

CHAPTER 1

INTRODUCTION

This chapter presents several topics as the background and the fundamental theory of the current research. By reading this section, it can be known the reason of conducting this research and the context as well. In addition, problem and objective of study presented clearly along with the limitation of the discussion.

Basic Consideration

Pronouncing English as second or foreign language (L2) is always a noticeable challenge to Javanese learners. Since they are expected to qualify in transfer ideas clearly, they have to be able say words precisely like a native or at least they can produce intelligible utterances. However, for Javanese students, to speak precisely like a native or produce an intelligible sound is not that easy. It is because comparing to the sound system, Javanese and English are similar in several term, and somehow the differences also exist. Charruters (2016, p.17) said that in L2 prosody the most difficult being situations in which there is differentiation. Additionally, Fromkin (2011, p.363) stated, it is believed that the implementation of second or foreign language is heavily influenced by a mother tongue (L1). For most L2 learners, the common interference in producing L2 sounds is mother tongue.

Pronunciation point of view concerns to suprasegmental and segmental aspect. The suprasegmental aspect comprises voice quality, intonation, duration of

sound, stress, and accents. In speech, this aspect is frequently being interest investigation discerning a language has particular system. English native speaker speak by accent that he acquires from immediate family as the first language since children. However, most of Javanese students presumably learn English by imitating teachers' utterance that is not native, and it is not in the natural environment. Therefore, Javanese students may simply pronounce English by their certain accent and or might weird. To understand this, we must investigate geographical and social accent. Likewise in other parts of this aspect, the phonological phenomena are occasionally more affected by social condition. For instance, the stress of word *father* is, the first syllable seems stronger than the second. But, when it is exist in the end of question, it may the second syllable is stronger than the first. Therefore, somehow, writer more interest in doing investigation through segmental aspect of pronunciation. It is because the phonological phenomena had been encountered occurring merely related to both English and Javanese manner and place of articulation, and the different phoneme.

If people discuss the English sounds it deals with vowel and consonant. These two categories offer a significant differification. Vowel sound is not along with obstruction in the articulator, it happens only in the vocal cords. All vowels are produced by vibration of vocal cords. The production of all consonants is involving obstruction in the mouth, whether the vocal cords are vibrating or not. In this study, the writer assigns the consonant to be rising for. It considers that inaccuracy in placing articulator and shaping the obstruction in the mouth will make a different sound. In producing a sound, if the tongue shifts slightly in any

point in the oral cavity, it can change the sound. Fillmore (2000) stated, “Phonemes can be identified by virtue of whether a change in sound makes a difference in meaning” (p.14). Considering the essence of the accuracy of phoneme sounds in communication, this study needs to be emphasized. Nevertheless, there are consonantal differentiations to watch out for, moreover which unfamiliar one in Javanese.

The contrastive English and Javanese phonotactic system considerable be writer’s attention. Several patterns we can observe to the manner and place articulation. From the place of articulation point of view, Javanese is unfamiliar to the sound of English labiodentals /f/ and /v/ (Marsono, 2013). This must be emerge people’s wonder of how Javanese students saying those such phoneme? Whether they produce the same sound or might be distributing by identical sound by Javanese one or maybe other sound else. Additionally, the dental sound of English and Javanese is quite different. In English, the tip of the tongue is pressed on the front of upper teeth, whereas for Javanese it is pressed on the inside of upper teeth. Besides, the English post-alveolar sounds do not exist in Javanese. Those are some examples of the dissimilarities of place of articulation. Likewise, (Marsono, 2013) seen from the manner of articulation aspect, Javanese has more plosives than English. Secondly, Javanese lack of English fricative sounds. It only exist /s/ and /h/ in Javanese. Further, Javanese does not have English affricate sounds. Many questions related to Javanese students’ pronunciation of English consonant appear as regard this situation.

Substantively, consonantal discussion especially in the segmental aspect is quite broad and pertinent to cluster. Such in English three consonant clusters are permissible. For instance, in the word *handicrafts* there are syllable-final cluster of [f t s]. Conversely, Javanese never does this pattern. Additionally, the syllable-initially such as [sp] or [pl], as in *spray* and *play*, it is unfamiliar to Javanese. They occasionally pronounce the cluster by distributing a vowel sound between the consonants. Thus, the assumption is Javanese student may facing it as a hurdle in speech. However, the writer limits the discussion to presenting a generally accepted observation and explanation. The writer found some phenomena related to Javanese students pronunciation to English consonants such as in a video of English debate competition that located in Central Java, Surakarta (2015, minutes: 7:53), Javanese students pronounce the word *university* [ju:nɪvɜːrsəti] as [ju:nɪfɜːrsəti]. He changes the sound voiced labiodentals fricatives /v/ into voiceless labiodentals fricatives /f/. In addition, the writer commonly heard that Javanese students mostly do not say the phoneme [θ] in *thank* /θænk/ instead of retain the sound [t] as /teŋ/. They do inappropriate mechanism of placing the articulators and shaping the obstruction or releasing the air. By those such affairs the writer determines that the study is focus only in the pronunciation of each phoneme within word ignoring the kind of syllable.

Writer attention is drawn to explore the pronunciation of Javanese students of English Department (ED) of Letter and Culture Faculty of Universitas Negeri Gorontalo (UNG) in pronouncing English consonants. Likewise, considering this department environment is not counted as natural context in term of second

language teaching (Ellis, 1994, p.7), it definitely the learning is in the border of mother language maintenance. Eventhough the curriculum provided lesson and training about English pronunciation, the writer assumes that there is a tendency of unfamiliar English consonant sounds is a prevalent hurdle to Javanese students in pronouncing it, moreover it needs accuracy. To this, the writer thought that it needs to be investigated how the Javanese students of ED's pronunciation is, since this is able to be an illumination of correcting self, and to assist lecturers in arranging the teaching syllabus. This study goes without any dichotomy of good or bad and correct or wrong. The writer describe only the result data of participants' pronunciaiton based on actual circumstances. For these reasons, the study has been done through descriptive method and qualitative approach entitled "Descriptive Study on Javanese Students in Pronouncing English Consonants".

Research Question

This research tends to counter the question, "How are the pronunciations of Javanese students in pronouncing English consonants?"

Objectives of Research

The aim of this research is to describe the pronunciation of Javanese students in pronouncing English consonants whether it is appropriately or not to the standard of the native speaker. Thus, it elaborates the place and manner of Javanese students' articulation while producing the sound.

Scope of Study

This topic definitely requires a limitation in order to extend a focus discussion. The study focuses only on the English consonant. The writer attempts to find out the Javanese student pronunciation of English consonants whether it is intelligible or not in terms of standard of English. The study ignore things come from supra-segmental aspect as stress and intonation. In other words, writer focuses only in the segmental aspect, especially in the way of producing every single consonant sounds within words.

The Javanese students mean who are following the academic life in English Department of Letter and Culture Faculty of Universitas Negeri Gorontalo (UNG). Here, the writer called them as JSE (Javanese Students of English). In addition, English is divided into some types of dialects as well regionally. This study uses American English as the standard of discussion.

Significant of Research

This study is expected to have a number of beneficial. It helps teachers to know their students' ability in pronouncing English consonant. Certainly, in L2 teaching process it demands the lecture to understand well the characteristic of students' L1 and the ability of producing the L2 sound. Therefore, it could easy them in choosing the appropriate method to reduce the possible weakness in producing precise English sound. In addition, it helps the Head of English Department in knowing the result of teaching and learning process, and as for

consideration in arranging the curriculum of English subject especially the pronunciation aspect. Further, it assists students of English Department in doing the similar research. The last, it can be a reference to do a further research towards the similar topic.