

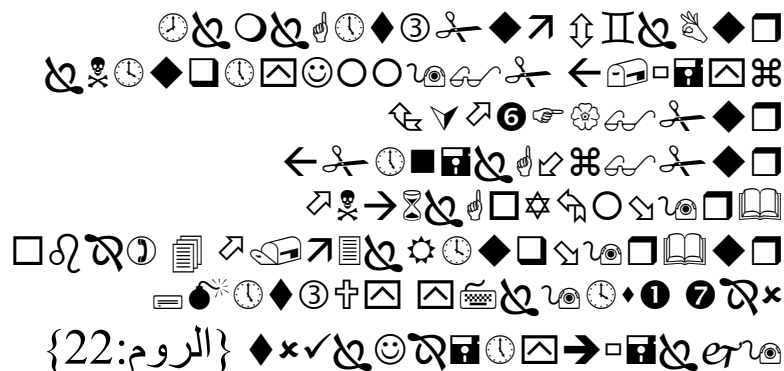
# CHAPTER I

## INTRODUCTION

### A. Rationale

Human being are social creatures that cannot live without other's help to fulfill their daily necessities. They need language to communicate with their surroundings. The need of communication is very important when they want to tell some information or messages to others.

Language as medium for our communication is the God's gift for human it is one of the signs of His power. It is written in the Holy Koran:



In line with above statement Abdul Rouf Shadry that: *“Bahasa adalah alat yang mengungkapkan kata hati, pikiran, dan perasaan yang dinyatakan melalui mulut atau simbol-simbol untuk maksud tertentu bagi manusia”*.<sup>1</sup>

Even in teaching learning process, language is consist of four aspects, they are phonology or phonetic, morphology, syntax and semantics.

<sup>1</sup> Abdul Ro'uf Shadry. *Nilai Pengajaran bahasa arab dan Sejarah perkembangannya* (bandung: Bina Cipta, 1980) p. 6

Phonology (Greek φωνή (phōnē), voice, sound + λόγος (lógos), word, speech, subject of discussion), is a subfield of linguistics which studies the sound system of a specific language (or languages). Whereas phonetics is about the physical production and perception of the sounds of speech, phonology describes the way sounds function within a given language or across languages.<sup>2</sup>

Related to development of those four aspects, usage of good and accurate pronunciation is one of phonology aspect, a part of pronunciation aspects there are voiced and voiceless.

In reality, many students in certain school even in university still have difficulty in producing a good pronunciation even more in to distinguish between voiced and voiceless. Those problems are usually caused by some factors such as the difficulty of the teacher to give detail explanation about materials related with phonology aspects, beside that of course the influence of mother tongue of the students who have strong influence with the regional dialect in their communication activity.

Based on writer's experience and observation in Antasari State Institute For Islamic Studies Banjarmasin is one of Islamic educated institution and takes English as a Department, obvious in this department student's ability in producing and distinguishing between voiced and voiceless sounds are various enough. There are good, less and even poor ability in it. Because of it, the writer is interested in this problem. Therefore the writer takes the title: AN ANALYSIS OF MISPRONUNCIATION OF VOICED AND VOICELESS

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<sup>2</sup> *Wikipedia The Free Encyclopedia*, ( Online)"<http://en.wikipedia.org/wiki/Phonology>" accessed 10<sup>th</sup> may 2007

CONSONANTS (A Case study of English Department Students of Tarbiyah Faculty of IAIN Antasari Banjarmasin on Academic Year 2004/2005)

Then, to avoid misinterpretation with the title above the writer thinks it essential to properly clarify it as follows:

1. Analysis

Analysis is the study of something by examining its parts and relationship.<sup>3</sup>

2. Mispronunciation

Mispronounce, to pronounce words or letter wrongly

3. Voiced

A voiced sound is one in which the vocal cords vibrate, if one places the fingers on the voice box (human larynx), one can feel a vibration when we pronounces zzz.<sup>4</sup>

4. Voiceless

Phonetics of a sound produced without voice<sup>5</sup>. As opposed to voiced consonants it is a sound made as the vocal cords are relaxed and we can not feel a vibration the voice box.

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<sup>3</sup> A S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 1995). P. 38

<sup>4</sup> Jimmy Wales's, *Wikipedia The Free Encyclopedia*, (Online), (<http://en.wikipedia.org/wiki/phonology>). accessed 27<sup>th</sup> February 2007 .

<sup>5</sup>Victoria Neufeldt, et al, *Webster's New World Dictionary of Current English, Third Edition* (Prentice Hall, ) p. 1495

## B. Problem Limitation

To feel the distinction between voiced and voiceless sounds is very easy. Place our finger and thumb lightly on our throat. Say sssssss to yourself. Then say zzzzzzz. Repeat these a few times. Then substitute fffffff and vvvvvvv sounds. We should be able to feel the vibration of the cords when we say zzzzzz and vvvvvv, but nothing when we say ssssss and fffffff. <sup>6</sup>

This study is only limited on voiced consonants (/b/, /d/, /g/, /dʒ/, /v/, /ð/, /z/, /ʒ/) and voiceless consonants (/p/, /t/, /k/, /tʃ/, /f/, /θ/, /s/, /ʃ/)<sup>7</sup>, and to analysis of its pronunciation.

Because of some consonants are already exist in Banjarese such: /b/, /d/, /g/ for voiced consonants and /p/, /t/, /k/, /s/ for voiceless consonants. Then this research is limited for consonants that are not exist in Banjarese such: /dʒ/, /v/, /ð/, /z/, /ʒ/ for voiced consonants and /tʃ/, /f/, /θ/, /ʃ/ for voiceless consonants.

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<sup>6</sup>Stirling University, *Centre for English Language Teaching*, (Online), (<http://www.celt.stir.ac.uk/staff/HIGDOX/STEPHEN/PHONO/CONSONA/TABLE.HTM>), accessed 17<sup>th</sup> July 2006.

<sup>7</sup>Jimmy Wales's, *Wikipedia The Free Encyclopedia*, (Online), (<http://en.wikipedia.org/wiki/phonology>). accessed 27<sup>th</sup> February 2007

### **C. Research Questions (Problem Formulation)**

The central problem that serves as starting of research has been formulated as:

1. How is the students' ability in producing some English voiced and voiceless consonants which are not exist in Banjarese language.
2. What factors which influence the students' ability in producing the sounds

### **D. The Reason for Adopting the Title**

The reasons of the writer for adopting the title are:

1. Students of English Department come from many region in Borneo, and English is not used for their daily conversation but they use various Banjarese dialect. Since English is rarely used in spoken form, most of them have difficulties to pronounce some English consonants. Due to the practice of not using English frequently and inexistence of some of the English sounds in their dialect, mispronunciation are common occur among students of English Department.
2. Good Pronunciation is the key to acquire good oral competence, for students who learn English as foreign language it is important to have correct pronunciation.

3. Based on writer's experience and observation when the writer take a part to their English conversation and to take an English skill subject with them, some of them do not have good enough pronunciation on their spoken English.

#### **E. Purpose of Research**

The purpose of this research is to find out the ability in producing voiced and voiceless consonants of the English Department students of Tarbiyah Faculty of IAIN Antasari Banjarmasin in Academic year 2004/2005.

#### **F. Significance of Research**

This research is expected to give contribution to:

1. English Department students who have problems in producing consonants sounds.
2. As an information for English Department lecturers who want to know some pronunciation problems from English Department students.
3. Enrich the writer's knowledge and experience especially in pronunciation.

#### **G. Organization of the Content**

This study is divided into five chapters as follows:

The first chapter contains introduction which consist rationale, problem limitation, reason for adopting title, purpose of study, significance of study and organization of the content.

The second chapter contains review of related literature which covers aspects of language, the definition of voiced and voiceless consonants, voiced consonants, voiceless consonants, and An inexistence of English consonants in Bajarese.

The third chapter contains methodology of research, used in the study which consist of subject and object of the study, data and sources of data, technique of data collecting, design of measurement, technique of data processing and data analysis and then research procedure.

The fourth chapter contains research result that is achieved in this study. It consists of general description about object of the study, presentation of data and data analysis.

The fifth chapter contains conclusion and suggestion.