners find it difficult to pronounce the English words due to the English writing system. The pronunciation error is divided into four types. One type of errors is spelling pronunciation which refers to the learner tendency to pronounce words exactly the ways they are written (Jam, 2014, p. 135). The following words written in the same ending might be pronounced differently. For example, the words ending in *-ough*might be pronounced differently. For instance, *though* [ðoʊ], *plough* [plaʊ], through [θru:]. This inconsistency of the English pronunciation influences the EFL learners in pronouncing the English words correctly.

The influence of the first language in acquiring a second or foreign language is another aspect of understanding the language. The speaker's age, nationality, and

phonetic inventory of the first language play an important role in acquiring a new language. These influence the learner's pronunciation ability (Kim, 2014, p.142-14). For instance, the interdental consonant [θ] does not exist in the Indonesian phonological system, so that it is difficult for the EFL learners to pronounce it correctly. This phoneme is often pronounced [t] because there is no [θ] in Indonesian. The word, think [θiŋk] is often pronounced [tiŋk]. This fenomena was found in a class produced by some students. This shows that [t] and [θ]are voiceless. Both of the consonants are different in manner of articulation in which [t] plosive or stop, while[θ] is fricative. They are also different in terms of the place of articulation, in which [t] is alveolar but [θ]is interdental.

Another problem faced by the EFL learners is in the case of pronouncing the interdental [ð]. They find it difficult to pronounce the word *them*. It is often pronounced [dem]. The example is one of data which is produced by the participants. This is also due to the absence of the interdental [ð] in the Indonesian phonological system. They find it difficult to pronounce it, and try to change it into the closest sound to it, that is, the alveolar [d]. So, it is pronounced [deɪ] instead of [ðeɪ]. In this case, [d] and [ð]are the same in voicing in which [d] is voiced and [ð] is also voiced. In terms of the place of articulation, [d] is alveolar but [ð] isinterdental. Based on the manner of articulation [d] is plosive or stop but [ð] is fricative.

The substitutions which occurred in those examples are error in pronouncing. The error is due to the absence of interdental in the first language. For instance the phoneme: [θ] as [t] or [ð] as [d]. The error is due to difficulties in both production and perception. Then, the errors refer to the two aspects are articulatory difficulties and different perception (Cheon, 2005, p. 15). This thesis tries to find the error in pronouncing the fricative consonants through the participants' perception of those

phonemes. The researcher focuses on the differences in perception as the aspect of the error in production.

1.2 Research Question

Based on the description above, it is clear that pronouncing the English fricatives may be problematic for the EFL learners because of the difference in phonological systems and the interference of the first language. Therefore, it is significant to state the problems as follows:

1) What are the speech perception of the 2016 year students of the English Department about the English fricatives [f] [v] [z] [s] [θ] [ð] [ʃ], and [ʒ]?

2) What are the causes of their speech perception about these English fricatives?

1.3 Objectives of the Study

Based on the problem statements above, the objectives of this research can be formulated as follows:

1) To describes the speech perceptions of the English fricative by the English Department students, the year of 2016.

2) To explain the causes of their speech perception about English fricatives.

1.4 Scope of the Study

This research focuses on the inter-language phonology, especially the speech perception. This study observes the speech perception of fricatives by the English Department students of AndalasUnversity, the year of 2016. It is limited to the English fricatives in order to describe them thoroughly. Besides, these fricatives often hinder the EFL learners to improve their fluency in pronunciation compared to the other

consonants. In other words, these fricatives cause the pronunciation errors the most. This study is also limited to the speech perception because in learning language understanding is prior to the speech production.

1.5 Methods of the Study

The English Department Students, the year of 2016, is the population in this research. The type of this population is named as finite population. The populations which are determinated by the total number or limited by number is categorized as finite population (Jaya, 2013, p. 21). The year of 2016 made the population is finite. They are the sample of English Department Students of Andalas University.

There are some techniques needed in doing the sampling. They are simple random sampling and proportionate stratified random sampling. The proportionate stratified random sampling is suitable for this population because of the proportional with the level's aspect (Jaya, 2013, p.37). The level is sex which refers to female and male.

1.5.1 Informant/Source of the Data

Participants of this research are the English Department students, the year of 2016. The students have already passed some required subjects, that is, P*ronunciation, Listening,* and *Phonology.* It is assumed that the participants have experienced the L2/FL. The participants in this research will consist of 20 students. Accoring to Tuckman's formula, to calculate the total sample in this research we can use the following formula**:**

$$n = \frac{z^2}{e} \ p \ q$$

N= besarnyasampel

Z= proporsidibawahkurva normal padatarafnyatatertentu

E= sampling error ataugalat sampling

P= besarnyaproporsikelompokterhadappopulasi

Q= 1 p

Based on the formula above, it could be:

N= $\frac{z^2\ p\ q}{E}$ = N= $\frac{1.96\ .1\ .1.1}{0,1}$

N=$\frac{1.96}{0,1}$

N=19, 6 (20)

Note: e = 10%

The total number of sample in this research is 20 partcipant. The proportional of each participant investigates from the sex's level which refers to the how many females and males that involved in this reseach. To know the number of each proportion, it needs the new formula to answer it. The following formula helps to know the number.

P= $\frac{JumlahAnggota\ Strata}{JumlahAnggotaPopulasiseluruhnya}$

P^{female} = $\frac{60}{80}$ = 0.75

P^{male} = $\frac{20}{80}$ = 0.25

According to Jaya said the proportion of level get from the result of female's proportion multiplied by the total number of sample (Jaya, 2013, p. 38). So, female's proportion = 0.75 x 20 = 15 and the male's proportion = 0.25 x 20= 5.

The English Department Students, the year of 2016, had different mother tongue or first language. There were some of partcipants spoke Minangkabau language. The rest

participants spoke Indonesian. The phonological system of two languages is the same as the aspect of absence of the fricative consonants especially interdental and palatal.

1.5.2 Collecting the Data

Collecting the data was purposed to get the lingual data from 20 participants. The participants were chosen based on their time availability to involve in this research. In doing this research, the media used during collecting data was the tape recorder. The data were the utterances which consisted of the words containing the English fricatives. The participants were asked to listen to the words consisting of the fricatives from the tape recorder. After listening to the recordings, they were asked to record their own voices. The total number of the sentences was 20 sentences which represented the English fricative consonants. The results of this test were recorded. Then, the data were transcribed by using the phonetic transcription.

1.5.3 Analyzing the Data

The data were classified and listed by using some tables. The sequences of the number were listed in the first column. The second column was comprised the words list of English fricatives. The third column contained the correct pronunciation. The fourth column was filled with participants' perception. The last column was used for the phonological contrasts between English and Indonesian. The causes of their speech perception were explained through the description based on the phenomena found in the test. The data analysis is described descriptively.

1.5.4 Presenting the Data

The results of data analysis were listed in a table. The first column consisted of the consonant substitution. The second column included the total number of incorrect pronunciation produced by the participants. The last column was the frequency of occurrence of the pronunciation errors.