

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Research

Orthography is a system of spelling in a language (Hornby, 2010). *Ortho-* is derived from Latin meant “straight”, “upright”, “right”, or “correct.” It is a prefix, usually used in the formation of compound words. It is a conventional spelling with reference to its correctness. It is the way a particular word is written. Meanwhile, *-graphy* means a combining form denoting a process or form of drawing, writing, representing, recording, describing, etc., or an art or science concerned with such a process.

Orthography in the field of phonology uses phonetic symbols to show a system of spelling language. Phonetics is the study of the inventory of all speech sounds that humans can produce (Katamba, 1989, p.1). In phonetics, we normally use the IPA (International Phonetic Alphabet) Chart. We use the phonetic symbols as listed in the IPA Chart to transcribe the speech sounds from all human languages. Phonetics is one basic concept to understand phonology. Phonology is the branch of linguistics that investigates how sounds are used systematically in different languages to form words and utterances (Katamba, 1989). The present research would examine how the sound are used by Indonesian students towards English language.

The Indonesian students learn English after they learn their native language that may interfere with their second or foreign language learning. Based on Kachru (1985)

three-circle model of world English, the Indonesian role of English as a Second Language is the same of several countries in Asia. Some differences in phonological system and competence among Indonesian and English make a different speech perception of Indonesian students for producing several sounds. The speech perception of EFL students can be analyzed by using phonetics.

In learning English as a foreign language, an EFL student may find it difficult to pronounce certain words because of the difference in spelling. The article was written by Okeke (2008) entitled *Spelling and Phonetic Inconsistencies in English: A Problem for Learners of English as a Foreign/Second Language* shows the inconsistencies of English orthography. There may be no correlation between spelling and pronunciation. The EFL students may find it difficult to pronounce words like *although*, *through*, *cough*, *hiccough*, and *plough*. They have the same ending *-ough* but are pronounced differently. They are pronounced respectively [ɔ:lðəʊ], [θru:], [kɒf], [hɪkʌp], and [pləʊ]. As stated by O'Grady et al (1991) one orthography problem is the same letter can represent different segments in different words.

The inconsistency of the English writing system may cause errors in pronunciation. According to Jam et al (2014, p. 135), the learner's tendency to pronounce words exactly the way as they are written is one source of pronunciation errors. Indonesian EFL students tend to pronounce an English word based on their perception of the Indonesian spelling system. They tend to pronounce the words like thesis as \*[θesɪs] instead of [θi:sɪs] because in Indonesian the letter 'e' is usually pronounced [e]. On the other hand, the letter 'e' in English may be pronounced [i:] or [i], [ɪ] or [ə]. In English, the word *build* is pronounced [bɪld], the letter 'u' is not

pronounced. The EFL students, however, tend to pronounce it \*[build] because in Indonesian a letter is pronounced as it is written. English and Indonesian have different phonological systems. English has 42 phonemes, whereas Indonesian has only 30 phonemes (Dardjowidjojo, 2009). The difference in number may cause pronunciation errors because the EFL students are not accustomed to pronounce certain sounds.

The present research focuses on analyzing the effects of orthography on the EFL students' speech perception and production based on the students' utterances. One example of the influence of orthography is the matter of pluralization . When the students utter consonant [s] and consonant [z] for words "**books and pens**" in the same way of pronunciation with consonant [s]. This is a sample of an orthography problem where the same letter can represent different segments in different words. The letter *s* represents the different segment which is pronounced [s] or [z], somehow EFL students also have a perception to read the letter *s* as it is written.

The utterance shows student's perception of producing sounds in English. The pronunciation of **books** and **pens** is different, **books** is preceded by voiceless consonant [k] and the pronunciation is with [-s] consonant. Otherwise "pens" is preceded by voiced consonant [n] and the pronunciation with [-z] **penz**. The deeper analysis of orthography problem would be discusses more in this research.

In this research, the writer would like to observe the effects of orthography on the EFL Students' speech perception and production as viewed from interlanguage phonology. The EFL students may produce varying speech perception and production. What they have acquired along their learning process can be seen in their speech

production. Some of the native language syllables can be transferred to the target language but some were difficult because of the interference of the native language. The important of this research to show the difficulty of EFL students to pronounce a certain of English vocabulary and hopefully can improve their pronunciation skills

## **1.2 Identification of the Problems**

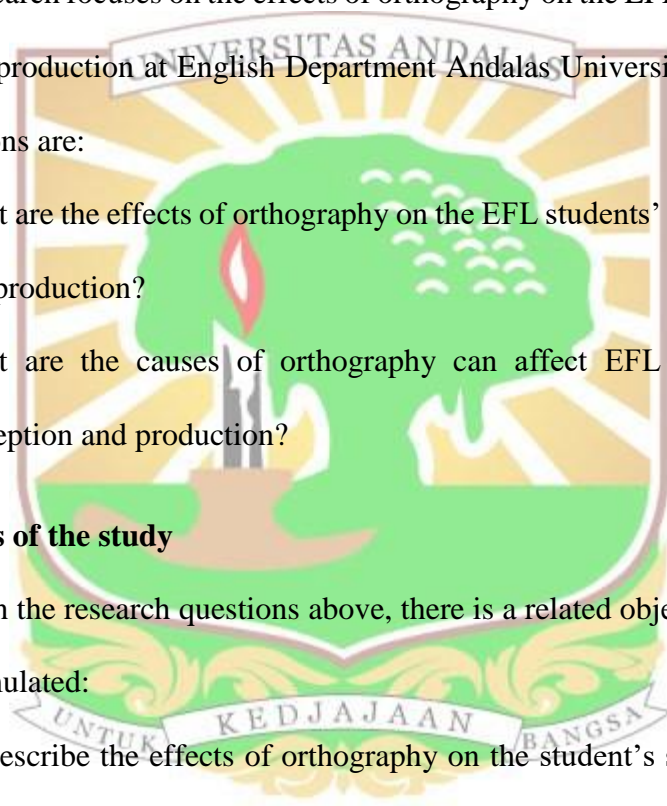
This research focuses on the effects of orthography on the EFL student's speech perception and production at English Department Andalas University. Therefore, the research questions are:

1. What are the effects of orthography on the EFL students' speech perception and production?
2. What are the causes of orthography can affect EFL students' speech perception and production?

## **1.3 Objectives of the study**

Based on the research questions above, there is a related objective of the study that can be formulated:

1. To describe the effects of orthography on the student's speech perception and production.
2. To explain the causes why orthography affects their speech perception and production.



#### 1.4 Scope of the Research

This research focuses on those orthography problems which might influence a number of English Department students speech perception and production in the year of 2016, at the Faculty of Humanities, Andalas University. This research is limited only to the sounds of English fricative sounds to provide more explanation. According to Nst (2020), fricative sounds often hinder EFL learners to improve their fluency in pronunciation compared to the other consonants. The statement shows that fricatives is problematic and frequently cause pronunciation error. Other consonants and vowels or semivowels are not of interest because of the limited time and effort. In analyzing the data the theory of *five English Orthography problems* by O'Grady et al (1991) and *Markedness differential hypothesis* theory proposed by Eckman (1977) which is based on phonology theory of markedness would be useful to analyze the data.

#### 1.5 Method of the Research

This research applied descriptive qualitative research method. Qualitative research presents directly the language data obtained in the field according to its use. Stratified random sampling helped to assert the source of data. The population of this research is the students of the English Department in Andalas University the year 2016. Based on Ackoff 1953 as recited on Taherdoost (2016) the purpose of this sampling is to ensure that every stratum is adequately represented. The stratum of pronunciation skill based students score in the Pronunciation class are adequate in three stratum.

Fifteen students that participated in this research are chosen because of their availability at a given time and willingness to participate in this research. The



population is divided into three strata from 15 students of English Department Andalas University based on their score in Pronunciation class. The division is, 3 students who marked A and A-, 6 students marked B+ and, 6 students marked B- until E. One type of verbal report data is recalled where the participants ask to do the following activity in this research is reading with some stimulus from written text. The analysis will be qualitative which indicates student's speech perception.

In this research, the data were collected by asking the participants to read a list of sentences containing fricative sounds and they make a record of their reading. The data were the utterances from 15 participants, the students of English Department Andalas University the year of 2016 that record their voices. Students were asked to read aloud a list of sentences containing fricative sounds as decontextualized text and all the participants read the text consciously for the sample of the test.

a. Collecting the data

The data was the utterances from 15 English Department Andalas University students, the year of 2016, who were divided into three strata. Tape recorder was used as the media to collect the data of the participants' utterances that consisted of fricative sounds. The participants were asked to read the list of words while recording. The list of the words consisted of fricative sounds also classified into five orthography problems based on O'Grady et al (1991). The result of collecting data is the utterances of 15 participants and were used as the data for this research. The data was transcribed by using phonetic transcription.

b. Analyzing the Data

After collecting the data, The data were classified to the frequency of occurrence of the inaccurate pronunciation. The data of fricative sounds useful as the limitation from the number of words to be analyzed in the next categorization in analyzing the data. Based on the frequency of occurrence, also find one datum of word *climbing* which is not consist of fricative sounds that also will be discuss in this research. The word *climbing* was special case in the analysis because almost all participants pronounced this word inaccurately. To analyze the data from fricative sound next were classified into *five English Orthography problem* by O'Grady et al (1991) to show the effect of orthography and next will be described more. *Markedness differential hypothesis* theory proposed by Eckman (1977) which is based on phonology theory of markedness would be useful to analyze the data and find the causes of orthography problems.

c. Presenting the Data

The result of the analysis will be presented descriptively. The result will be presented in table form to show the various types of speakers' speech perception of pronouncing the different orthography.