

CHAPTER I

INTRODUCTION

A. Background of Study

Language is the component of communication that is used by people of the world to tell what in their minds to others such as opinions, ideas, information, etc. by using language; we can easily communicate with other people in getting the best interaction. Badadu said that language is “*interest, opinion, intelligence, mind, spoken, speech, and babbling*” (JS., 1996). There are many languages used in the world. One of them is English. People use English as the first, second or as their foreign language. In Indonesia, English has been taught as a compulsory subject in educational system. It is not only as a subject in elementary school and high school, but also as a subject in the university level.

Learning English is an obligation for the students. Because many aspects of our life require English as the important tool to do anything we want. For instance, many books, technology and internet use English as the basic language. Moreover, global world competition often requires English as the basic knowledge that must be had. Therefore, the students must master English completely.

As stated by Fauzati (2002), there are four skills which have to be mastered by the students in learning English. Those basic skills have the same

positions in language learning. They are listening, speaking, reading and writing. Besides the four skills mentioned above, there are also three components of English. They are pronunciation, vocabulary, and grammar.

Pronunciation is essential part of English that must be noted by the students because pronunciation can affect someone's speaking ability and determine its level. Furthermore, mispronunciation can lead to misunderstanding that will make conversation lack off efficiency and accuracy because we have to repeat it to make it clear. Hence, based on its importance, pronunciation must be paid in language teaching and learning. It is related to the Holy Qur'an in Surah Al-Muzzammil: 4, as follow:

أَوْ زِدْ عَلَيْهِ وَرَتِّلِ الْقُرْآنَ تَرْتِيلًا

Regardless of the fact that students are able to pronounce English word without overt pronunciation teaching, there are still some benefits of a focus on pronunciation in our lessons. Pronunciation teaching do not only makes students aware of different sounds and sound features, but can also improve their speaking immeasurably (Harmer, 2001).

In learning English as foreign language, most learners have problem in pronunciation, especially about how they should pronounce the sounds of the target language. Sahulata (1988) states that a common tendency of student attempting to learn a second language is to use sounds from their native language in the language they are learning. It means that when students speak in the target (second or foreign) language, their pronunciation is often by their

first language. They can be unaware of this matter because their speech organs have been in habit of producing the sounds of their native language.

This kind of teaching as taught the Al-Qur'an also that are need to learn correct pronunciation. This is appropriate with the verse of the holy Qur'an Surah Al-Qiyamah:16-18

لَا تُحَرِّكْ بِهِ لِسَانَكَ لِتَعْجَلَ بِهِ (16) إِنَّ عَلَيْنَا جَمْعَهُ وَقُرْآنَهُ (17)

فَإِذَا قَرَأْنَاهُ فَاتَّبِعْ قُرْآنَهُ (18)

The command from Allah the Almighty for human not to directly pronouncing the words when they hear words. When people want to be good in pronunciation, they have to listen the words in how they are pronounced, then, repeat it, and if they wonder how the words are pronounce, they can imitate the right models such as native speaker, English teachers and English movies or look for the right transcription in dictionary. It is hoped human can pronounce it correctly.

There are some factors why students face some difficulties to pronounce English sounds. Brown (1977), states that:

- (a) In listening to spoken English most of the students are listening to the meaning of the message. They do not listen critically about how the message is pronounced,
- (b) In countries where English is not the first language, the students may be rarely developing their ability to use English pronunciation in such

situation. Similarly, Jones (1967) states that in speaking English students have difficulties in five kinds of pronunciation such as (a) they must recognize various speeches sounds that occur in the language, (b) they must learn to produce the foreign sounds with their organ of speech, (c) they must learn to use those sounds in proper places in connected speech, (d) they must learn the proper usage in the matter of ‘sounds attribute’ such length, stress, and voice-pitch, (e) they must learn to categorize the sounds for example to join each sound in a sequence in to the next, and to pronounce the complete sequence rapidly without stumbling.

Contrastive analysis is an analysis of comparing the structure of the first language with the second language to identify the differences and the similarities of both languages. Naibaho (2005) defines that contrastive analysis is used to compare two or more languages to find out the similarities and differences. Contrastive is a term used in linguistics to seek differences between units, especially one which serves to distinguish meaning in a language. Therefore, in this thesis, the writer tries to find the similarities and differences of phoneme and analyze the ability of *Dayak Bakumpai* speakers in pronouncing English words.

The difficulty in saying language is one of them in the contrastive theory of analysis is due to the influence of the mother tongue. In this study, the researchers examined the students of UIN Antasari Banjarmasin who

had different mother tongues with English. Then of student mother tongue is Dayak Bakumpai.

Based on the research of Misrita (2005) entitled Historical Relation of Enclave Enclaves in Marabahan and Buntok in Southern and Central Kalimantan, in Diachronic Linguistic Studies. Starting from quantitative evidence, it can be found that the quantitative enclosure of Bakumpai in Marabahan and enclave in Buntok is a separate group with close ties. The Bakumpai language group consists of the Bakumpai Marabahan dialect and the Bakumpai Buntok dialect. Thus, the results of this study verified Hudson's hypothesis that the Bakumpai language belonged to members of the Dayak language subgroup. The results of this study prove that there is a pattern of classification of relations between the enclaves of the Bakumpai Marabahan language and the enclosure of the Bakumpai Buntok language as a dialect of the same language, namely Bakumpai preaching, because it is attributed to the percentage relationship between 93.4%. The classification of language relations is more closely between the Bakumpai proverb and the Ngaju language because it is associated with an average percentage of 80.25% while the kinship relationship between Bakumpai and Banjar Malay languages averages 25.5%. So, the authors use the theory of *Dayak Ngaju* language phoneme structure to analyze the pronunciation of *Dayak Bakumpai* language. The results of this quantitative calculation implicitly show that the Bakumpai language with its two dialects is a member of the West Barito (Dayak) subgroup rather than a member of the Malay subgroup.

The reason why the writer chooses this topic to be analyzed in this thesis is because phonological structure differences between Dayaknese and English. When a Dayaknese speaks English, their mother tongue might result in interferences which is interesting to observed.

B. Statement of Problems

As stated in the background that in Dayak Language and English Language have similarities and differences in the phonological system, which might affect the pronunciation of Dayaknese people then the issues raised are as follows.

1. What are the differences and similarities of segmental phonemes between English and *Dayak Bakumpai* Language?
2. How is the ability of *Dayak Bakumpai* speakers in pronouncing English words?

C. Objective of Study

1. To find out the differences and similarities of segmental phonemes between English and *Dayak Bakumpai* Language.
2. To find out the ability of *Dayak Bakumpai* speakers in pronouncing English Words.

D. Significance of Study

The significances of this study are as follows :

1. The writer hopes that this study will be useful for further researchers to make a positive contribution to the information of the theory of contrastive analysis related to English pronounce of *Dayak Bakumpai* students.
2. The writer expects that this study can help *Dayak Bakumpai* people to understand English phonemes and also can help English People to understand *Dayak Bakumpai* Language phonemes.

E. Definition of Key Terms

1. Ability

Ability is usually defined as the ability to do something. In short, is a practical ability. This means that when a person is considered capable, he is able to do or have the means to do something, both mentally and physically. Ability is also defined as a person's skills, talents, and skill levels. Thus it can be concluded that the meaning of ability is the fact of being able to do something.

2. *Dayak Bakumpai* Speakers

Dayak Bakumpai here mean are students of the periode 2016 at 7th semester and periode 2017 at 5th semester in English department who had taken pronunciation (I & II) and Introduction to Linguistics classes.

3. English Pronunciation

Having good pronunciation is very important in communicating. If not, other people will be confused as to what you mean. And the worst is the misunderstanding. Just imagine, you say "I like sea", but you pronounce it like "I like she". People will think that you are like him.

Maybe you have a good grammar understanding, have good writing skills too. However, people will judge your English from speaking. Basically, learning English pronunciation lies in how we pronounce vowel and consonant sounds correctly.