# CHAPTER I

# INTRODUCTION

## 1.1. Background of the study

Everyday people talk. When they are talking, they use a language. It means they know that language. When we know a language, we can speak and be understood by others who know that language (Fromkin and Rodman, 1988:4). This means we have a capacity to produce sounds that signify certain meanings and to understand or interpret the sounds produced by others. It is referred to normal-hearing individuals and talking about spoken language.

Every one, including a child, knows a language. Every child, whose growth of his thought is normal, will learn his first language, which we call $L_1$ in the first years of his life and the process will continue until he is about five years old ( Subiyakto, 1992:72).

Mostly people learns more than one language in this world. A child may know or learn two or more languages from the beginning of his life (Subiyakto, 1992:72) ;for instance, a kindergarten student learns English at his school.

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Nowadays, English learning programme can be found in some kindergartens in Surabaya. It may be held on the need of foreign language, primarily English, in many work fields.

Learning to speak a foreign languages involves learning another phonological system (Komahian,Kavanagh and Ferguson. 1980:187). While this acquisition may be considered similar in some respects to learning phonology in the native language, there are some obvious and important differences.

In learning English, the students may often make mistakes,i.e. segmental substitution, in pronouncing English sounds, since there are some English sounds that do not exist in the students' native phonetical inventory. They probably do not realize when they do it and it is not a problem for them. Individuals who are self-conscious about making mistakes often find learning foreign language difficult, which is not a problem for children, who are unconcerned or unaware that they are making mistakes (Fromkin and Rodman,1988:390. There have been many surveys (cf.Prather. Hendrick, and Kern,1975 in Catford,1982,199) that report what children do not say correctly. It relates to the segmental substitution.

Locke (1982 in Catford,1982:195) said that the child borrows freely from the repertoire of sounds he developed as an infant and still has at his disposal. Thus, a kindergarten student may substitute an English sound with a sound from his own native phonetical inventory.

Locke also predicts that segmental substitutions will occur whenever the child attempts to represent a word in which the salient sounds are not in his repertoire.

In addition, young children, according to Locke, has a limited articulatory capability. They cannot be sure which features are crucial and which are trivial and they cannot know how much phonetic precision is required to produce a certain sound.

From the explanation above, the writer is interested in analyzing whether there is segmental substitution done by the kindergarten students in pronouncing the English consonant sounds , what sounds are difficult to pronounce. including the substituting sounds and the phonological processes of the segmental substitutions.

This analysis will be done based on Phonology which is appropriate to discuss it and related to the children phonological acquisition. Phonology is the study of sound system, that is, the study of how speech sounds structure

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and function in languages (Hyman,1975:2).

This study also deals with Phonetics as the study of speech sounds, since the study is focused on phonetical segments or sounds which will be classified according to the articulatory phonetics.

## 1.2. Statement of the problem

Based on the background of the study above, the writer will try to find out possible explanation for two following questions :

1. Is there segmental substitutions, i.e. consonant sounds, made by the kindergarten students in pronouncing English consonant sounds ?

2. What sounds are substituted by the students ?

3. What phonological processes occur in the segmental substitutions ?

## 1.3. Objective of the study

Through this study, the writer intends to give or provide vivid elaboration concerning the kindergarten students' segmental substitution, including the substituted sounds and their phonological processes, in pronouncing English consonant sounds, analyzed through

phonological study, in relation with Phonetics in classifying the sounds.

## 1.4. Significance of the study

This thesis, hopefully, will make the readers have a better understanding toward the problem in teaching English in kindergarten, so that there will be an improvement in the teaching system and at least minimalize the problem.

This is also meant to enrich scientific writings pertaining with aspects of linguistic, especially Phonology in the case of children language acquisition and to help children in their communication in English.

Finally, this is also to fulfil the final requirement for S1 degree of English Department.

## 1.5. Scope and Limitation

The research is held in TK Mojo Indah, in Mojo Kidul Surabaya and the writer focuses the scope of the study on the analysis of kindergarten students' segmental substitution in pronouncing English consonant sounds, i.e. singleton consonants, the substituted sounds and the phonological processes of the segmental substitutions.

This research is closely related to Phonology and Phonetics. since the study concerns with speech sounds.

## 1.6. Theoretical Background

Some theories of Phonology which are suitable with the topic are used in this research to develop analysis toward the kindergarten students' segmental substitution and the substituted sounds.

Phonology is the study of sound system, that is, the study of how speech sounds structure and function in languages (Hyman.1975:2). Thus. when approaching the sound system of a language, it is necessary to study not only the physical properties of the attested sounds (that is how they are made and what their acoustic corelates are), but also the grammatical properties of these sounds. The extensive elaboration will be presented in chapter II.

## 1.7. Method of the study

The writer uses qualitative research for this study, according to Bogdam and Biklen (1976 in Moleong,1994:47), there are five typical characteristics of qualitative research, i.e. : (a) natural setting as a direct data source and the researcher as the key instrument (b)

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descriptive (c) process is more important result (d) data is analyzed inductively and (e) meaning is the main attention.

In qualitative research, inquiry has to be done in natural setting because the phenomenon which are being studied show meaning in natural setting. Qualitative research begins with an assumption that nothing is trivial in the world, that every symptom is potential as a door key for the comprehension of what is being studied. It should be affirmed that qualitative research is not some kind antiquantitative. It means within qualitative research there are good chance to apply quantitative data. If it happpens, the research serves as supplement (Aminuddin,1990:5).

Qualitative research needs representative methods or techniques to acquire corpus of data. According to Baal(1972 in Aminuddin,1994;49) the most representative methods for this type of research are participant observation and in depth interview. Yet, it is also possible to use other methods as long as the corpus of data can be obtained maximally.

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### 1.7.1. Location and population

The location of the study is held in TK Mojo Indah in Mojo Kidul Surabaya. The population is a class of kindergarten students.

### 1.7.2. Sampling

Sampling is ways to take sample (Hadi,1980:70). In doing this research the writer uses purposive sampling, and the respondents should :

- have good articulation and normal hearing.
- are kindergarten students who have been learning English at school.
- live in Surabaya.
- are taken from one class.

### 1.7.3. Definition of key terms

Since the most representative way to analyze this phenomenon is from phonological analysis, particularly English phonological system, some terms of Phonology are assigned to this study. This is important so as to avoid misunderstanding and misinterpretating. Those terms are:

- Phonology

The study of sound system. that is, the study of how

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speech sounds structure and function in languages
(Hyman.1975:2)

- Phoneme

A minimal unit that can function to distinguish meaning. It is not a sound or even a group of sounds, but rather an abstraction, a theoritical construct on the phonological level (Trubetzkoy,1939 in Hyman,1975 :41). Phoneme is transcribed between slashes (/.../)

- Phonetics

The study of speech sounds (Hyman,1975:2)

- Sound

A unit of phonetic description (Hyman.1975:8). Sound is transcribed between square brackets ([...])

- Speech sounds

Sounds produced by human speech organs

- Segmental substitution

The substitution of one sound segment into another (Locke,1982 in Catford,1982:193).

- Consonant

Sounds produced with an obstruction of the air in the oral cavity .

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- Pronuncing

  The way words or sounds of a language is produced
  (Oxford English Dictionary,1973:776).

- Phonetical Inventory

  The inventory of speech sounds

## 1.7.4. Technique of data collection

In this study, the writer uses two major techniques for collecting the data. Those are elicitation and recording. This two techniques are very representative corpus of data pertaining the kindergarten students' segmental substitution in pronouncing English consonant sounds.

The inside of these techniques will be elaborated in chapter III. The brief description of the process of collecting are as follows :

1. Do an observation to look at a glance the situation of the class during the teaching of English subject.

2. Make a list of English words in which the consonant are in all positions to be tested in the form of pictures and in direct questions.

3. Test the respondent individually ,in an isolated room,
   while recording it.

   Each respondent will be tested with the same question.

## 1.7.5. Technique of data analysis

After collecting the data, the writer tries to
analyze the result by playing the recorder back and make a
list of each subject result.

The next step, after obtaining the complete result is
tabulating the result of consonant sounds of the
respondents in qualitative data.

Finally, the analysis will be completed with the
presentation of the segmental substitution tables and the
phonological processes of the substitutions.

## 1.8. Organization of the paper

The chapters of this thesis exhibit a structurally
important sequence. This thesis begins with chapter I.
Introduction. which consists of eigth subchapters. the
first is Background of The Study in which reasons of
making this thesis and all aspects of phenomenon discussed
in this thesis are mentioned in general. Proceeding The
Background of The Study is The Statement of The Problems.

The problem solving is going to be found in the chapter of analysis. The Objective and Significance of The Study give sort of description concerning with this thesis, including its purposes. Point 1.6. is Theoretical Background which exhibits theories of Phonology applied in this thesis in general. Then The Method of The Study explains the type of research conducted by the writer, and method as techniques of data collection and data analysis. In Definition of Key Terms, several technical terms applied in this study are presented all together with their definitions. This definitions are very important to avoid misunderstanding in interpreting this thesis.

In chapter II, the theories of the study are elaborated more vividly so as to provide adequate basis to understand the analysis of data and findings in chapter IV explained in detail. Then, they are used to analyze.

The result of this analysis can be seen in data presentation of findings.

Chapter III is a general description of the object of the research in which the writer explains what is being discussed in this thesis generally.

Data and findings acquired during the research are analyzed in chapter IV by using theories elaborated in

analyzed in chapter IV by using theories elaborated in theoretical background and chapter II. Chapter IV is the most crucial part of the thesis. The result of this analysis will be concluded in the last chapter that is chapter V, Conclusion.