

CHAPTER I

INTRODUCTION

A. Background of Study

There are so many languages in this world, one of them is English. It is one of Lingua Franca that is spoken by many people among the countries as the first, second or foreign language. Now English become a communication tool to unite people from different language speakers and nationalities. In this era English competence become the weapon to survive in order to compete in this globalization era. The need in mastering English as an International language became an important thing that needs to be considered in almost every line in human life.

Every language has its own unique and differences, the same thing as English. It has differences and unique components. Because of that, then there is a problem for Indonesian learners especially in pronunciation. Many of them could not pronounce the sounds correctly. They pronounce English sounds exactly the same as they pronounce Indonesian sounds. In learning English, pronunciation is very crucial issue because little mistake in pronouncing the sounds may have different meaning, and wrong pronunciation could be misunderstanding in conversation.

Pronunciation problem is commonly found in learning a new language. But in learning English, pronunciation is very important. Because from this component of English, then appears someone's first impression

about speaker's skill in English. Bad English pronunciation might make people confused even if he/she used advanced grammar structure. On the contrary good English pronunciation makes the communication smoothly. People will understand easily and willing to listen to the speaker.

Allah in the Holy Qur'an on Surah Al-Baqarah: 31 granted to our capability in pronunciation as follow:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ
هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ (٣١)

This verse explains that Allah commanded human to say everything clearly and make it the right meaning. It means that people must say the word in a good pronunciation.

Student of English Education Department as a teacher candidate have to be good in producing English sounds. As a teacher candidate they have to become an “*Al-uswah*” which means a role model for something to be emulated. It is important to be a role model in good pronunciation because it is as the main key to the success of educational activities. In accordance with the example exemplified by the Prophet Muhammad, as the first teacher for Muslims. Allah said in the holy Quran on surah Al-Ahzab verse 21:

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ
وَذَكَرَ اللَّهَ كَثِيرًا

Therefore, it is very important to educate students by providing exemplary that start from the teacher itself. So, the students will get the good learning result. When a teacher mispronounced the sounds either the whole students will get the effect, so the teacher has to produce the sounds correctly. But in reality mispronunciation is still frequently found in students of English Education Department, moreover to the Advanced English education students that have learnt pronunciation and phonology courses. Although they had been in the advanced level of speaking courses, but they were still error in producing the sounds.

In that case effective foreign language teaching requires knowledge of the significant sounds in the foreign language as well as those in the native language of the student. These sounds are often further classified into consonant and vowels, represented as "C" and "V". Each language has its characteristic consonants and vowel arrangements such as CV, VC, CVC, CCV, VCC, etc. For the foreign language teacher, it is essential to know all the significant in the students' native language. A combination of two or more consonantal phonemes which belong to one syllable is called a consonant cluster. Language differs from each other in their ways of forming a cluster. Two languages may have the same consonants, but each has its own rule to form a cluster. For instance, English allows the phonemes /ktst/ occurring at the end of a word as in the word *texts*, but in Indonesian it does not occur. Originally Indonesian has simpler system of consonant clusters than English. Because of the different arrangement of final

consonant cluster between first language and target language then mispronunciation is still frequently found.

The researcher found many seventh semester students of English Education Department in UIN Antasari Banjarmasin pronounce *think* /thɪŋg/, *paint* /peɪn/, *jump* /dʒʌm/ whose the majority of them get rid of one phoneme in the last of final consonant clusters, which is the correct pronunciation should be final consonant clusters not just one final consonant, that are *think* /θɪŋk/, *paint* /peɪnt/, *jump* /dʒʌmp/. Then, this study is to find out common error especially in final consonant clusters becomes necessary since it is one of the problems in English Education Department of UIN Antasari Banjarmasin.

It made the researcher decided to analyze common mispronounced of English final consonant clusters made by advanced English education students of UIN Antasari Banjarmasin. This research tried to find out pronunciation problem especially in English Final consonant clusters, hopefully it will help anyone who is teaching and studying English, so that they will be more aware of those mispronunciations.

B. Research Questions

Based on the problem of study above, the researcher investigates these research questions:

1. How is advanced English education students' ability in pronouncing English final consonant clusters?
2. What are the factors that influence advanced English education students' ability in pronouncing English final consonant clusters?

C. Objectives of Study

The objective of study are:

1. To know advanced English education students' ability in pronouncing English final consonant clusters.
2. To know what are the factors that influence advanced English education students' ability in pronouncing English final consonant clusters.

D. Significance of Study

The result of the study was intended to know advanced English education students' ability in pronouncing English final consonant clusters. It gave information about how is the ability of advanced English education students in pronouncing English final consonant clusters at once what is the common error of English final consonant clusters that pronounced by advanced English education students and to know what are the factors that faced by advanced English education students in pronouncing English final consonant clusters. The results of the study were expected to give benefits both theoretically and practically.

1. Theoretical Benefit

- a. The results of the study can be used as input in understanding students' ability in English final consonant clusters.
- b. The results of the study can be used as input in understanding the common error in English final consonant clusters.
- c. The results of the study can be used as the reference for those who want to conduct a research about English final consonant clusters.

2. Practically Benefit

- a. For the lecturers, the results of this study is expected to give an input to the lecturers in strengthening students' ability in English final consonant clusters.
- b. For the students, the results of this study is expected to give an input to the students in evaluating their pronunciation ability in English final consonant clusters.
- c. For readers, the result of this study is expected to make readers interested in observing English final consonant clusters from other point of view.

E. Definition of key Terms

1. Error is everything that is incorrect answered by students in doing pronunciation test.
2. Common error means common mispronounced in pronouncing English Final Consonant Clusters by the student of seventh semester of English Education Department in UIN Antasari Bannjarmasin.

3. English final consonant clusters is a combination of two or more consonantal phonemes which belong to one syllable which the position is at the end of the word that preceded by the vowel. And the pattern of final consonant clusters could be consist of two or more consonant phonemes and those which are parts of the morpheme, or those that constitute separate morphemes.
4. Advanced English education students is address to the students of English Education Department at UIN Antasari Banjarmasin who have fulfilled the criteria of advanced student based on Cotter which to the student who has passed the courses of speaking I, II, III, Pronunciation, Phonology and Public Speaking, Intensive Reading I, II, III, Basic Writing, Paragraph Writing, Essay writing, TEFL I & II.

