

# CHAPTER I

## INTRODUCTION

### I.1 Background of The Study

Many linguists have undergone researches that discuss mistakes and difficulties in second language (L2) learning. One mistake the L2 learners have is interference. The interference occurs because there are several glaring differences between L1 and L2 in terms of morphology, grammar, and phonology. For example, in English grammar, one way to form interrogative sentence is *wh-question*. Punjab language does not have this formation. Interrogative sentence is formed without changing the word order of the sentence. Punjab student often makes a mistake such as *What this is ?*, which is supposed to be *What is this ?* (Tarigan, 1992:46).

Although the L2 learners make mistakes, some of them do not always have difficulties in L2 learning process. Instead, they are quite fast in mastering L2. Tarigan continues that it is easier for the Dutchmen to learn English language than Indonesians. In contrast, Sundanese seem to learn Karo language easier than the Dutchmen.

Besides Tarigan, Hughes (1968) studied a similar case. He studied the pronunciation of Greek and Spanish speakers. It is mentioned that the difficulty in pronouncing particular speech sounds of English language is rather phonemically than phonetically. They have difficulty in pronouncing English *th-* in “through” and “think”. Although the *th-* sound occurs in their language, they do not identify it with their own *th-* phoneme.

From the studies above, there are three important things to notice. First, the researchers compared the first language and the second language in their studies. Second, the case of Punjab students showed that the learners produced negative transfer, which caused the interference from L1 to L2. Meanwhile, the case of the Dutchmen implies that the learners produced positive transfer, which caused the learners to have less mistakes. Third, mistakes in L2 learning may be seen from the grammar and the system of phonology.

Mistake in phonology itself is easy to notice. The L2 learners make mistakes in pronouncing particular speech sounds of second language. However, their accuracy in pronunciation may be seen when they utter some words of second language that consist of several speech sounds.

In this study, the accuracy is the focus. According to Oxford dictionary (1995:9), accuracy is the state of being correct or exact without error. The second language learners can be said accurate if they are able to speak and write correctly. They speak and write accurately based on grammatical rules. Those rules are associated with phonetic transcription, which has been codified in the dictionary.

Accuracy itself is very important. As in basic Course Outline for Elementary School, the government stated that one of the goals of speaking is that the students are to pronounce words or simple sentences modeled by the teacher and to speak through short dialogue properly (Depdikbud, 1994:3).

There are many examples of mistakes in pronunciation. A fellow of the writer, 'BP', makes mistakes in pronouncing particular English speech sounds.

One day, the writer noticed his utterances when he spoke English. When he told his daily life, he said *Take a bat* instead of *Take a bath*. It is obviously seen that the interdental fricative [θ] is replaced by [t]. He did not accurately pronounce the speech sound of [θ]. Another day the writer asked Ms. S., a relative, to pronounce particular English speech sounds. She never learns English so she is not accustomed to English speech sounds. She was asked to read some words that consist of particular speech sounds. Of course, first, she was given a model how to read them. Surprisingly she could accurately pronounce them like *Take a bath, thanks, and brothers*. This indicates that she could “master” the pronunciation of English speech sounds in a short period. From here, the writer was curious about the pronunciation of the learners who have recognized Arabic speech sounds earlier than English especially those who learn English for the first time.

From the examples above, Ms. S. seems to be fast in mastering pronunciation of particular English speech sounds. The languages she is accustomed to using are Indonesian, Javanese, and Arabic language while ‘BP’ is accustomed to using Javanese, English, and Indonesian language. The difference between Ms. S. and ‘BP’ is that Ms. S. has already “mastered” Arabic speech sounds since she was a child while ‘BP’ has not.

The case of Arabic language interests the writer to carry out a study. The writer would like to know whether the accuracy in pronouncing Arabic speech sounds affects the accuracy in pronouncing English speech sounds or whether there is a correlation between the accuracy in pronouncing Arabic speech sounds and that in English speech sounds. It is interesting to observe how the learners

who have recognized Arabic earlier than English pronounce English speech sounds.

In this study the writer does not intend to compare L1 and L2. She intends to compare Arabic and English. Arabic and English are assumed as second language because they are learnt after the native language. The Arabic is the second language which has been learnt before the English. However the writer thinks that the concept in L2 learning process in term of transfer can be applied. The reason is that the early learning process of Arabic has influenced the learning process of English. The learning process in a particular circumstance facilitates the learning process in the following circumstances, (Tarigan, 1992:66). Furthermore, the learners of English, who are accustomed to Arabic speech sounds, tend to have positive transfer when they learn English speech sounds.

The writer focuses on the pronunciation because she thinks mistakes can be more easily observed. The writer uses the word, *pronunciation*, instead of *reading* because in loud reading process, it does not guarantee that the pronunciation of the speakers is always correct. The pronunciation itself can either be accurate or not based on pronunciation rules. The pronunciation can not stand by itself. Learners can not be asked to pronounce speech sounds of English language one by one. Thus, they are asked to read some words that consist of several speech sounds.

## **I.2 Statement of The Problems**

1. Is there any correlation between the accuracy in pronouncing Arabic speech sounds and that in English speech sounds?
2. What are the speech sounds of English language that can and can not be accurately pronounced?

## **Hypothesis**

Ho : There is no correlation between the accuracy in pronouncing Arabic speech sounds and that in English speech sounds.

Hi : There is a correlation between the accuracy in pronouncing Arabic speech sounds and that in English speech sounds.

## **I.3 Objective of The Study**

1. To find out whether there is correlation or not between the accuracy in pronouncing Arabic speech sounds and that in English speech sounds.
2. To identify what speech sounds of English language that can and can not be accurately pronounced.

## **I.4 Significance of The Study**

The results of this study are expected to be useful for students who want to learn English pronunciation, especially for those who have already known Arabic speech sounds before English speech sounds. Through this study, it is also expected that there will be more collections of such a topic in our library.

Furthermore, the writer expects that this study will be a comparison to other studies.

### **I.5 Scope and Limitation**

In this study the writer focuses on the mistake that is related to phonetics. She focuses on the mistakes of pronunciation. The accuracy when the respondents pronounce Arabic and English speech sounds especially the consonants will be observed.

### **I.6 Theoretical Framework**

In learning process, one concept, which is related to mistakes and difficulties, is transfer. All learners must be up against transfer process. They tend to transfer the previous knowledge that has been learnt into the new knowledge that is being learnt. This transfer is much more seen in the level of pronunciation than other levels like morphology, syntax, and semantics. The transfer refers to the effect of language which has been learnt toward the language that is being learnt. As Ellis (1965) defines transfer as “the hypothesis that the learning of task A will affect the subsequent learning of task B.”

James (1980:11) says the same thing as what Ellis has proposed. He suggests that what the students have learnt in their school will be relevant in later life. He continues that what is learnt will affect the following learning process. For example, gains made in one skill, like speaking, will influence gains made in other skills, like writing.

Recently the concept of transfer has been widened. Richards (1987:297) divides transfer into two, negative and positive. Negative transfer refers to a condition where learning process in earlier situation causes difficulties for the learners in later situation. Positive transfer refers to a condition where learning process in earlier situation facilitates learning process in later situation. It means that the earlier situation determines the difficulties and the ease for the learners in facing learning process in later situation.

Parera (1997:122) supplies a complete concept of transfer. He defines transfer as a process in language learning in terms of the influence of the previous language, which has been learnt, toward the new language that is being learnt. The influence can be negative or positive. The positive transfer occurs when the learners find the ease in the learning process of new language. The reason is that the learners find similarities between the language they have learnt and the language they are learning. The negative transfer occurs if there are glaring differences between the previous language and the new language. Those differences lead the learners to make mistakes.

There are at least four common mistakes which are seen as the result of negative transfer. The mistakes are as follows: (1) Deducting of production; (2) Overproduction; (3) Errors of production; (4) Mistakes of interpretation. The first mistake, deducting of production, can be identified as 'global mistake' if the negative transfer can cause differences in meaning. If the negative transfer does not cause different meaning, it will be identified as 'local mistake'. The second mistake, overproduction, occurs when the learners find complementary elements

in the language they have learnt much more than the language they are learning. For example, Japanese students tend to add prefix in intransitive predicate like *"Ayahnya berpergi."*, *"la berpulang"* which are supposed to be *"Ayahnya pergi"* and *"la pulang"*. The third and the fourth mistake occur when there are differences of specific features between the previous language and the new language.

Another theory dealing with language learning process is proposed by Lado (1957). His theory is concerned with L2 learning process. It says that it will be easy for the learners to learn L2 if there are similarities between L1 and L2. In contrary it will be more difficult for the learners to learn L2 if there are differences between L1 and L2. In other words, differences and similarities determine difficulties and ease in learning L2. However, the concept of L1 and L2 learning process can be applied in other language learning situations, (Richards, 1979:160). It can be applied because every learner must transfer the previous knowledge to the learning process of the new knowledge.

It has been mentioned that the similarities and the differences need to be identified between two languages. Therefore, a contrastive analysis is needed. It is a string of activities of comparing linguistic systems between two languages. The result of comparison is used to predict difficulties and mistakes the learners have in language learning, (Tarigan, 1992:4). In general, the contrastive analysis is concerned with L2 learning process but it can share with other language learning processes. The reason is that the psychological basis of contrastive analysis is the transfer theory.



The comparison of all linguistic systems between two languages is impossible to undergo. It takes much time. Therefore, there should be one linguistic system that is compared and contrasted. Phonology system is preferable to contrast and compare. It serves more “closed system” and finite than the grammatical and lexical item. Among the linguists, they choose the level of phonology in contrastive analysis because they believe that contrastive analysis is more effective if it is applied in the level of phonology, (Richards, 1987:63). Furthermore, the system of phonology is the first level which is described before morphology and syntax.

## **I.7 Method of The Study**

Quantitative research is applied in this study. It is selected since the study is aimed to figure out whether there is correlation or not between the accuracy in pronouncing Arabic speech sounds and that in English speech sounds. Furthermore, the hypothesis needs to be tested.

### **I.7.1 Definition of Key Terms**

Some terms need to be explained in order to avoid misinterpretation of the readers in understanding what the writer has already written.

**Accuracy** : a state of being correct or exact without error based on rules that are codified in the dictionary.

**Speech sounds** : sounds that are uttered in someone’s speech and can be segmented into individual unit.

- Previous knowledge** : the language that has been learnt. Related to the object of the study, it refers to Arabic language, which is learnt before English.
- New language** : the language that is being learnt. It refers to English.
- Contrastive Analysis** : a string of activities that compares and contrasts a particular linguistic system between two languages.
- Transfer** : a process of changing and adjusting the previous language into the new language.
- Negative transfer** : a process of transfer where the learners make mistakes. These mistakes are the result of interference from the previous language into the new language.
- Positive transfer** : a process of transfer where the learners do not make mistakes in the learning process of new language.

### **I.7.2 Population and Sample**

The writer chose students of SD Muhamadiyah IV, Pucang, Surabaya as the population. She chose them for the following reasons. First, the educational quality in SD Muhamadiyah IV is high enough. The school provides several facilities that support the learning process of English, for examples, library, and laboratory. Besides, the accreditation of this school is A. Second, the school guarantees that students can accurately pronounce Arabic and English speech

sounds before they graduate. In this study there are 30 students chosen as respondents. The criteria for the respondents are as follow:

1. They are 6-7 years old.
2. They have already been able to pronounce Arabic speech sounds.
3. They learn English for the first time.
4. They are born in monolingual family i.e Java
5. They do not live in particular ethnic neighborhood like Chinese in Kya-Kya, Arabic in Ampel, and so on.

### **1.7.3 Technique of Data Collection**

In collecting the data, first, the writer randomly chose the respondents. Second, she carried out two pronunciation tests. One is pronunciation test of Arabic speech sounds and another one is English speech sounds. In pronunciation test of English speech sounds the writer gave a model of how to pronounce particular English speech sounds which they did not know yet. Third, she graded their pronunciation. Here the range of the score is from 1 to 6.

In short, the steps of data collection are:

1. Choosing the respondents.
2. Carrying out pronunciation tests.
3. Grading the respondents' pronunciation.

#### **1.7.4 Technique of Data Analysis**

After collecting the data, the writer counted the average score and put it into X-Y table. Then, she calculated the score of correlation using r-product moment. Later she identified the result of the quantitative test based on the theory. Finally, she interpreted the findings and made conclusion.

In short, the steps of data analysis are:

1. Counting the average score
2. Putting the score into X-Y table.
3. Calculating the score of correlation.
4. Identifying the result of the quantitative test.
5. Interpreting the findings.
6. Making the conclusion.

# CHAPTER II

## LITERATURE REVIEW