

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Pronunciation is the production skill that produces sounds to make communicative meaning. Learners and teachers assume that fluency is more important than accuracy. This perspective believes that learner should learn sentence structure and vocabulary rather than learn how native speakers articulate the sound of a word. However, the ultimate goal of learning English is to achieve native-like proficiency, Brown (2005) disproved:

If the goal of the language learners is to make sure that they can communicate what they have in mind effectively, they have to be understood when they are uttering the words (Brown, 2005 cited in Lantaigne, 2006, p. 3).

The essential precision of pronouncing words must be known by learners; thus, they should try to imitate the articulation of foreign words well. Nowadays, both fluency and accuracy are necessary to have good pronunciation. During a conversation, pronunciation is important to avoid misunderstanding. When, the simplest words are misspoken, it will cause confusion to the interlocutors. EFL learners should know grammar and vocabulary because they are needed in a communication. Flores (1987, pp. 3-5) expressed some reasons why pronunciation is important in speaking proficiency, which are (1) mispronunciation of the word or incorrect intonation leads misunderstanding in communication; (2) good pronunciation facilitates functional skills in communication competence that supports the speaker's credibility as a competent

communicator; (3) articulating a standardized pronunciation gives a good impression to the listener wherein it affects the speaker's self-competence and the public relations between the speaker and the listener. Those reasons mean that misunderstanding during a communication may happen if learners mispronounce the sounds. A bad pronunciation will automatically reflect the learners' quality in speaking. Meanwhile, when the learners speak with the correct pronunciation, it will be easy for them to build good public relations with the listeners. Therefore, if EFL learners have good pronunciation, they would know the importance of pronunciation in order to avoid misunderstanding.

If EFL learners fail to facilitate their native language to foreign language; as a result they pronounce some English sounds incorrectly. It can indicate that errors occur. The justification of error in analysing of language learning has been proposed by Corder (1975, p. 207), "Error analysis is the study of erroneous utterances produced by groups of learners". Moreover, James (1998, p. 78) also refines that "the definition of error as being an instance of language that is unintentionally deviant and is not self-correctible by its author". Thus, the error analysis is useful to determine where error occurs in language learning such as in pronunciation.

Apart from the difficulties in learning English pronunciation, many Indonesians who learn English have to be aware that the learners' first language (L1) can be a crucial problem. The learner's L1 may affect them in learning English as their second or foreign language. Crystal (1980, p. 188) stated that the most common sources of errors is derived from negative transfer of L1 which

directly affects the speech production of the learners' target language. Richard, Platt, & Weber (1992, p. 160) also affirmed that learners tend to produce their L1 pattern into L2 but they do not notice the negative transfer or interference. Moreover, interference mostly occurs because of the learners' incomplete knowledge of their L2 (Kormos, 2006, p. 24). The element knowledge of pronunciation is related to phonology which is composed of L2 vowel and consonant. Automatically, when EFL learners want to transfer L1 into L2 in an appropriate pronunciation, they have to be familiar with how to pronounce L2 words properly.

In the area of pronunciation, English language has different sounds from another language. These different sounds often become a common difficulty in pronouncing English. According to Lanteigne (2006, p. 1), "difficulties in learning English occur due to the fact that some of English sounds do not exist in the mother tongue of the learner". Alwi et al. (2010, p. 55) supported Lanteigne's idea by stating that English sounds such as /v/, /θ/, /ð/, /ʒ/, /dʒ/, /ʃ/ and /tʃ/, cannot be found in Indonesian language. Furthermore, the way of pronouncing one particular sound may be different based on the position of the sound in the word (Prator & Robinett, 1972, pp. 86-88). As an illustration, /k/ in „lock“ /lɒk/ and /g/ in „log“ /lɒg/ are pronounced in different way. The sounds /k/ and /g/ have similar sound when they are pronounced. However, it should be noticed that they are pronounced in the different position. The sound /k/ should be pronounced as voiceless sound while /g/ is pronounced as voiced sound. /k/ and /g/ are still in the same place of articulation that is in velar. This evidence also donates to the

difficulties in learning English. As a consequence of all the difficulties in pronouncing English, there will be 44 sounds of English which have different pronunciations from Indonesian speech sounds. There are several sounds that do not exist in Indonesian language as well. Automatically, Indonesian learners will have some difficulties in pronouncing those sounds.

Therefore, this study focuses on phonological error in English vowel and consonant sounds as segmental features. Basically, vowels are distinguished based on how they are produced or articulated. Indonesian vowel phoneme system has six different vowels identified namely, /a/, /i/, /u/, /e/, /ə/, /o/ and diphthongs, such as /ai/, /au/, /oi/, /ei/ (Alwi et al., 2010, pp.57-59). English vowel has twenty British English vowels and American English including several diphthongs. In one hand, the similar vowels in American and British English are /i/, /ɪ/, /ɜ/, /æ/, /ɑ/, /u/, /ʌ/, /ɔ/, /ʊ/, /eɪ/, /aɪ/, /aʊ/, /ɔɪ/, /ju/. On the other hand, the different patterns of vowels in American and British English are like /ɑ/ and /ɒ/, /oʊ/ and /əʊ/, /ɜ/ and /ɝ/, /ɪr/ and /ɪə/, /ɛr/ and /ɛə/, /aɪr/ and /aə/ (Ladefoged & Keith, 2011, p. 39). Indonesian and English have also differences in consonant distribution system. Indonesian has twenty-two consonants which are /p/, /b/, /t/, /d/, /k/, /g/, /c/, /j/, /f/, /s/, /z/, /ʃ/, /x/, /h/, /m/, /n/, /ɲ/, /r/, /l/, /w/, /y/ (Alwi et al., 2010, p. 67). The phonemes /c/, /j/ and /y/ are emerged /tʃ/, /dʒ/, and /j/ successively in the IPA (Ladefoged & Keith, 2011, p. 39). However, most of English consonant sounds are similar to Indonesian consonant sounds except for the phonemes /x/ and /ɲ/. The other consonants that exist in English are /v/, /ʒ/, /ʃ/, /θ/, /ð/.

From the vowel and consonant sounds distinction proposed above, it means that the learners' first language (Indonesian) influences the pronunciation of the target language (English) and it is a significant factor in the occurrence of errors in English pronunciation. Sedláčková (2007) affirmed that difficulties caused by English consonant and vowel sound are possible because their pronunciation is influenced by the pronunciation of their native language. However, several English vowel and consonant sounds do not exist in Indonesian vowel and consonant sounds, so the speakers will be difficult to familiarize their mother tongue. Hence, the writer decided to focus on English vowel and consonant sounds research because most of Indonesian people who learn English experience difficulties in pronunciation which will lead to English vowel and consonant phonological errors.

The differences between English and Indonesian vowel and consonant sounds in segmental feature can become the cause of error in pronunciation. Automatically, those errors emerge because several the source of errors cause why learners produce error.

In addition, Brown (2007, p. 263-265) classified four possible sources of learners' errors. They are: (1) interlingual transfer is related to the influence of native language into foreign language, (2) intralingual transfer is related to the influence of foreign language into native language, (3) context of learning is related to the teachers and teaching material, (4) communication strategies is related to the learners' strategies to enhance their capability in language learning.

The writer found one interesting phenomenon experienced by the adult learners in English Department of Universitas Airlangga which is related to phonological errors. The writer chose three females and three males to be the participants of this study. There are some reasons why the writer chose English Department students of Universitas Airlangga are. First, the writer noticed that those students have passed English phonetic-phonology class but they still produce pronunciation error when they communicate with each other. The errors are caused by their difficulties in pronouncing certain English sounds. Second, those students also still write thesis and proposal batch 2010. Third, those students are the learners of English as Foreign Language (EFL). It means that their first language is Indonesian and it might influence them to produce errors in their pronunciation. The writer chose adult student because the pronunciation goals and needs of adult English language learners are diverse. Moyer (2000, cited in Schaetzel, K, 2009, p.1) also confirms:

These goals and needs depend on a variety of factors, which may include the learners' uses of English (in what settings and for what purposes), their motivation to identify with specific English-speaking groups, the degree to which they want to sound like native speakers, and the frequency with which they speak English.

When adult learners graduated from English Department Students of Universitas Airlangga, they are expected to be more fluent with correct pronunciation. However, the writer found that the fact contradicted this argument; most of the adult learners still commit phonological errors in English sounds. Due to the existence of phonological errors, the learners have difficulties in imitating the required sounds as they learn English.

The forms of pronunciation errors which are found in these students varied. These following sounds are the examples of pronunciation errors:

Positions	Words	Standard Phonetics Transcription		Students' Actual Pronunciation
		British	American	
Initial	leaflet	[li:flət]	[li:flət]	[lɪflət]
	matador	[mætədɔ:(r)]	[mætədɔ:r]	[matador]
Medial	tortilla	[tɔ:ti:ə]	[tɔ:rti:ə]	[tori:la]
	total	[təʊtl]	[təʊtl]	[totel]
Final	nachos	[næʃəʊz]	[næʃouz]	[nacos]
	lego	[legəʊ]	[legou]	[lego]

The word **'leaflet'** and **'matador'** are the examples of the use of sound substitution in /i:/ and /æ/ initial position. Next, the word **'tortilla'** and **'total'** are the example of the use of sound insertion where /l/ and /e/ is added unconsciously in middle position. Meanwhile, the word **'nachos'** and **'lego'** are the example of the use of sound deletion in final position of /oʊ/.

In relation to the pronunciation errors faced by ESL / EFL learners, there are some studies that have been conducted by some researchers. Cam Tam (2002) released that the most common pronunciation problems of Vietnamese learners of English is sound substitution such as the sound substitution of /t/, /tr/ with /ʃ/; /ð/ with /z/, /d/; /ʃ/ with /s/; /dʒ/ with /j/, /d/, /s/, /t/, /z/, /ʃ/; /s/ with /ʃ/, /z/; /p/ with /b/; /ʃ/ with /s/; /θ/ with /s/, /t/; /r/ with /z/. In addition, The errors in the oral performance of advanced-level Iranian EFL students were also observed by Hojati (2013). The study found that advanced-level learners commit numerous pronunciation errors in vowels insertion, stress placement, wrong pronunciation of sounds and intonation contours. Andi-Pallawa (2013) found some Indonesian-

English learner cannot figure out some particular English vowels sound error such as /ɪ/, /ʊ/, /ɛ/, /æ/, /ə/, /ʌ/, /ɑ:/, /ɒ/ and /ɔ:/ and consonants sound error in /b/, /p/, /t/, /d/, /k/, /g/, /tʃ/, /c/, /dʒ/, /f/, /v/, /θ/, /ð/, /z/, /ʃ/, /ʒ/, /h/, /l/, /r/, /w/, /m/, /n/ and /ŋ/. Furthermore, Jehma & Phoocharoensil (2014) investigated the English fricatives and stop pronunciation errors produced by Pattani-Malay learners of English. The study found that the medial voiced labiodentals fricative /v/ and the medial voiced interdental fricative /ð/ were apparently the most problematic. Bekleyen (2011) wrote about the borrowed words with French, Latin or Greek origin that also caused pronunciation problems to Turkish EFL learners. The study found that the words like „vague“, „mosque“ and „technique“ are pronounced incorrectly by Turkish EFL learners. The recent study was done by Abdul-Ameer (2011). He reviewed the difficulty of using linking by Iraqi EFL university students. The study found that Iraqi EFL university students encounter difficulties in linking because they did not use linking appropriately in their speech.

The difference between this present study and those previous studies is that the previous studies only focused on limited variables whereas the present study focuses on Indonesian adult learners and phonological errors in English vowel and consonant sounds. Moreover, this study also analyses about link between words. This present study also analyses the link between words and conducts research in English Department of Universitas Airlangga with adult respondents. In addition, this present study also identifies the factors why those students produce errors. According to Levinson (1986, as cited in Rachel, Yusuaf

& Kara), there are two stages adulthood: early adult transition which ranges from the age of 17 - 22, and adult world which is between the age of 22 - 28.

The purpose of this present study is to observe the phonological errors in English vowel and consonant sounds that done by Indonesian adult learners. The result of this study is to find out the kinds of phonological error made by the students in producing the English vowels and consonant sounds in which they fail to identify some English sounds that are supposed to be pronounced /v/, /θ/, /ð/, /ʃ/, /ʒ/, /ʒ/, /ʃ/, /dʒ/, /l/, /t/, /w/, /d/, /p/, /i:/, /u:/, /ɔ:/, /ɑ:/, /ɪ/, /æ/, /ə/, /ɒ/, /eɪ/, /oʊ/. The writer also wanted to figure out the most dominant phonological error pattern caused by using borrowing words. English Department students of Universitas Airlangga must be able to have a good pronunciation performance when they graduated. In accordance to that statement, the importance of this present study is to contribute real suggestion for teacher about how to make an effective pronunciation learning strategy for adults in the process of learning pronunciation in English as a foreign language. The identification is based on phonological errors proposed by Kenworthy (1987). After the phonological errors have been identified, the writer analyzed what kind of error is considered as the most dominant phonological error pattern found in English Department students of Universitas Airlangga.

1.1. Statement of the Problems

This study describes the kinds of phonological errors made by adult students in English Department of Universitas Airlangga in producing the English vowels and consonant sounds and the most dominant pattern of phonological

errors committed by using borrowing word. Based on the background of the study, the statement of the problems of the research is formulated as follows:

1. What kinds of phonological errors produced by the English Department students of Universitas Airlangga in pronouncing the English vowel sounds which do not exist in Indonesian sound system?
2. What kinds of phonological errors produced by the English Department students of Universitas Airlangga in pronouncing the English consonant sounds which do not exist in Indonesian sound system?
3. What is the most dominant pattern of phonological errors committed by the English Department Students of Universitas Airlangga?

1.2. Objective of the Study

The writer figured that there is a relation between phonological error and students' speaking skill. Therefore, the writer thought the objectives of the study are as follow:

1. To find out phonological errors which produced by the English Department students of Universitas Airlangga in pronouncing the English vowel sounds which do not exist in Indonesian sound system.
2. To find out phonological errors which produced by the English Department students of Universitas Airlangga in pronouncing the

English consonant sounds which do not exist in Indonesian sound system.

3. To find out the most dominant pattern of phonological errors committed by the English Department students of Universitas Airlangga.

1.3. Significance of the Study

The writer wants to study more about English phonological and phonetic because the writer wants to find out the types of phonological errors made by adult learners in English Department of Universitas Airlangga producing the English sounds and the most dominant pattern of phonological errors committed by using borrowing word. Thus, this study is considered to give a suggestion about the best learning strategy. For the lecturers, it may give input for the lecturers to teach some English borrowing words which are considered commonly used. Moreover, the lectures can determine appropriate learning strategy by knowing several students' weakness in pronouncing English sounds. For the students, it may enhance their capability in pronouncing some English borrowing words. Hopefully, it can decrease errors in the production of English sounds.

1.4. Definition of Key Terms

In order to avoid the misinterpretation in understanding this study, the writer provides the following key terms:

Borrowing words : A word adopted from a foreign language with little or no modification (Oxford Dictionaries Language Matters, 2014).

Composite sound : This process occurs most frequently in English when final alveolar consonants such as /s, z/ and /t, d/ or final alveolar consonant sequences such as /ts, dz/ are followed by initial palatal /y/ (Celce-Murcia, Dornyei, & Thurrell, 1995, p. 162).

EFL learners : an abbreviation from English as a Foreign Language. In this term, the EFL learner is categorized as someone who learns English in a formal class setting, with limited or no opportunities for use outside the classroom, in a country in which English does not play an important role in internal communication (Tavakoli, 2012, p. 115).

Error : a deviation in learner language which results from lack of knowledge of the correct rule (Ellis, 2008, p. 961).

Links between words : word boundaries are negotiated in certain ways such as, a linking sound is used, one sound merges

with another and a composite sound is used

(Kenworthy, 1987, p. 17).

Linking sound : A very small /y/ or /w/ is added between words, it connects one word to the next (Kenworthy, 1987, p.17).

Phonological error : Errors in encoding at the productive phonological level when speaking a foreign language (James, 1995, p. 139).

Sound merger : When linking from one continuous consonant into the same continuous consonant, the linked consonant sound is extended (Kenworthy, 1987, p.17).