

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the based part of the beginning part of thesis which is concerned with research context, research focus, research objective. Significance of studies, scope and limitation, and definition of key term. Those will be presentend clearly without any doubt based phenomenon and theory.

A. Research Context

Nowadays, language is an important tool for human beings in life because the main function of language is to convey certain messages and information. Language has an important role in human life. by language, people can communicate what they want to deliver both ideas and feelings.¹ Languages have different accents. Everyone has many different ways to pronounce the word. They pronounce language differently depending on the places where they lived in. Most people in this world live with tend to know one or more foreign languages. However, most people think that learning a foreign language is better than learning our mother tongue. It is because learning the mother tongue can know naturally. There are many international languages in this world, which are very popular in this world instead of Arabic and English. English is the most familiar and popular language in this world. English is used by many countries as a national language and as an international language.²

However, only some non-native speakers can pronounce English correctly. It happens because people come from many different backgrounds and environments.

¹ Rahardjosidhi, "Mispronunciation of English Final Alveolar-Alveolar and Velar-Alveolar Consonant Clusters by the Students of SMA Santa Maria Yogyakarta."

² Ansar, "Mispronouncing of Consonant Alveolar Plosive/t/, and/d/in The Final Position in English ByTarakanese."

The environment also can influence how we speak with others not only the dialect but also the accent. Many people speak English in their way to pronounce it. But that problem can make misinterpretation for the hearer.

The understanding of words enables people to have good communication. So that important for us to study producing sounds. It can help the speaker to pronounce the word correctly. Phonology is concerned with the rules and patterns of sounds in a language. The discipline of linguistics is concerned with describing how people pronounce when they know the language, this knowledge is very complex and largely unconscious; because in one district that even has the same mother tongue, the society may have a different way to pronounce some words. Social class and educational background can affect the language features of the speaker.³ In learning English, the learner must concern with the phoneme, which is the basis of the study.

The role of English as one of the universal languages makes most people interested to learn this language.⁴ For some Indonesian people, English has been their foreign language. English also has been one of the subjects that are learned in formal school. The students are learning English from elementary school or even junior high school, senior high school until university. However, the mastery of English, especially the pronunciation, is often influenced by their first language. One of the examples is the pronunciation of English consonant.

In Indonesia English is taught not as a second language, but as a foreign language. Learning any language is actually inseparable from the occurrence of language errors, including learning English as a foreign language. Sometimes the terms "error" and "mistake" are interpreted as the same, even though they are actually

³ Ansar. [An Analysis of Pattani's Students Pronunciation in Pronouncing English Fricative Consonants at Uin Lampung](#)

⁴ Rahardjosidhi, "Mispronunciation of English Final Alveolar-Alveolar and Velar-Alveolar Consonant Clusters by the Students of SMA Santa Maria Yogyakarta."

different. This article aims to discuss the differences between "error" and "mistake" as well as discussing the differences between language acquisition and learning. Language learning occurs completely when the learner is in the conscious world and involves the educational environment, while acquisition occurs in the subconscious mind and involves the natural environment. The term "mistake" is defined as a learner's inability to use language but is still able to correct the mistakes he or she makes. Meanwhile, "error" is defined as a language error that is made consistently so that the learner is unable to correct the error.

For example, the student of the third semester of English teaching learning program at IAIN Madura does not pronounce well word "nurse", they pronounce /ners/ instead /nɜ:s/, do not pronounce the consonant [z] in *jasmine* ['dʒæz.mɪn] but they pronounce in consonant [s].

. In other words, Jeremy Harmer stated that words are made up of individual sounds. By changing one sound, we can change the word and its meaning.⁵ Based on the statement above, it means that good pronunciation must be one of the first things learned by English learners. English learners have to learn pronunciation because native speakers will have serious problems understanding them if they have bad or wrong pronunciation. That's why pronunciation is an important aspect in speaking skills because they learn English to communicate but they can't understand each other because they don't have good and accurate pronunciation. Many researcher describe in line with pronunciation especially in pronouncing some words Kris Rahardian Rahadjosidi with the research entitled "*Mispronunciation of English Final Alveolar-Alveolar and Velar-Alveolar Consonant Clusters by Students of SMA Santa Maria Yogyakarta*" From the analysis, He has two research objectives that are, to know

⁵ Harmer Jeremy, "the practice of English language teaching" (pearson longman).

what is the pronunciation errors of Alveolar and what is the reason behind the mistake it self. His research focused on the pronunciation errors of final Alveolar-Alveolar and Velar-Alveolar consonant that often made by native speaker. Another research.

The researcher found that some students' of the third semester of English teaching learning program at IAIN Madura make some errors in pronouncing the word based on the standard English specifically on received pronunciation based on the International Phonetic Alphabet (IPA). Some of students make some errors in pronouncing the Alveolar consonant such as the word *cheese* they pronounce with [ˈtʃi:s] without [z], the correct is [ˈtʃi:z]. The other example the word *first*, they pronounce /ˈfɜ:rs/ instead /ˈfɜst/ without pronouncing [r]. the common mistake are the word *these, those, ease. Does, goes*, and etc. they pronounce all those word without the right consonant instead have to pronounce itb correctly. When the student did not pronounce well it could be change the meaning.

Well, after the researcher found that big case, the researcher is strongly interested in this case. Because it do needs a big attention for our education quality in the future.

From the explanation above, the researcher will conduct a research entitled **"Analysis of Student Pronunciation Errors of Alveolar Consonant by the Student of English Department at IAIN Madura."**

B. Research Focus

The research focus is on things that can be researched (tangible).⁶ The characteristics are almost the same as the problems in research qualitative, so that the problem in research is called focus, namely a condition that originates from the relationship between two or more factors that produce a situation confusing/raises

⁶ PPKI IAIN Madura, page 29

questions, is tentative, situational according to actual phenomena, and requires solution or attempt to answer it.

From the research context above, there are two problems to lead the discussion in this research, the researcher composes the research focus, they are:

1. What are the pronunciation errors of alveolar consonant that are often made by the student of the third semester of English teaching learning program at IAIN Madura?
2. Why do the students of the third semester of English teaching learning program at IAIN Madura made the pronunciation errors of Alveolar consonant?

C. Research Objectives

Research objectives aims to solve problems.⁷ Therefore, this section contains a description of what targets are intended achieved in research.

The objectives of this research are in the following:

1. To investigate the pronunciation errors of Alveolar consonants that are often made by the student of the third semester of English teaching learning program at IAIN Madura.
2. To analyze the reason of the pronunciation errors of Alveolar consonant made by the students of the third semester of English teaching learning program at IAIN Madura.

D. Research Significance

This section explains the usefulness or urgency of the research, either scientific use (theoretical) and social use (practical).⁸ Scientific uses in the

⁷ Ibid, 31

⁸ Ibid, 3

development of science, while social utility is directed as an effort and stages in solving social problems.

The significant of the current research are described below.

1. Theoretical

This research expected to give knowledge about the causes of pronunciation errors of Alveolar consonant clusters by the student of a student of English department, and become a reference material for other similar research.

2. Practical

1. Researchers

This research can be used as a discourse and evaluating material to develop learning strategies for students' pronunciation practice.

2. Teachers

This research can be used as input in the implementation of innovative learning strategies for learners to perform an effective learning process.

3. Students

This research is very useful to add and increase insights in term of developing students' pronunciation practice.

E. Definition of Key Terms

By having the definition of key terms, the researcher tries to avoid the readers' misunderstanding of this research. Creswell suggest that we are better to begins our

research by narrowing our topics to a few key terms using one or two words or short phrases.⁹ The researcher provides some definitions of terms used as keyword.

1. Pronunciation

Pronunciation is the way how the words are pronounced. People pronounce words in different ways depending on where they grew up and lived.

2. Pronunciation Errors

The condition of having incorrect or false on producing sound.

3. Alveolar Consonant

Alveolar consonant are [articulated](#) with the tongue against or close to the superior [alveolar ridge](#), which is called that because it contains the [alveoli](#) (the sockets) of the upper teeth. The consonant sounds /s/, /z/, /l/, /r/, /t/, /n/ and /d/ are all alveolar consonants.

F. Previous Study

In the previous study, five researchers have already studied about pronunciation. One of the research that had been researched by Sri Wahyuni Azizah with the title “*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*”¹⁰. The research showed that there were 4 types of errors those are omission, addition, misformation, and misordering. The total of errors were 141 errors’ items which made by the students. The most common errors were omission which was 110 errors’ items or 78,01% made by the students, misordering was 14 items or 9,93%, misformation was 11 items of

⁹ Creswell, *Educational Research*, 82.

¹⁰ 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.”

errors or 7,8% , and addition was 6 items or 4,26% which meant it was the lowest while other errors' classification based on surface strategy taxonomy.

The next research was researched by Nur Azizah with the title "*The Student Pronunciation Error Analysis on Pronouncing English Book Entitle "Active English 6" at Sixth Grade of MI Nurul Hikmah Lenteng Proppo Pamekasan*"¹¹ The research found 4 types of pronunciation errors by subjects who read English books in English subject classes. That is, (1) Omission occurs when multiple elements omitted that should exist; When the subject says the word "bag" then [s] sounds the word bag is omitted (2) The addition occurs when there are several elements that should be not being there; When the subject pronounces the word "sugar" then the sound [r] in the word sugar added (3) Selection occurs when the wrong item has been selected to replace the correct item; When the subject says the word "thin [ðin] then [ð] is pronounced as [t] (4) Sorting occurs when the elements presented are correct but the order is wrong; When subject is pronounced as 'ask' [a:sk] is pronounced as [a:ks].

Another research was researched by Natalia Anggrarini and Lulu Istiqamah with the title "*An Analysis Of Pronunciation Errors Of English Consonants Sounds Produced By English Department Students*"¹² The result shows that the student is silent made some mistakes in producing some consonant sound. That the error occurred because of the consonant not in Indonesian, so they are not used to the sounds.

Another research by Kris Rahardian Rahadjosidi with the title is "*Mispronunciation of English Final Alveolar-Alveolar and Velar-Alveolar*

¹¹ Azizah, "The Student Pronunciation Error Analysis on Pronouncing English Book Entitle 'Active English 6' at Sixth Grade of MI Nurul Hikmah Lenteng Proppo Pamekasan."

¹² Anggrarini and Istiqamah, "An Analysis of Pronunciation Errors of English Consonants Sounds Produced by English Department Students."

Consonant Clusters by Students of SMA Santa Maria Yogyakarta”¹³ he analyzed there were 295 pronunciation errors of final alveolar-alveolar and velar-alveolar consonant clusters out of 405 pronunciations. From the analysis, two errors contribute to pronunciation errors. The first is interlingual or interference error. The second is an intralingual error.

Another research that had been researched by Lestari with the title "*The Mispronunciations In Producing The English Alveolar And Post-Alveolar Stridents By The Final Year English Department Students Of Universitas Diponegoro*”¹⁴. She develops a study of mispronunciation that focuses only on unstudied English fricative consonants. This research is descriptive qualitative research that applies phonemic theories to describe these errors. Overall, the research shows that errors are divided into devoicing, fronting, cluster reduction, affrication, velar assimilation, elision, de-affrication, stops, adding segments, assimilation, labialization, and coalescence.

¹³ Rahardjosidhi, "Mispronunciation of English Final Alveolar-Alveolar and Velar-Alveolar Consonant Clusters by the Students of SMA Santa Maria Yogyakarta."

¹⁴ Lestari, "The Mispronunciations In Producing The English Alveolar And Post-Alveolar Students By The Final Year English Department Students Of Universitas Diponegoro."