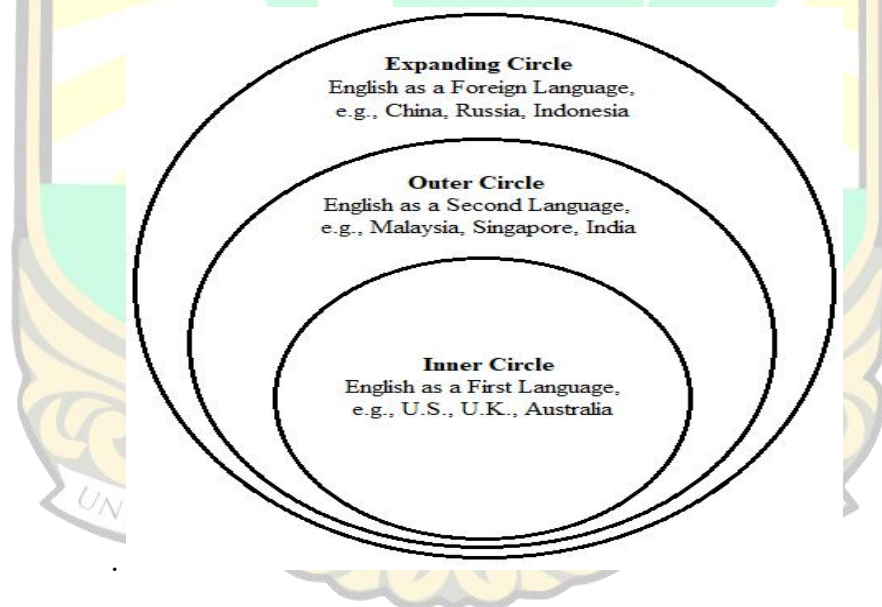


## CHAPTER I

### INTRODUCTION

#### 1.1 Background of The Research

Language is a means of communication that is used by humans to express their thoughts and feelings to each other. In this world, many languages exist and English is one of the languages that is used in all over the world. English is also known as a Lingua Franca. Lingua Franca is a language used by people who have different mother tongues in order to facilitate communication among them (Barotchi, 1994, p.2211). The role of English in each country is different, it can be as a First Language, as a Second Language, and as a Foreign Language. The role of English in this world has been explained by Kachru through the circle of world Englishes.



**Figure 1 Kachru's (1985) Three Circles Model of World Englishes**

Based on the circle of world Englishes, the role of English in some countries in Asia are as a Second Language and as a Foreign Language. The main focus of this research is the errors in pronouncing English words in the country that English plays a role as a second language especially in Malaysia. According to the EF EPI (Education

First, English Proficiency Index), Malaysia was the highest English proficiency level among the countries in Asia in terms of grammar, vocabulary, reading and listening (Thirusanku & Melor, 2014, p. 255). In this part, there is no explanation about English proficiency level of Malaysia in terms of pronunciation English words. Even though Malaysia has the highest English proficiency level in some English skills, committed errors in pronounced English words cannot be avoided by the Malaysian. It happens because there are some differences between English phonological system and Malaysian phonological system.

Furthermore, In Malaysian phonological system, consonants such as /v/, /ð/, /θ/, and /ʒ/ do not exist as in the English phonological system. This condition might cause the Malaysian students committed the errors when pronouncing English words. The errors produced by ESL or ‘Second Language (SL) learners’ is a result of negative transfer of mother tongue patterns into the learner’s second language (Ellis, 2008, p. 301-302). For instance Malaysian students may commit error when pronouncing the word “**with**”. They pronounce it /wɪd/ instead of /wɪð/, by replacing the sound /ð/ with /d/. The sound /d/ occurs as the influence of the first language of the students. Thus, the mother tongue plays an important role in pronouncing English words correctly. Furthermore, the learners tend to pronounce the word “bags” as /bægs/ rather than /bægz/. This phenomenon happens due to the lack of knowledge about Target Language (TL) or inappropriate perception of language learners toward TL.

Pronunciation errors committed by the learners also depend on their environment. Through this research, the writer wants to know about the extend of capability of Malaysian students in pronouncing English words. Malaysia is one of the countries that uses English extensively, which means their English skill is assumed to be quite

good. People who live in a country that uses English as their second language will have different capability in the process of learning language including the pronunciation. The research related to pronunciation error among the learners in a country that English is used as second language has not been conducted yet in English Department, Andalas University.

### **1.2 Research Questions**

1. What kinds of pronunciation error committed by Malay college students ?
2. How does their first language interfere their English pronunciation ?

### **1.3 Objectives of the Research**

The objectives of this research are related to the research questions. Thus, the aims of this research are :

1. To find out the types of pronunciation error committed by the Malaysian college students.
2. To find out how their first language interferes their English pronunciation.

### **1.4 Scope of the Research**

This research is limited to how language interference influences the pronunciation errors committed by college students at Universiti Malaysia Pahang. Then, this research is limited to the types and causes of errors also. Interference can be viewed from phonological, grammatical, lexical, and orthographical perspectives (Berthold, Mangubhai, & Batorowicz). This research, however, focuses on the interference of the first language phonological systems on the second/foreign

language. Interference plays an important role in learning second/foreign language. Then, this research focuses on pronunciation errors when pronouncing consonant and vowel (monophthong) only.

## **1.5 Methods of the Research**

### **a. Informant / Source of Data**

The data of the research were taken from the pronunciation produced by the third year students of Engineering Universiti Malaysia Pahang (UMP) especially Industrial Technology Management major. Students as participants in this research consist of 15 students (8 female, 7 male). Fifteen students (30%) of fifty students of Industrial Technology Management are involved in this research. This research just taken 15 students because the research focus on Malay ethnic group meanwhile the rest of students are Chinese and Indian.

### **b. Data Collection**

The data were collected when the writer did community service program (KKN) in Pahang, 2019. The data were collected outside the classroom by asking the participants to read a loud a list of words provided for them. Then, their pronunciations were recorded. The writer listened to the recording and transcribed their speech sounds. Furthermore, to make sure the correctness of pronunciation produced by the participants, the recording of their pronunciations were played many times and compared it with the pronunciation from dictionary sound. Then, the sounds were divided into correctly or incorrectly sounds. Lastly, the writer put the incorrect sounds into a table and analysed the pronunciation errors.

### **c. Data Analysis**

In this step, the data were analyzed to find the types and the causes of the pronunciation. Then, the data were categorized the type of error by determining the omission, addition, and misinformation. Finally the writer described the causes of the errors. For example, in pronouncing the word 'with' - /wið/, two participants pronounced it as /wid/. The type of error is misinformation because they replaced the sound /ð/ with /d/. The replacement of consonant sound is classified as stopping, in which the participant substituted fricative sound into stop sound. In addition, the error is caused by interference of mother tongue, the sound /ð/ does not exist in Malaysian phonological system. Thus, the participant replaced the sound /ð/ with /d/.

#### **d. Presenting the Data**

The writer presented the result of analysis descriptively. Firstly, consonants and vowels were categorized and in what word it occurred. Then, the correct and the incorrect sounds were determined. Lastly, the incorrect sounds were put into a table and explained the sounds one by one.

