

## **Chapter I: Introduction**

In this chapter, the researcher outline some important information in general related to the research title. The important information includes background of research, research question, the objective of research, significance of research, delimitation of research, and definition of key terms. All of these things are important to present in the introduction because it can make the reader understand what the researcher going to examine.

### **Background of the Study**

In learning English as Foreign Language, one of things that the students should pay attention is pronunciation. Pronunciation is one thing that needs to be considered in English. This is because pronunciation is the process, result, or the product of human speech while interact with others. Therefore, every student has to avoid errors in producing English words, although it cannot be refused that there are English Foreign Language (EFL) students who make mistakes repeatedly. According to Nation (2009) that EFL students have difficulty in speaking, especially when pronouncing English words. This is evidence by the preliminary study at Class of 2019 English Department, *Universitas Negeri Gorontalo* which conducted by the researcher before deciding to take this study, it was found that some EFL students experienced difficulties in pronunciation, especially fricatives sound. The steps taken by the researcher were watching videos of students who will be the research subjects in the speaking for professional context course via YouTube.

In the fact, most of the EFL students made error when pronounced English words especially fricative sound. There is phoneme /θ/, /ʃ/ in fricative consonants that is pronounced error by students. The examples of phoneme /θ/ are *something*, and *think*. Then, the examples of phoneme /ʃ/ are *English*, *chef*, and *pressure*. Some EFL students find it difficult to distinguish fricative consonants sound, what should be pronounced as voiced and should be pronounced as voiceless. The sounds or pronunciation produced by students are not in accordance with the manner and place of articulation that have been determined. In addition, the researcher interviewed several students who were planned to be the subjects of this research. Interview questions in preliminary research activities are related to the reasons of the EFL students having difficulty in pronouncing fricative consonants. The reasons that the researcher found included difficulty in students because it was influenced by their mother tongue, lack of knowledge so that their used wrong way and place of articulation when produced English sound. The other problems faced by EFL students are: some of EFL students difficult in pronouncing certain English sound that is called fricative consonants and some of EFL students' pronounced particular fricative sound as same as the written text.

As we know that, mistakes that have been made repeatedly are called errors. According to Keshavarz's study 2008 (as cited in UKEssays 2018) state that errors are rule governed, systematic in nature, internally principled and free from arbitrariness. It means that errors related to the ability and knowledge of students when learning English, especially about pronunciation. In this regard, if there is student that error or do not pronounced English words systematically, so it

is called learner's system is incorrect. This is because error is mistakes that happened repeatedly. Whereas, Brown (2007) states that mistakes occur due to several factors that refers to performance of errors which are random guesses, disturbances, doubts, slip of the tongue or imperfections in the process of producing sounds.

The research that carried out by the researcher focuses on pronunciation errors which concerned in distinctive features that students used to produce fricative consonants sound. Based on the preliminary study most of the students make mistakes repeatedly; it is due to a factor lack of knowledge and incorrect distinctive features used. The researcher said this by reason of the EFL students who are the subject of this study still make mistakes when produced some fricatives on the YouTube video in speaking course. It can be said that students do not pay attention to the place of articulation, manner of articulation and whether fricative consonants sounds are voiced or voiceless.

Pronunciation has important rules for students. According to Online Oxford Dictionary (2021), pronunciation is the way in which a language or a particular word or sound is pronounced. For that reason, in saying words in English must be produced correctly. This is supported by Fromkin, Rodman, and Hyams (2019) that state, phonology is a study in linguistics that explains how to produce sounds in languages and across languages with certain patterns. In the process of producing sounds, there are speech patterns that govern the purpose of conveying the meaning in words. Therefore, pronunciation is regulated in

phonology because phonological studies have two branches in linguistics which are phonetics and phonemic (phonology).

According to Yates (2009) that pronunciation is the production of sound produced by the organ of speech; it aims to produce sounds that have a specific meaning. Therefore, in producing English words must be correct so that the meaning of the word can be conveyed properly. Cook's study 1996 (as cited in Pourhosein Gilakjani, 2016) identified pronunciation as the development of sound in English. Pronunciation is learnt by repeating sounds and correcting them when produced inaccurately. Look at some expert arguments or statements about pronunciation, it signifies that correct production sounds of English words make people understand about what being said. To pronounce words correctly are extremely important, so that all of students at English Department have to pay attention. However, in reality there are still many students make error in pronouncing English words.

As the researcher explained before, this research discussed the error pronunciation of English consonants especially fricatives sound. The reason of the researcher takes this title because the facts shows that some or even most students do not comply with the manner and place of articulation about fricative consonants, so that students make error in pronouncing the sounds. This study is important by reasoning students class of 2019 should know how to produce the correct sound of English words. This is because these students have passed speaking class, phonetic and phonology courses which are the basis of pronunciation.

Based on IPA (International Phonetic Association) English consonants are any sound that is different from the English vowels. English consonants consist of many sounds, the sounds like t, g, f, or z, and so more, there are consonants Pulmonic and Non-Pulmonic (IPA revised 1993, corrected 1996). In producing consonant sounds are closely related to the organ speech of human. At the time of producing consonants the vocal ducts will be narrowed so that the air that comes out or is produced will be partially or completely blocked. There are various classifications of consonants in terms of articulation; like teeth, bilabial or velar. There are also an articulation method, which is a way in which air flow blockage is reached, such as stops, fricatives, approximants, trill, taps, and laterals, and the presence or absence of sound, nasalization, and aspiration. The problems that occur among students regarding the pronunciation error of English consonants are important to be investigated since this can have an impact on the misunderstanding of the listener or interlocutor. According to Ladefoged (1982) fricative consonants is related to the place and manner of articulation, namely the air is blocked or airflow obstruction when producing English sound. This is what students really have to master, that is fricative English consonants.

Based on the description above, the researcher seeing the problems that exist in the EFL student at English Department, *Universitas Negeri Gorontalo*, which are most of students still make errors in pronouncing fricative consonants, then in this study the researcher will examine it. There are some reasons why the researcher is interested in carrying out this research; first, the researcher chose error pronunciation because the problems found in the field were mostly about

EFL students making mistakes called errors in pronunciation. Researcher takes pronunciation as the subject of research because in English it is very important to determine whether English sounds are appropriate with the distinctive features such as manner, place, and voicing or not. Second, fricative consonants were chosen because students made a lot of errors when pronouncing fricative sounds. Based on preliminary research, EFL students find it difficult to distinguish fricative sounds that tend to be almost the same. This is what makes researcher conduct further research related to fricative consonants. Another reason is fricative sounds are not the same as the sounds in first language of EFL students.

Like the title of this research “An Analysis on Students’ Error in Pronouncing Fricative Consonants”, the researcher explained the errors pronunciation of fricative consonants that produced by the students. The reason researcher takes the title is to find and explain more deeply the problems that occur and as a reference for subsequent researchers who conduct identical studies. The researcher explained the way, place, and voicing that students used in producing fricative consonants sound.

There were several kinds of research conducted studies about error in pronunciation, the first study had been conducted by Elsa Elvionita (2019), entitled “an analysis of students’ errors in pronouncing English consonants at senior high school *Muhammadiyah 1 Pekanbaru*.” The research was aimed to obtain the proportion (frequency and the percentage) of students’ errors in pronouncing English consonants. Furthermore, the researcher also wanted to formulate the problem into one research question, what are the problematic errors

of pronouncing English consonants in reading aloud of analytical exposition text at Senior High School *Muhammadiyah 1 Pekanbaru*. This research was descriptive quantitative research. She has randomly selected were 20 samples from 124 populations. To collect the data, the researcher used test as instrument. She collects the data by giving test to the students; the way is the students have to read an analytical exposition text loudly to find out the errors. Based on data analysis, she found that [w]: 2,33%, [θ]: 21,70% [ð]: 16,28%, [ŋ]: 4,26%, [dʒ]: 14,73%, [r]: 3,49%, [z]: 14,19%, [g]: 3,88%, [b]: 6,20%, and [v]: 13,95%.

The second previous study was established by Diya Ayu Fadhilah (2019) entitled “an error analysis in pronunciation of English vowels of the fourth semester students of English Education Department in IAIN *Tulungagung* in the academic year 2018/2019.” This study has three objectives of research. The first was aimed to identify errors in pronouncing English vowels of the fourth semester students of English Education Department of State Islamic Institute (IAIN) of *Tulungagung*, the second was aimed to classify the errors by its types in pronouncing English vowels of the fourth semester students of English Education Department of State Islamic Institute (IAIN) of *Tulungagung*, and the third was aimed to identify the causes of errors in pronouncing English vowels by the fourth semester students of English Education Department of State Islamic Institute (IAIN) of *Tulungagung*. Research method applied in this research was descriptive study with qualitative approach and quantitative approach. In This research, Diya Ayu as the researcher found that there were 639 errors made by fourth semesters of English department at IAIN Tulungagung in pronouncing words. There were

eight dominant vowel error, frequency 7,52% participant perform error in vowel /ʊə/, 6,74% cases in vowel /Iə/, 5,96% vowel /aIə/, 5,64% /aʊə/, 5,01% /ɔI/, 4.71% /əʊ/, 4,55% /æ/ and vowel /u:/ 4,55%.

The third study was conducted by Lidiana Astuti and Setyo Prasiyanto (2014) entitled “consonants pronunciation errors made by kindergarten two (2) students in Stamford International Community School Semarang.” This research was established to determine the kinds of English phonological errors produced by Kindergarten students two (2) at Stamford International Community School Semarang. The research focuses on English consonants sound. The results showed that K2 students made mistakes in pronouncing English sounds. The three main errors students make when pronouncing the sound [d], followed by the sound [ð], and [z]. From this study, the researcher stated that the general characteristics of the mispronunciation of subjects were due to the influence of the students' mother tongue, such as the absence of certain English sounds in Indonesian, confusion of consonant clusters, and the final omission of grammar.

Some of the previous studies above confirm that this research is important to examine. Researcher in this study have a different research focus, namely to look at pronunciation errors, especially in fricative sounds. Meanwhile, there are differences between previous research that researcher used as references and research conducted which are this research was carried out in different place or location of the research, different method, and different focus of the research. The first study focuses on English consonants in general, the second research focuses



on English vowels, the third research focuses on English consonants sounds made by Kindergarten two, and the last is focus on consonants cluster system.

### **Research Question**

Research question is the core of a study conducted because of this research question; researcher can get answers or find out the information of problems that occur as well as solutions to those problems. Research question can be obtained from the research background. Therefore, based on the background of research, the research question of this study is how are the errors pronunciations of fricative consonants produced by the students?

### **Objective of Research**

The research objective can be determined by looking at what the research question is. Giving the research question will make it easy to identify the objective of a research conducted. In line with the problem statements, the research objective is to explain the errors pronunciations of fricative consonants that produced by the students.

### **Significance of Research**

The results of this research are expected to provide information for students, reader, lecturers, and next researchers. This research certainly has various significances, especially in the field of education related to English. The significance of this research is divided into two types, namely theoretical significance and practical significance. In theory, this research has significance to the students, readers, and other researchers that do similar research; it can be made

as references to develop their research conducted. While, based on the practical significance of this research it is expected to find a variety of new errors pronunciation of fricative consonants produced by the students.

### **Delimitation of the Study**

Delimitations of study are important things to be described in a research. Without the delimitation of study, the reader will have difficulty understanding what is meant by the researcher, especially thinking too broadly. Delimitation of study serves to narrow the scope of the theory used and further clarify what being examined. In this research, the researcher used American standard pronunciation not British standard pronunciation.

In addition, English consonants consist of many parts but the researcher in this study focused on explaining pronunciation errors of fricative consonants by looking at distinctive features used by students. This research used phonetics and phonological studies about distinctive features that proposed by Schane (1973), which are about manner of articulation, place of articulation, and voicing. In this research, the researcher focused on analyzing the way, place, and voicing that students used in producing fricative consonants sound with their organ of speech or vocal tract.

### **Definition of Key Terms**

Definition of key terms explained several terms used in this research but more specific. As for the terms used in this study are error pronunciation, English consonants, and fricative consonants.

The first, error pronunciation is thing that happens repeatedly by someone who influences the sound produced or sound made. Error pronunciation is different with mistakes caused mistakes do not occur repeatedly or recur. Error pronunciation can be analyzed by using phonetic and phonological studies. The second, English consonant is one of the parts in pronunciation or language sound that extremely important to be master of every student. In this research, the researcher will focus on finding and explaining fricatives consonants sound that consists of nine phonemes based on IPA standard, the sounds are /f, v, θ, ð, s, z, ʃ, ʒ, and h/. The third, fricative consonant is the part of English consonants; especially this is one of manner of articulation which tends to make a lot of noise (buzzing or hissing) when pronouncing it. The way to produce the sound is remove air through the organ of speech with two adjacent articulators. Fricative consonants sound consists of nine phonemes according to IPA.