

CHAPTER I

INTRODUCTION

A. Background of Study

In English, there are four skills that must be mastered by students namely; listening, speaking and writing. In speaking skills, to measure how far they have mastered speaking skills, one of them is by looking at their pronunciation because when talk to other people, especially native speakers, the first thing that will be noticed is pronunciation (Harmer, 2001). Pronunciation is a way in which a word is pronounced (Purba, 2018). Moreover, pronunciation is the process of producing sounds that are used to convey meaning (Pratiwi & Indrayani, 2021).

In general, English Language Learners focus solely on grammar and vocabulary when speaking. Mastering the pronunciation is crucial because if English learners say the word correctly, the listener will understand the speaker's meaning. However, many people, especially those who learn English as a second or foreign language, mispronounce when speaking or reading English.

Pronunciation has an important and significant role in social life because how we speak it describes who we are and can also describe our association to various other communities (Carter & Nunan, 2001). Pronunciation is one of the most critical aspects of learning English as an L2 or foreign language. It is the first thing native speakers notice when someone speaks English (Azkia, 2016). And also, the ability to pronounce words correctly is one of the most important aspects of any language. Even though the people's words and grammar are excellent, they were

unable to be understood because of their poor pronunciation. The failure of communication can occur when our pronunciation is flawed or incorrect in pronouncing the words (Arvian, 2021). When our pronunciation is wrong, it might cause misunderstanding, miscommunication, and misperception among communication participants (Silalahi, 2016). It is related to the Holy Quran Surah Al-Muzammil:4, as follows:

أَوْ زِدْ عَلَيْهِ وَرَتِّلِ الْقُرْآنَ تَرْتِيلاً

From the verse, it is known that the Almighty commands us to pronounce each word in Holy Quran properly according to the rule. When people read the Qur'an in haste without caring about the tajwid, it can lead to meaning errors, as well as in English, if there is an error in pronunciation, then it could cause a difference in meaning which causes misunderstanding as a result of mispronouncing words.

It is commonly found that students (English learners who learn English as L2 or Foreign Language) make errors in pronunciation when do a speaking English. It can happen because of many factors. Firstly, pronunciation is a part of learning that is most difficult to learn for EFL learners (Gilakjani, 2016). Secondly, it can happen because the English Learner speaks in the daily conversation using their first language or mother tongue (Ramasari, 2017). So, when students speak in English or read English words. They memorize the pronunciation of their native language and think of words as they would pronounce them in their native language.

There are different ethnic groups in Indonesia. There are numerous local languages in each region, such as Javanese, Acehnese, and Banjarese. Students typically use the local language as their first language or mother tongue in daily discourse. For example, Banjarese Students. They use the Banjar language to connect with their friends and family, which might also alter their English speech.

The Banjarese and English languages have distinctive phonemic norms. For The vowel, Banjarese Language has three vowels. It is different from English, that have 12 vowels. For Diphthongs, the Banjarese language has three diphthongs and 8 for English. The last is a consonant. Banjarese language has 18 consonants, while English has 24 consonants (Mupidah, 2019). It can be seen that there are differences in phonemic rules between Banjar and English. The difference in phonemic rules is not just a small difference but a quite different difference. As with diphthongs, the difference in diphthongs between Banjarese and English is five diphthongs. Then for consonants there is a difference of eight consonants. So clearly there is a big difference between phonemic Banjarese and English.

Due to the differences of phonemic rules between English and Banjar, the error of the pronunciation has the possibility to happen because if they do not know how to pronounce the correct word in the target language, then they will either intentionally or unintentionally read or speak the English word according to the phonemic rules in Banjar language or in linguistic they do the interference. Interference is a linguistic deviation from the linguistic pattern when a bilingual speaker speaks a language spoken in another language. This interference occurs in the speech of bilingual speakers because of differences in sound elements between

one language and another or between the mother tongue and a foreign language (Mu'in & Kamal, 2006).

The error pronunciation or the mispronunciation occurs by going through a process, the process is a phonological process. Phonological processes are processes where in the pronunciation of a word, there is a simplification of pronunciation. These simplifications of phonological processes may involve syllable structure processes, substitution processes, and/or assimilation processes. Within each of these broad categories are numerous specific phonological process deviations, including epenthesis, final consonant deletion, and cluster reduction within syllable structure processes; stopping, fronting, and backing within substitution processes; and voicing, labial assimilation, and alveolar assimilation within assimilation processes.

Usually this phonological process ends when the child reaches a certain age. The age at which this phonological process stops varies (So & Dodd, 1995). Most English speaking children resolve these processes by age 7, but stopping, gliding, and cluster reduction are persistent and may continue beyond that age no exception teenagers and even adults (Merkel, 2001). So, In one case, it is possible that adults still experience this phonological process or find deviations from this phonological process (Selinker & Lamandella, 1980). So, phonological processes are sound process errors that are carried out by children but teenagers and even adults especially English for foreign language students because their mother tongue and the target language, namely English, are different so it does not rule out the

possibility that these phonological processes can occur not only in children but in teenager and also adult especially students of english for foreign language.

It is known that the phonological process can continue to occur not only in children but also in adults, especially non-native speakers or second language learners or foreign language learners. Many previous studies have examined phonological processes, but did not focus on measuring how many phonological processes occur in students and concluding students' abilities in terms of phonological processes. For example, from the research by Leung (2012), in her research she just focused on looking for the phonological process that occurs in the Hong Kong Primary Pre-Service Teacher. So, in her research she describe what kind of phonologiel processes that Hongkong Primary Pre-Service Teacher did. The other research is from Sidabutar (2022), in her research is the same just to look for phonological processes that occur in the subject, namely Batak students. She only describe what phonological processes of Bataknese students did. So, from those research it is different from researcher's research who want to know students' abilities in phonological processes. The researcher asked students to read list of English words that contain phonological processes, after getting the raw data, researcher transcribe the raw data into phonetic transcription to anayzed is the students did phonological processes and then researcher count the phonological processes that students did, the result of the counting is as data to look the percentage. The percetage of the phonological processes is looked as determinant to know the student's ability.

In this research, as in the statement of the researcher before. It is known that to measure the students ability in phonological processes is different. Commonly, the highest score the students get the highest percentage students get, the better ability students have but in this research, the fewer phonological processes did, the better their ability will be. Conversely, the more phonological processes did, the worse their ability will be. So, for knowing the phonological process ability which occurred when speak English especially in Banjarese students, are the students is include in what kind of abilities, is the ability Very good (A), Good (B), Moderate (C) or Less (D) the researcher did this research by conducted a research with the title “Phonological Proceeses Ability of English Education Department Banjarese Students in UIN Antasari Banjarmasin”

B. Definition of Key Terms

In order to clear up any confusion that may arise from this research, the researcher provides the following explanations of some of these definition of key terms that are essential to grasp:

1. Phonological Processes

Phonological processes are patterns of sound errors that typically developing children use to simplify their speech because they lack of the ability to coordinate their lips, tongue, teeth, palate, and jaw in order to produce clear speech. Those processes including Stopping, Fronting, Gliding, Vocalization, Vowel Neutralization, Voice, Velar Assimilation, Lip Assimilation, Denasaization,

Progressive Vocal Assimilation, Cluster Reduction, Removal of The Final Consonan, Elimination of Unvoiced Syllable and Reduplication (Ingram, 1979).

2. Banjarese Students

The Banjarese language is the language that is spoken and used by the Banjarese people, whether as their mother tongue or in everyday activities (Aulia, 2018). So, Banjarese Students are the students that speak Banjarese in their daily life or be their mother tongue. The Banjarese students in this research are the fourth, sixth and eighth semester English Education Department in UIN Antasari Banjarmasin or in order words, the students are English Education Department Banjarese students class of 2021, 2020 and 2019.

C. Research Question

After the background of the study is known, the research question in this study can be written. The research question of this study can be seen as follow :
What is the phonological processes ability of English Education Department Banjarese students?

D. Objectives of Study

From the research question that has been known, it can be stated about the objective of study. So, in this research, the objective of study is to know the phonological processes ability of English Education Department Banjarese students.

E. Significance of Study

The findings of this research are expected to make the following contributions to the field:

1. For the readers, this study has the potential to provide information to readers regarding the phonological process that takes place when speaking English.
2. For the students, The finding of this study can serve as reference information for the students when they speak English; as a result, they will be able to correctly pronounce words because phonological processes is an error processes. And also it is hoped the students will understand the phonological processes that take place when they speak English and doing some errors through phonological processes.
3. For the Lecturer, the lecturer can use the information from this study to better instruct their pupils in the phonological process.