

CHAPTER I

INTRODUCTION

1. Background of the Study

In this world, there are several languages spoken by people. According to Babbel Magazine on April 18th, 2018, most of the world's population claims one of only ten languages as their mother tongues. When it counted the top ten most spoken languages according to the total number of people who speak them (whether it's their mother tongue or not), English is in the first place with 1.121 billion total speaker in the world. It makes English as the global *lingua franca*.

The University of Sheffield released the List of Majority Native English Speaking Countries. They claimed The UK government classifies the following overseas countries as majority native English speaking countries. Those are England itself, United States, United Kingdom (include Scotland, Republic of Ireland, North Ireland, and Wales), Australia, Antigua and Barbuda, The Bahamas, Barbados, Belize, Canada, Dominica, Grenada, Guyana, Jamaica, New Zealand, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, and Trinidad and Tobago. Uniquely, they brought their different dialects and accents.

All English speakers can talk to each other and pretty much understand each other. Whereas, like individual, different groups of people who speak the same language, speak it differently. For instance, British, American, and Australian (the biggest English culture in the world) all exhibit variation in the

way they speak English. When talking about a certain language/dialect/variety (in this case is English), geography is often involved in order to describe a give variety, meaning that there seems to be a strong relationship between language and geography (Perini, 2017). England itself has so many region accents. The most popular one is RP (Receive Pronunciation) spoken by most of English. It is like the national accent of England especially and United Kingdom commonly. Sometimes, when it sounds really ‘posh’ it called The Queen’s English. Maybe that is the normal one people usually hear when they watch English film or listen to English podcast. Not just RP, England has so many various accents like Geordie accent, Yorkshire accent, Norfolk / Suffolk / Essex accent, London accent (it usually called Standard British English or BBC accent) Cockney accent, Estuary accent, South Eastern accent, *Brummy* / Birmingham accent, West Country accent, Manchester / *Mancunian* accent, Lancashire / Lancastrian accent, and *Scouse* / Liverpool accent (Perini, 2017).

But, it can be a different case when people that use English as their second language pronounce it differently. Sometimes, people think that they make phonological mistake when they are speaking even people still get what they want to talk. Speech errors occur when a speaker intends to produce a familiar word but inadvertently mispronounce one or more speech sounds in the word, as when one intends to say *box of flowers* but instead says “blocks of flowers,” anticipating the /l/ in flowers (MacKay and E. James : 2004). It happened with most of students in Indonesia. Maybe people think that it is normal since English is not their official language, so people around them just

give it a go with how they said. Phonological speech errors have been an important source of evidence for the psychological reality of phonological features and segments (Frisch and Wright: 2002) just like phonemic case. There are so many phonological features according to how they produced the sound, such as syllabic, consonantal, approximant, sonorant, phonemic and many others. Not so many people know about this, even English speakers themselves because they just talk the way their culture did. Above that, there is a thing called Phonemic that also influence the way students produce their sound. In phonology, phonemic can be something interesting like the rhyme native give on a word to make it phonetically prominent than the other word. For example, on the word *finger*, *table*, *bottle*, native give a great emphasise.

As many people know, English and Indonesian have different word and pronunciation. It basically affects the way people pronounce something in English—because it is their second language—with different stress. In general, Indonesian itself pronounced differently in some area because the influent of their dialect. The intonation too, when people talk is happened because of the punctuation. It can be a bit longer when a word meets coma or interrogative mark. It can be a bit higher when a word meets exclamation mark and it can be flat if a sentence ended with dot. According to Almbark, Bouchhioua, and Hellmuth (2014) there are suggestions in the literature that the phonemic realisation of stress may also vary across dialects. Sometimes, the students just try to say anything as long as their friends or people they are talking to get the message without worrying about their

phoneme. That is why it will be interesting if the researcher takes the research about the way they make that sound and it naturally comes out from their mouth. Sometimes, it does not sound so English and mixed with Javanese or even Indonesian kind of sound. As people know, phoneme is very abstract. Like the most abstract unit of a language without carrying a meaning too. Maybe because of this reason too, the students did not pay too much attention to the way they speak as long as their partner gets the message.

In the previous study, the researcher compare how Spaniard speaks English, so does Portuguese since they come from the same family language (Roman language) but the intonation is a bit different, they will produce the different intonation too when they speak English. It also can be different with people from Barcelona (speaks with Catalan dialect), Madrid (speaks with Castilla dialect), and Bilbao (speaks with Basque dialect) try to produce sounds in English it will sounds a bit different even they come from the same country. It will be interesting if Indonesian do the same since that country has so many regional dialects. Those can affect the way they pronounce the word and it can produce some phonemic case since English is not their official language. In this study, English speech production will produce by students that speaks Indonesian and their regional dialect (in this case is Javanese) daily. This approach should allow disambiguation between L1 transfer and ‘learner intonation’ (Mennen, Chen, Karlsson : 2010).

2. Statement of Research Problems

Based on the background above the researcher formulated a research question about the phonemic performance made by 8th grade students of MTsN 1 Kota Blitar, like:

1. What types of phonemes that accurately pronounced by students of MTsN 1 Kota Blitar ?
2. What types of phonemes that inaccurately pronounced by students of MTsN 1 Kota Blitar?
3. How are the stress patterns of intonations made by the students of MTsN 1 Kota Blitar ?

3. Objectives of the Research

The purposes of this study are:

1. To know about what phoneme that pronounced accurately by students of MTsN 1 Kota Blitar.
2. To know about what phoneme that pronounced inaccurately by students of MTsN 1 Kota Blitar.
3. To know the stress pattern made by students of MTsN 1 Kota Blitar while reading the passage.

4. Significance of The Research

The result of this research are give people an image about how Indonesian pronounce some sounds in English accurately and inaccurately, also give people an image about stress in every English words that Indonesian read.

The significant of this study are addressed to:

1. The students, especially for those who take English as their major. It can help them to know more about English phonology, especially about the correct sound when people speak or read something in English.
2. The teacher because it can help them to discover more about the solution they can give to their students when they speak or read something in English. So, their students can speaks English with proper intonation and pronounce it well and then, people will easily understand.
3. Another researcher that takes it as their theme too, because they also can compare it to another dialect in Indonesia when they speaks English with their own dialects, and it can be affect their phonemic performance.

5. Scope and Limitation of The Research

This study will focus of the phonemic performance and word stress produced by 8th grade students of MTsN 1 Kota Blitar when they are speaking English with their Javanese accent. This study will use qualitative research method and observation to get the data.

The students will read the passage that the researcher give to them and record it as the data since it still in pandemic and lockdown situations, it will help the researcher to do this research properly without drag someone out form home.

6. Definition of Key Term

- a. Phonology : According to Ying Lin, phonology is a study about how sounds combine from one to another and create a meaningful units.
- b. Phonetics : According to Ying Lin, phonetic is a study about production, perception, and acoustic properties about sounds people make when they are talking.
- c. Phonemic : According to Anne E. Cunningham, phonemic performances is defined as the ability to examine language independently of meaning and to manipulate its component sounds and it requires the ability to attend to a sound in the context of the other sounds in the word.
- d. Stress : According to April McMahon, stress is a culminative property, signalled by a number of subsidiary phonetic factors which work together to picked out a stressed syllable from the unstressed ones which surround it.