

CHAPTER I

INTRODUCTION

This chapter describes some aspects underlying the topic of research. They are the background of the research, formulation of research problem, objective of the research, significance of the research, scope and limitation of the research, and definition of the key terms.

A. Background of the Research

In oral communication, a person not only acts as a speaker but also as a listener. As a speaker, a person must have good pronunciation so that the listener can understand and capture the message from the speaker. If there are pronunciation errors, there is a miscommunication between the speaker and the listener. Therefore, mastering good pronunciation is an important aspect of English proficiency, but it is often overlooked. It is essential for every student to master proper pronunciation, especially when communicating with foreigners.

In fact, many foreign language learners have difficulty with English pronunciation, even after years of learning the language. Many students have difficulty with English pronunciation and make errors because they must transfer their ideas from their first language to a foreign language, particularly when pronouncing consonants that do not exist in Indonesian or English vowels (Marianne 2001). The student's pronunciation is still not in accordance with standard English pronunciation and is still far from correct English pronunciation.

According to Wells (2008), voiced and voiceless consonants in English have several complexities that make their pronunciation challenging for Indonesian

speakers, especially high school students. There are several factors that contribute to this complexity, such as differences in physical articulation, phonological distribution, a lack of practice and exposure, as well as the influence of the mother tongue. In terms of differences in physical articulation, voiced consonants are those in which the vocal cords vibrate when articulating the consonant. Examples include /b/, /d/, and /g/. Conversely, voiceless consonants are those in which the articulation of the consonant results in no vibration of the vocal chords. Examples include /p/, /t/, and /k/.

There are several reasons why students tend to make errors in pronunciation. Yiing (2011) & Islamiah (2012) state that one of the biggest issues is the influence of their mother tongue on students' ability to pronounce foreign languages correctly. This is because learning a foreign language involves a lot of oral communication, which can lead to errors and confusion. Second, Mustikareni (2017) stated that the environment influences the difficulty of English pronunciation. Students who are exposed to an English environment would have their pronunciation skills affected. Their habits are affected if they are frequently exposed to English. Third, Suryatiningsih (2015), Sembiring & Ginting (2016) state that another cause of pronunciation problems is ignorance of words. Many students only use common and familiar sentences. So, when they encounter unfamiliar words, their pronunciation changes. Lastly, Yousif & Amin (2018) also mentioned the reason for students' pronunciation problems is the ineffectiveness of the phonetic teaching process. In the field of education, the teaching process is important, because it is the main thing for learning and practicing English pronunciation correctly.

Certain student issues (like those that occur relatively infrequently in English, like /ʃ/, /ð/, and /θ/) should be given high priority since they are critical to understanding, while other issues (like those that don't effect intelligibility) can be assigned low priority, according to Kenworthy (1987:123). In addition, students could have issues that call for optional attention. English voiced and voiceless consonants are the names given to these sounds. Speaking is thought to include pronunciation as a subskill. As a result, they frequently struggle with issues including poor communication skills, low self-esteem (which leads to social isolation), employment issues, and little options for higher education. The difficulties include, for instance, the fact that children might not be able to pronounce specific English words or sound combinations by placing specific sounds in specific spots naturally. Additionally, they could have trouble telling two words apart that sound quite alike. The difficulties that learners encounter lead to errors.

There are some previous studies about analysis pronunciation. From the previous studies, the researcher take from previous studies research and also differences in gaps. Differences from previous researchers regarding difficulties in English pronunciation (Fadilah 2020; Zielinski 2012; Lasabuda 2017; Praistiana & Budiharto 2020). Other differences also include mispronunciation of English vowels and consonants (Hutapea et. al, 2023; Maulina & Wennyta, 2021; Imam et. al, 2013; Dewi & Astriyanti, 2021). This can also be due to the factors that cause English pronunciation errors (Plailek & Essien, 2021; Maiza, 2020; Kosasih, 2021; Ali Khan, 2019). Then there are different teacher strategies for teaching English

pronunciation conducted by several researchers (Hismanoglu, 2006; Tergujeff, 2013; Ahmad, 2019; Jayapalan & Pillai, 2011).

From the results of research by Fadilah (2020), Praistiana & Budiharto (2020), it is concluded that the difficulty in English pronunciation is the shift in vocal and consonant sounds when EFL students are tested for pronunciation. Some students are also difficult and incorrect in pronouncing the words "wanted" and "remembers" because each word is spoken in their native language, which they use in daily activities. In the research of Zielinski (2012) & Lasabuda (2017), it was also explained that the difficulties experienced by students in pronunciation are difficulty distinguishing words that are almost the same in pronunciation, often carried away by local accents, difficulty pronouncing sentences that are rarely found, and also that students still lack confidence in pronunciation because the majority stated that they believe that their pronunciation affects their ability to be understood when speaking English. Although these studies provide valuable insights into common difficulties in pronunciation, they do not investigate the underlying causes of these errors or investigate effective strategies to correct them. In addition, this study aims to investigate the factors that cause pronunciation errors in English by conducting direct observation in the classroom.

According to the results of research conducted by Hutapea et. al. (2023), the types of errors in the pronunciation of vowels and consonants spoken by students are omission, addition, and misformation. According to Maulina & Wennyta's (2021) research, students make lots of errors when pronouncing vowels and consonants, including 38 errors in pronouncing consonant letters and 90 errors in

pronouncing vowels. Meanwhile, in the research of Dewi & Astriyanti (2021), the errors made by the 4th semester students in pronouncing English consonants are the sounds /s/ and /z/ and the vocals /æ/ and /eɪ/.

According to the results of Plailek & Essien's (2021) research, the factors that affect students' pronunciation are a lack of basic knowledge of English pronunciation, teacher instructions, and frequency of use of English pronunciation. In the research of Maiza (2020) & Kosasih (2021), it is said that first language interference is also a factor in pronunciation errors. And another factor is low student motivation. Some students point out that they do not want to repeat words when they mispronounce them. Meanwhile, according to Khan's (2019) research, the factors that affect pronunciation are classified into two types, namely internal factors and external factors. Internal factors such as the learner's age, brain, and innate ability referred to as talent, different goals, and types of learners such as introverted learners and extroverted learners. External factors such as first language interference, learner motivation, the teacher's role in learning, teaching methodology, and the classroom environment.

From the research of Hismanoglu (2006), it is concluded that learning pronunciation is influenced by scientific disciplines and psychological factors. Strategies for teaching pronunciation emphasize the importance of nonverbal aspects of communication (such as visual, auditory, and tactile modalities) and the benefits of using technology. In the research of Jayapalan & Pillai (2011), they explain that in teaching and learning, there is still less focus on English pronunciation because students' learning and teaching time is directed at activities

and task assignments to improve students' scores in English exams. An important factor to be considered by the curriculum is the way pronunciation is taught and learned and how it is assessed. So teaching pronunciation in the classroom is not enough, according to Tergujeff's (2013) research. In this study, students explained that they learn pronunciation outside of school, such as through the media and personal meetings. There is a big challenge to making learning the English language capable of good pronunciation. According to Ahmad's (2019) research, students must have great motivation to improve their pronunciation skills. Some technologies and applications can be utilized by students, who can help whenever and wherever they need it. Such as pronunciation practice apps that allow users to record themselves speaking and compare their pronunciation with native speakers or pre-recorded audio. Other apps include speech recognition apps that can analyze a user's speech and provide feedback on specific sounds.

Their pronunciation would be incorrect due to their tendency to pronounce incorrectly, as well as the lack of English practice in class or outside of class. According to Syafei (1988:1), learners' attempts to learn a new language are severely challenged by existing habits. This is also called "habit interference" by Ramelen (1999:5). They repeat all the words all the time, but still in the wrong way. They make errors like this every time they communicate in English. As a result, they become uncomfortable pronouncing other words.

In a similar way English language teaching (ELT) experts should stress that speaking and pronunciation are two different things and should not be used interchangeably. Fraser (2000) align this, stating that pronouncing words correctly

is "by far the most important... with good pronunciation, the speaker can be understood despite other errors; with poor pronunciation, the speaker can be very difficult to understand, despite accuracy in other areas." Speaking English involves a number of sub-skills, including vocabulary, grammar, and pragmatics. Teachers should also master the IPA (International Phonetic Alphabet) because IPA is a universal system of writing language sounds. According to Brown (2010), "Knowledge of the IPA can help teachers to provide clearer and more accurate explanations of the sounds of English, so that students can learn pronunciation more effectively."

The analysis of students' pronunciation errors is very important. Through this analysis, students can identify their difficulties in pronouncing words correctly and become aware of their shortcomings early on. This helps them to avoid repeating the same errors when pronouncing the same or similar words in the future. In addition, teachers can also understand the teaching and learning process so that they can find better teaching methods and improve the abilities of their students, especially those who are still lagging behind. The researcher is motivated to carry out scientific study in order to determine the reason of these pronunciation difficulties as well as to identify the errors made by learners in regard to these problems.

In this research object, the researcher has made observations on the teaching and learning process of MA Al Fattahiyyah students. The researcher conducted the first observation from March to May 2023. In the first observation, the researcher noticed some students made errors in the word "suggest", which should be read

/sə'dʒest/, but many students read it with /sugest/. Other words also have errors, such as "this" and "pleasure". There are still many students who say /dis/ and /'plesə/, which should be read /ðɪs/ and /'pleʒ.ə/. The researcher then continued the observation while teaching the 11th grade students from September to November 2023. The researcher observed the students' pronunciation in a variety of contexts, including during class discussions, group work, and presentations. The researcher also took note of the students' use of pronunciation in their written work. From the beginning of the teaching and learning process, there are still some things that researcher think still have to be researched. Especially in learning speaking and pronunciation. During the teaching and learning process, students were asked to memorize the vocabulary that had been read and spelled by the researcher. But some students still mispronounce words such as "thought" (should be read /θɑ:t/); "age" (should be read /eɪdʒ/); and "signature" (should be read /'sɪɡ.nə.tʃə/). There are still many who pronounce them incorrectly, such as /tɔʊt/, /eɪg/, /'sɪɡ.nə.tʊr/, and other errors. In English subjects, there is no material about speaking or pronunciation, but teachers and students should not be unfocused in speaking. So students and teachers still lack speaking practice in class. For this reason, the researcher wants to investigate further the errors in the pronunciation of voiced and voiceless English consonants by MA Al Fattahiyyah students.

The purpose of this study is to find out the errors made by the 11th grade students of MA Al Fattahiyyah Tulungagung in pronouncing voiced and voiceless consonants in English, as well as to identify the factors behind students' pronunciation errors. This research is designed to be valuable to everyone who

reads it, including students in class 11th MA Al Fattahiyyah who want to expand their knowledge of pronunciation and increase their understanding of English pronunciation.

This study is also projected to assist English teachers in predicting student errors in pronouncing voiced and voiceless consonants in English, as well as providing a foundation for understanding the solutions to students' pronunciation issues. In addition, readers can gain a better understanding of both voiced and voiceless English consonants. In this case, the researcher chose the 11th grade students of MA Al Fattahiyyah Tulungagung as the subjects to be studied in English pronunciation. Therefore, the researcher proposed scientific research entitled “Error Analysis of Voiced and Voiceless English Consonants Produced by the 11th Grade Students of MA Al Fattahiyyah Tulungagung.”

B. Formulation of Research Problem

Based on the previous background, the researcher proposed the following study question:

1. What are the types of errors in producing voiced and voiceless English consonants by the 11th grade students of MA Al Fattahiyyah Tulungagung?
2. What are the dominant errors in producing voiced and voiceless English consonants by the 11th grade students of MA Al Fattahiyyah Tulungagung?
3. What factors cause the 11th grade students of MA Al Fattahiyyah Tulungagung to make errors in pronouncing voiced and voiceless English consonants?

4. How is the teacher's strategy used in teaching the pronunciation of voiced and voiceless English consonants to the 11th grade students of MA Al Fattahiyyah Tulungagung?

C. Objective of the Research

Based on the problem statement above, the objectives are:

1. To identify the most frequent types of errors made by the 11th grade students of MA Al Fattahiyyah Tulungagung in producing voiced and voiceless English consonants;
2. To find out the dominant errors made by the 11th grade students of MA Al Fattahiyyah Tulungagung in producing voiced and voiceless English consonants;
3. To find out the factors that cause the 11th grade students of MA Al Fattahiyyah Tulungagung to make errors in pronouncing voiced and voiceless English consonants.;
4. To evaluate the effectiveness of current strategies used by the teacher to teach the students' pronunciation of voiced and voiceless consonants.

D. Significance of the Research

The findings of this study are likely to provide useful information for the students, teachers, and future researchers.

1. This is extremely important for students to gain more understanding into pronunciation and enhance their pronunciation skills.

2. Provide clear information for English instructors seeking to learn about the most challenging voiced and voiceless consonant sounds, which may be used to inform the adoption of creative learning methodologies.
3. The following investigator and the other reader expected an invention to improve pronunciation instruction.

E. Scope and Limitation of the Research

According to the study's background, this study has scope and limitations. Error analysis of students' pronunciation of voice and voiceless English consonants is the study's scope. The 11th grade students of MA Al Fattahiyyah Tulungagung serve as the study's limitation.

F. Definition of Key Terms

1. Error Analysis

Error analysis is a type of analysis conducted on students of another language who make language errors; therefore, the causes of errors should be researched so that learners do not repeat the errors.

2. Pronunciation

Pronunciation is how to pronounce a vocabulary in English and in its pronunciation must be considered articulation, emphasis and also intonation of voice because pronunciation is closely related to speaking.

3. Voiced and voiceless Consonant

There are two types of consonant sounds: voiceless sound and voiced sound. When we want to pronounce a specific vocabulary, we produce a voiceless

sound that does not vibrate. While voice sound refers to the vibrations produced when we pronounce certain vocabulary.