

CHAPTER I

INTRODUCTION

This chapter is an introduction, which explains the general concepts of the research. This chapter covers five subchapters. Those are the background of the study, research problem, significance of the study, scope and limitation of the study, the definition of key terms.

A. Background of the study

Pronunciation is one of the main aspects of language that help learners to communicate in English (Kurniawan 2016, p. 157). The pronunciation system of English words is unique. That is the reason many people say pronunciation in English is often very difficult for non-native speakers of English. Besides, the curriculum of teaching English deals with skills of practical language; like listening, speaking, reading and writing. For expanding the students' skills, the curriculum of teaching English also includes the language components like vocabulary, grammar and pronunciation. Hence, pronunciation has an important role in English and also needs to be improved to achieve mastery in speaking in English completely.

As one of the English components, the study of pronunciation has an important function as a communication purpose. To learn the English language, it should pay attention to pronunciation. Pronunciation is one of the important things in learning English in order to make a good communication. Because, to increase a good communication needs to

pronounce the words correctly. Without correct pronunciation will misunderstanding, and ambiguity communication. Kelly (2000) pronunciation is organs of speak to create the sounds in particular. Therefore, good pronunciation will produce good communication.

Pronunciation is as significant elements in English. Pronunciation become an important components in English. Because, learners need clear pronunciation in communication to create conversation correctly and clearly. Mathew, (1997) states that pronunciation is key to communicate in English communicative goals. Similarly, Setter and Jenkins (2005 in Gilakjani 2011) state that pronunciation like plays a key role in successful communication productively. Even though, pronunciation is element of English, but pronunciation has close connecting with four skills in English (listening, speaking, and reading. Hence, pronunciation is dominant thing in English. Because, it is a main role in applying English appropriately.

Learning another language pronunciation is difficult because some sounds of the new language do not exist in the learner's native language (Carruthers, 1987). For instance, the dental consonants [θ] and [ð] do not exist in the majority of languages; therefore, they are overwhelmingly likely to pose difficulties for EFL learners (Celce-Murcia, Brinton, & Goodwin, 2010). This kind of issue can be found in some words such as *thank, father, brother, though, etc.*

However, pronunciation is not an easy thing. There are many difficulties experienced by non-native speakers in pronouncing words in English. They are influenced by the dominant mother tongue so that the pronunciation process is very rigid. Most non-active speakers also don't understand the concept of pronouncing English words with spoken actions. In addition, they also have difficulty applying the concept of pronunciation correctly because of the limited number of partners who contribute to the intensity of speaking practice. Another problem is lack of motivation, and lack of confidence to pronounce English words constantly.

There are some previous studies about analysis pronunciation. From the previous studies, the researchers take from previous studies research and also differences in gaps. The first previous studies research by Dedi Kurniawan(2016) the research tittle is "*The Error Analysis of the Pronunciation of Dental Fricative Consonant(ð/, θ) by the Students of English Education Study Program Faculty of Teacher Training and Education Srwijaya University, stated that English Dental Fricative sounds [ð] and [θ] become difficulties for the students to pronounce*". In this study, in this study there is a tendency that voiced and voiceless dental fricatives are replaced with voiced and voiceless alveolar, pronunciation of voiced dental fricatives in coda position has a low frequency of correct pronunciation, when pronunciation errors are associated with English education programs, the longer the learning period, the better the pronunciation of the two sounds.

And the second research by Dede Juliardi(2019) the research title is *“An Analysis of Students Pronunciation Mastery of Dental Fricative and Alveolar plosive sounds”*. In this study, it was found that out of 30 students, only eight students with scores above 60 were considered "good" in pronouncing the fricative and alveolar plosive sounds. The problem faced by students is the difference between the learning language and the target language because there is no sound of grinding teeth found in Indonesia. By Tiara Azzahra(2021) the research title *"Pronunciation Errors of Fricative Sounds Made by English Studets"*. In this study, it was found that students tend to make higher errors in addition to the errors made by students depending on the position of the fricative sound.

the fourth previous study by Yuli Maulidiana(2020) with the title *"An Error Analysis of English Fricative Sound by Gayonese Students"*. Revealed that the most difficulty faced by students is when articulating words that contain fricative sounds, such as /f/./v/./ / / . /θ/./ / and /ʒ/. And the fifth previous by Yatriani,(2020) the title *“An Analysis of Students Error in Pronouncing Fricatives Sounds For the Sixth Semester of English Program at IAIN Parepare”*, The researcher found that the students admitted that they had difficulty pronouncing the contrast between vowels and consonants in English, some of the students' pronunciations occurred because of negative transfers of students who made mistakes in sounds that were not in their mother tongue, replacing them with similar sounds in their mother tongue.

Then the sixth previous study by Syarifah Salwa (2017) the title "*An Analysis of Interlingual Errors in English Pronunciation Made by The Fifth Semester Students of English Education Study Program at Uin Raden Fatah Palembang*". In this study, it was found that there were 6 consonants that were not in the Indonesian phonetic system. Participants make mistakes on the 6 sounds. The seventh previous study by Sri Wahyuni Azizah, (2019) the title "*An Analysis of Students Error in Pronouncing Voiceless Consonants at The Sixth Semester of English Education Raden Intan State Islamic University of Lampung in The Academic Year of 2018/2019*". In this study classify errors based on the surface strategy taxonomy, namely omitting, adding, formation errors and sorting errors.

And the researcher was conducted by (Dr. Md. Kamrul Hasan, 2019) with the research title "*A Study of Voiceless Interdental Fricative (ð/,) Sounds and Alveolar Liquid (r) Sound Among Chinese Learners of English at a Higher Educational Institution in Malaysia*". There are several reasons that affect the pronunciation of the interdental fricative [θ] and [ð] and alveolus liquid [r] in English among students. The first limitation is the small population size, so the findings cannot be generalized to all populations to the same degree. Sari (2016) "An analysis of students' errors in pronouncing English fricatives at the sixth semester in English department of IAIN Antasari Banjarmasin" states that the dominant errors in pronouncing English fricative are the /h – θ/ that /θ/ in final position. The students' errors in pronouncing that sound were 76% and /v/ in final position

and /θ/ in final position the students' errors in pronouncing that sound were 56%.

Based on the previous research above, this study also mentions analyzing pronunciation. but different from previous research. This study focuses on the most errors in pronunciation and how errors in pronunciation occur in students. Therefore, this finding can be extended to a theory about analyzing pronunciation in students. In addition, English department students have difficulty in pronouncing fricative sounds. A consonant is a class of speech sounds that are pronounced by constricting or closing one or more points of the airway. Consonant sounds are sounds whose articulation involves the contact of the organs of speech. This means that when people produce consonant sounds, the speech organs (lips, teeth, tongue, alveolar ridge, hard palate, palate of soles) make contact with each other.

Based on the whole illustration above, it can be concluded that the consonant pronunciation factor plays an important role in students' speaking ability. Factors in pronouncing consonants that can hinder students' speaking skills must be minimized in order to improve or improve students' speaking skills. In this case, the researcher will analyze the students the fricative in the students' pronunciation in UIN Sayyid Ali Rahmatullah Tulunagung. Therefore, the researcher will conduct a quantitative research with the title "An Error Analysis of Students Pronunciation in Pronouncing

English Fricative Sounds and Alveolar Sounds in UIN Sayyid Ali Rahmatulloh Tulungagung.

B. Research Problem

Based on the background above. The problem formulated as:

1. What kinds of errors are made by the eight semester students of English Department in UIN Sayid Ali Rahmatulloh Tulungagung in pronouncing English fricatives sounds?
2. What sources of errors are made by the eight semester students of English Department in UIN Sayyid Ali Rahamtulloh in pronouncing English fricatives sounds?

C. Significance of the Study

The significances of this study were to:

1. For the Teachers

The researcher hopes the result of this study will be useful for the teachers. The teachers know the difficulties faced by the students in pronouncing English sounds especially fricative sounds and alveolar sound. From the result of this study, the teachers know in what level that students often make errors whether in perception or production level so that the teachers know how to deal with pronunciation problems and can improve their teaching-learning

strategies in order to improve students pronunciation, especially in pronouncing fricative sounds.

2. For the Students

From the result of this study, the students know how to pronounce English fricative, and know which part of their organs of speech that are used to produce English fricative sounds. It is also expected that the students improve their learning style in order to pronounce and communicate accurately. Hopefully, the result of this study can be a motivation for the students to learn and perform pronunciation correctly so that they will have good English speaking skill.

3. For the Researcher

The next researchers can conduct a study that analyzes the error pronouncing English vowels with using quantitative method.

D. Scope and Limitation of the Study

This research was conducted at UIN Sayyid Ali Rahmatulloh Tulungagung. This research focuses on how the subject perceives and pronounces English fricative sounds contain in the words. The researcher wants to identify the error of pronouncing English fricative sounds. The

fricative sounds that will be identified are /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/ and /h/.

E. The Definition of Keyterms

In order to have a better understanding and avoid misinterpretation, the researcher presents the definition of key term applied in this research.

The details are follow:

a. Error Analysis

Error Analysis is one of the most major field of second language ecquisition since it investigates errors made by L2 learner and describes a set of procedures to identify, describe and explain learners' errors; consencuently, it can be defined as the study and analysis of the errors made by second language learners (Ellis and Barkhuizen, 2005).

b. Pronunciation

Pronunciation as the production of English sounds. Pronunciation is learnt by repeating sounds and correcting them when produced inaccurately. When learners start learning pronunciation they make new habits and overcome the difficulties resulting from the first language(Gilakjani, 2016).

c. Fricative Sounds

fricative, in phonetics, a consonant sound, such as English f or v, produced by bringing the mouth into position to block the

passage of the airstream, but not making complete closure, so that air moving through the mouth generates audible friction. Fricatives (also sometimes called “spirants”) can be produced with the same positions of the vocal organs as stops; bilabial, labiodental, dental, alveolar, palatal, velar, and uvular consonants. In addition to the f and v sounds, examples of fricatives in English are s as in “sitter,” z as in “zebra,” and the two th sounds as in “think” and “this.”