

## CHAPTER I

### INTRODUCTION

This chapter is an overview of the research content consisting of: research context, research focus, research objective, significance of the study, definition of key terms, and previous study.

#### **A. Research Context**

The four skills that must be mastered when learning English are speaking, listening, reading and writing. According to Fasold and Connor-Linton, people talking to each other can rely on shared context when they produce their speech and interpret what other people say. Speakers usually have hands-on opportunity to check whether they understand each other.<sup>1</sup> Consequently, speaking is a process of interacting with one another. Speaking is also related to pronunciation.

English pronunciation is one of the most difficult skills to master. Therefore, English learners should spend a lot of time to improve their pronunciation skills.<sup>2</sup> According to Putra, the most important thing when communicating in English is pronunciation, because mispronunciation can lead to misunderstandings.<sup>3</sup> In simple words, pronunciation is the way words are pronounced.

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<sup>1</sup> Ralph Fasold and Jeff Connor-Linton, *An Introduction to Language and Linguistics* (New York: Cambridge University Press, 2006), 403.

<sup>2</sup> Abbas Pourhosein Gilakjani, "English Pronunciation Instruction: A Literature Review," *International Journal of Research in English Education* 1, no. 1 (2016): 1, [www.ijreeonline.com](http://www.ijreeonline.com).

<sup>3</sup> Febby Pratama Putra, "An Error Analysis of English Plosive and Fricative Consonants at Vocational High Schools," 11, no. 2 (September, 2019): 141, <http://ejournal.bsi.ac.id/ejournal/index.php/wanastra>.

According to Situmeang and Lubis, English fricative consonant sounds are articulated by forming an almost complete cessation of airflow.<sup>4</sup> The opening where the air escapes is very small so friction is occurs. The English fricative consonant sounds are /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, and /h/.<sup>5</sup> Thus, English fricative consonant sounds occurs when two vocal organs are so close together that air movement can be heard between them.

In speaking activities, students will certainly make errors or mistakes, especially in pronouncing English words. Different language systems can make students mispronounce English words. According to Corder, errors are usually produced by people who have not fully mastered some of institutionalized language systems. Pronunciation errors are markers of students' competence.<sup>6</sup> Based on Davies' book, the terms used in second language teaching and learning that refers to non-trivial deviation from the target language are called errors.<sup>7</sup> Therefore, the errors refers to a failure to use the system language correctly. This is caused by the lack competence, knowledge and understanding of students.

When pronouncing words in English, everyone does not immediately pronounce them correctly. Especially for people whose first and second language is not English. Therefore, they are taught how to pronounce English

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<sup>4</sup> Imam Tarmizi Situmeang and Rayendriani Fahmei Lubis, "Students' Difficulties in Pronouncing Fricative Consonant," *English Journal for Teaching and Learning* 08, no. 01 (June, 2020): 39, <http://jurnal.iainpadangsidempuan.ac.id/index.php/EEJ>.

<sup>5</sup> Putra, "An Error Analysis of English Plosive and Fricative Consonants at Vocational High Schools.", 144.

<sup>6</sup> Maria Ramasari, "Students' Problem Pronunciation Error Made in Speaking for General Communication," *Journal of Linguistics, English Education and Art* 1, no. 1 (December, 2017): 39.

<sup>7</sup> Alan Davies, *An Introduction to Applied Linguistics : From Practice to Theory*, Second Edi. (Edinburgh: Edinburgh University Press, 2007), 163.

words correctly step by step, so they need time to improve their pronunciation. The difference in pronunciation between the first language and English is the main obstacle faced by every student. They will have a hard time finding new sounds in English that they have never encountered in their first language.

For people whose first and second language is not English, they do not immediately pronounce English words correctly. Therefore, step by step they are taught how to pronounce English correctly, so they need time to improve their pronunciation. The main problem faced by English learners when speaking English is because of the difference in pronunciation between their first language and English. They will have a hard time discovering new sounds in English that they have never encountered in their first language.

For English learners who have problems with pronunciation should treat their pronunciation from the beginning, so that they can achieve the main goal of language learning.<sup>8</sup> The correct pronunciation of English words is very important in the interaction between individuals, because it can determine the achievement of the message to be conveyed by the speaker. English learners who makes errors in pronouncing English is a natural thing and certainly cannot be avoided, because English learners cannot learn a foreign language without making errors.

Considering that the students are individuals who are in the learning stage, the phenomenon of pronunciation errors of fricative consonant sounds is

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<sup>8</sup> Ana Cristina Tlazalo Tejeda and Nora M Basurto Santos, "Pronunciation Instruction and Students' Practice to Develop Their Confidence in EFL Oral Skills," *Profile* 16, no. 2 (October, 2014): 152.

a common thing and has the potential to be done. There are some examples of pronunciation errors made by students are: when pronounce the word “Vote” the correct pronunciation is /'vɔʊt/, but students make an error by saying /'vout /. The word “They” is often made pronunciation error by students, the correct pronunciation is /'ðei/, but students pronounced /'dei/. The other example is the word “Three” pronounced /'tɪi/ by students, when the correct pronunciation is /'θɪi/.

MA Ummul Quro Putri is one of the Islamic boarding school for female students in Plakpak. In learning activities especially in English subject, English teacher gives a list of vocabulary for students to memorize. The English teacher divides the students into several groups. Each group has one student whose task is to test the vocabulary memorization of students in the group. Based on the researcher’s pre-observation by examining the students’ pronunciation, the researcher found that some students of twelfth grade of MA Ummul Quro Putri Plakpak made pronunciation errors in words that have English fricative consonant sounds. For instance, the word “Healthy” is pronounced /'hɛfti/ by students, even though the correct pronunciation is /'hɛfθi/. The correct pronunciation of the word “Live” is /'lɪv/ but students made an error by pronounced /'lɪf/.

There have been two studies conducted by previous researchers about pronunciation errors from different perspectives. First, Azizah has conducted the study about “An Analysis of Students’ Error in Pronouncing Plosive Voiceless Consonants at The Sixth Semester of English Education Raden

Intan State Islamic University of Lampung in the Academic Year of 2018/2019”.<sup>9</sup> Her research showed that there are still many sixth semester students of English Education Raden Intan State Islamic University of Lampung who made errors in pronouncing English words consisting of plosive voiceless consonants (/p/, /t/, and /k/).

The second researcher is Elvionita’s study which has conducted “An Analysis of Students’ Errors in Pronouncing English Consonants at Senior High School Muhammadiyah 1 Pekanbaru”.<sup>10</sup> From her research, she showed that the problems faced by her research subject was pronunciation errors on English consonant. The purpose of her research to obtain the frequency and percentage of pronunciation errors made by students in pronouncing English consonants. Students’ pronunciation at Senior High School Muhammadiyah 1 Pekanbaru can be categorized as a high pronunciation error in English consonants.

Based on the previous studies above, there are similarity and differences between the two previous studies and this research. The similarity was discussing the pronunciation errors made by students. While the differences are: Azizah’s research focused on plosive voiceless consonant, Elvionita’s research focused on English consonant, and this research focused on fricative consonant sound.

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<sup>9</sup> Sri Wahyuni Azizah, “An Analysis of Students’ Error in Pronouncing Plosive Voiceless Consonants at The Sixth Semester of English Education Raden Intan State Islamic University of Lampung in the Academic Year of 2018/2019” (Thesis, Raden Intan State Islamic University Lampung, 2018).

<sup>10</sup> Elsa Elvionita, “An Analysis Students Errors in Pronouncing English Consonants at Senior High School Muhammadiyah 1 Pekanbaru” (Thesis, State Islamic University of Sultan Syarif Kasim Riau Pekanbaru, 2019).

From the phenomenon above, the researcher is interested in conducting research entitled “**Error Analysis of English Fricative Consonant Sound Pronounced by Twelfth Graders of MA Ummul Quro Putri Plakpak Pegantenan Pamekasan**”. The researcher will investigate the types and causes the pronunciation error on English fricative sound made by twelfth graders of MA Ummul Quro Putri Plakpak Pegantenan Pamekasan.

This research are expected to provide significances for English teacher of MA Ummul Quro Putri Plakpak Pegantenan Pamekasan to more knowing the problems faced by students in pronouncing English words especially on English fricative consonant sounds. Thus, the English teacher can develop appropriate learning strategies in order to improve students’ pronunciation skills.

## **B. Research Focus**

According to Creswell, research focus are the educational problems, controversies, or issues that guide the need for research.<sup>11</sup> Based on the research context above, the researcher formulates the research focus as the following:

1. What are types of pronunciation errors on English fricative consonant sound made by twelfth graders of MA Ummul Quro Putri Plakpak Pegantenan Pamekasan?

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<sup>11</sup> John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (Boston: Pearson Education, 2017), 59.

2. Whatever cause the pronunciation error on English fricative consonant sound made by twelfth graders of MA Ummul Quro Putri Plakpak Pegantenan Pamekasan?

### **C. Research Objective**

According to Creswell, research objective is a statement of intent for research that states the specific goals that the researcher plans to achieve in a research.<sup>12</sup> Related to the statement of the research problems above, the research objective as follow:

1. To identify the types of pronunciation errors on English fricative consonant sound made by twelfth graders of MA Ummul Quro Putri Plakpak Pegantenan Pamekasan.
2. To find out the causes of pronunciation errors on English fricative consonant sound made by twelfth graders of MA Ummul Quro Putri Plakpak Pegantenan Pamekasan.

### **D. Significance of Study**

The researcher hopes that this research can give both theoretical and practical significance.

#### **1. Theoretical significance**

Theoretically the result of this research are expected to be useful for the development of linguistics, especially in an effort to overcome pronunciation errors in English fricative sound by knowing the students' pronunciation errors in order to achieve learning objective optimally.

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<sup>12</sup> Ibid., 111.

## **2. Practical significance**

### a. English learners

The researcher expects that students realize which pronunciation errors they frequently made and avoided making the errors. In addition, students understand better in pronouncing the correct pronunciation because the inaccuracy is already known.

### b. English Teachers

The researcher expects to provide some input to English teachers about possible problems faced by students in pronouncing words. English teacher can find an effective method that will be used to teach pronunciation.

### c. Future researchers

The researcher expects that this research can become a reference material for future researchers who conduct the research with the same problem and become a comparison with different subject and places.

## **E. Definition of Key Terms**

Definition of key terms is explanation of the terms used so that there is a similarity of interpretation and to avoid ambiguity of meaning or double interpretation. Based on the title of this research, the researcher gives the definition of key terms as follow:

1. Pronunciation is how we pronounce or produce sounds of certain languages or word in English.



2. Fricative are a categories of consonant sounds produced by blowing air from the mouth through the gaps formed by the tongue, teeth, and lips.
3. Errors are errors that occur repeatedly due to lack of understanding of the rules of the language, the learners does not realized what he did was an errors.
4. Pronunciation errors are errors made by someone in pronouncing a word based on the phonetics of the specified word.

#### **F. Previous Study**

To support the analysis, the researcher presents two previous studies related to this research to determine the similarities and differences between this research and previous studies.

The first previous study, it was a study conducted by Azizah entitled “An Analysis of Students’ Error in Pronouncing Plosive Voiceless Consonants at The Sixth Semester of English Education Raden Intan State Islamic University of Lampung in the Academic Year of 2018/2019”.<sup>13</sup> The research objective of her research were to classify the types of pronunciation errors and counting number of errors made by students in pronouncing plosive voiceless consonant sounds. She used descriptive qualitative analysis. She collected the data through pronunciation task that consist of nine list of words including plosive voiceless consonants. In her research result, she found four types of errors. Those are error of omission, addition, misformation and misordering.

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<sup>13</sup> Azizah, “An Analysis of Students’ Error in Pronouncing Plosive Voiceless Consonants at The Sixth Semester of English Education Raden Intan State Islamic University of Lampung in the Academic Year of 2018/2019.”

The most common error made by her research subject in the types of omission as much as 78,01%. While the least types of errors was error of addition with 4,26%.

The differences between Azizah's research and this research are Azizah's research focused on pronouncing plosive voiceless consonants, while this research focused on English fricative sound. Moreover, the research subject of both of them is different. Azizah's research subject is the the sixth semester of English Education Raden Intan State Islamic University of Lampung in the academic year of 2018/2019, while the subject of this research is the twelfth graders of MA Ummul Quro Putri Plakpak Pegantenan Pamekasan. The similarity between both of them is discusses about students' pronunciation errors.

The second previous study is study conducted by Elvionita, entitled "An Analysis of Students' Errors in Pronouncing English Consonants at Senior High School Muhammadiyah 1 Pekanbaru".<sup>14</sup> The research objective of her research was to find out pronunciation errors on English consonant in reading exposition text loudly made by eleventh graders of Senior High School Muhammadiyah 1 Pekanbaru. She used descriptive quantitative research method. The sample of her research were 20 of second graders of Senior High School Muhammadiyah 1 Pekanbaru. The research result showed that the most common errors of English consonants made by students in sound

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<sup>14</sup> Elvionita, "An Analysis Students Errors in Pronouncing English Consonants at Senior High School Muhammadiyah 1 Pekanbaru."

/θ/ with 21,70% of errors. While the lowest pronunciation errors in sound /w/ as much as 2,33%.

The differences between Elvionita's research and this research are Elvionita's research focused on pronouncing English Consonants. While this research focused on pronouncing English fricative consonant. Furthermore, the research subject of both of them are different. Elvionita's research subject was students of Senior High School Muhammadiyah 1 Pekanbaru, while the subject of this research is the twelfth graders of MA Ummul Quro Putri Plakpak Pegantenan Pamekasan. The similarity between both of them is focused on students' pronunciation errors.