

CHAPTER I

INTRODUCTION

A. Background of Study

In Crystal's *Dictionary of Linguistics and Phonetics*, it begins the entry for linguistics with the words "the scientific study of language" (2008, cited in McGregor, 2015, p. 3). The word 'language' here means language in general, not a particular language (Syal & Jindal, 2007, p. 13). As in their book, they state that if "we were concerned with studying an individual language, we would say 'I'm studying French... or English.' But linguistics does not study individual language, it studies general language" (Syal & Jindal, 2007, p. 13). Linguistics is also concerned with what people actually say, not with what they should say (McGregor, 2015, p. 4). From the explanation above, the writer concludes that linguistics is a study concerned to the explanation of language in general.

One of the elements in linguistics that the second language/foreign language learners is pronunciation. As the non-native speakers know that pronunciation is one of the most difficult elements of English – as a particular language in this study – which is difficult to be in mastery for them around the world. The most important thing that people have to study of pronunciation is because how the way our pronunciation can make the listeners understand what we speak to them. It is related to Kreidler (2004, p.

4) “how the way sounds are pronounced by the speaker, what makes it possible to communicate”.

Articulating the true pronunciation of English is really needed for the English speaker to prevent the misunderstanding the meaning in spoken word between speaker to the listener. It is caused by the mistake of articulating the wrong pronunciation.

The mispronunciation can be caused by the mistake of imitating someone, the better of getting the correct pronunciation is by listening to the teacher or native speaker. Allah in His Holy Qur’an, Surah Al-Qiyamah: 16-18 has also granted to our capability in Pronunciation as follow:

لَا تُحْرِكْ بِهِ لِسَانَكَ لِتَعْجَلَ بِهِ ۚ ﴿١٦﴾ إِنَّ عَلَيْنَا جَمْعَهُ وَقُرْآنَهُ ۚ ﴿١٧﴾ فَإِذَا قَرَأْنَاهُ فَاتَّبِعْ قُرْآنَهُ ۚ ﴿١٨﴾

This verse above explains that Allah commanded the prophet Muhammad to listen carefully to the verse from the angel Gabriel so that the prophet Muhammad can memorize and comprehend the verse precisely (Shihab, 2002, p. 539-540). The relation of the verse to this study is that the students or people that are non-native speaker should listen carefully to the teacher or the native speaker before imitating him/her so that they can pronounce it correctly and also understand the meaning precisely, moreover; the teacher or the native speaker can correct the mistake of the students pronunciation.

In English sounds, we do know speech. Brinton (2000, p. 23), she defines speech is “a phonetic continuum, a continuous, smoothly flowing set of movements, not a set of discrete and isolated movements”. A vowel is the nucleus or acoustic high point of a syllable; it is articulated for a longer time than surrounding consonants (Brinton, 2000, p. 23). While vowels tend to continue the airstream, consonants tend to break it.

Actually, there are three kinds of vowels. They are monophthongs, diphthongs, and triphthongs. A monophthong is a single or simple vowel sound constituting the nucleus of a syllable. The position of the tongue is more or less static, and there is a relatively constant acoustic property, or pitch, to the sound. The word ‘monophthong’ comes from Greek, with mono meaning ‘one’, and phthong meaning ‘sound’ (Knight, 2012, p. 64). So, a monophthong is a single sound, with the articulators in one position throughout and therefore no change in the sound quality. Standard Southern British English (SSBE) and General American (GA) are the most widely spoken variety of English in the United States, excluding the southern states, and the eastern seaboard, especially Boston, New England and New York City. SSBE and GA are generally thought of by English and American speakers respectively as not having any strong regional marking, and both are varieties highly likely to be heard in broadcasting, for instance in reading the television or radio news (Mcmahon, 2002, p. 69). There are twelve English monophthongs based on SSBE, they are [ɪ], [i:], [ɛ], [æ], [ə], [ɑ:], [ɔ:], [ʌ], [ʊ], [u:], [ɜ:] and [ɒ]. On the other side, based on GA, there are eleven

monophthongs, those are [ɪ], [i:], [ɛ], [æ], [ɑ:], [ɔ:], [ʌ], [ʊ], [u:], [ɜ:], [ə]. The monophthongs used by the researcher as the object of this study is based on International Phonetic Alphabet (IPA) chart, according to Roach (2008, pp. 14-19) in his book 'English Phonetics and Phonology' that used by the phonology's lecturers in Islamic University of Kalimantan Muhammad Arsyad Al-Banjari (UNISKA) Banjarmasin, there are eleven monophthongs, they are [ɪ], [i:], [e], [ɜ:], [æ], [ʌ], [ɑ:], [ɒ], [ɔ:], [ʊ], [u:]. It is same as the book of Husin (2013, pp. 12-13) which has eleven monophthongs, those are [i], [ɪ], [ɛ], [e], [æ], [ʊ], [u], [o], [ɔ], [a] and [ʌ]. The second is diphthongs, those are vowels that are produced by moving the articulators during the vowel, and this leads to a change in the quality, or sound, during the vowel. The word 'diphthong' comes from the Greek, with di meaning 'two' and phthong meaning 'sound' (Knight, 2012, p. 74). There are eight diphthongs based on IPA chart, they are [ɪə], [eə], [ʊə], [eɪ], [aɪ], [ɔɪ], [əʊ], [aʊ]. Based on Brinton (2000, p. 35) a diphthong "consists of the tongue gliding from one vowel position to another within a single syllable; it is produced as one continuous sound, not as a succession of sounds. By definition, a diphthong involves a change in the position of the tongue, and it may involve a change in the shape of the lips as well". Not in monophthongs, in articulating diphthongs, we may make use of vowel positions not used in articulating monophthongs. Because of the movement of the tongue, the articulation of a diphthong, unlike that of a monophthong, cannot be maintained; a diphthong is not necessarily longer (does not take more time to articulate) than a

monophthong, though diphthongs are frequently, and erroneously, called “long vowels” in school (Brinton, 2000, p. 35). The last typical of vowels is triphthongs. The word ‘triphthong’ comes from the Greek, with *di* meaning ‘three’ from *tria* and *phthong* meaning ‘sound’ (Skandera & Burleigh, 2005, p. 40). There are five English triphthongs, they are [eɪə], [aɪə], [ɔɪə], [əʊə], and [aʊə]. Unlike diphthongs, however, triphthongs are not analyzed as separate vowel phonemes. They are interpreted as closing diphthongs followed by a schwa (Skandera & Burleigh, 2005, p. 40).

The reason why the writer chose monophthongs as the object of the research is because English monophthongs have more sounds than the students’ native language has even in *Bahasa Indonesia*, so the writer wants to know the interference of students’ native language that has fewer monophthongs to the English monophthongs which do not exist in their native language. Since the meaning of interference is “the introduction of new forms or rules in one language under influence from another where they already exist” (Imoleayo, 2011, p. 27), and the interference occurs in unwilling due to other languages that influence the target language. Another reason is because the position of monophthongs as the basic sounds of vowels that the speaker needs to mastery in pronouncing it, if you pronounce a word with the wrong pronunciation of monophthongs (even in that word is containing diphthongs or triphthongs), you will deliver wrong meaning to your listener.

In any language, there is a variation in spoken word, which is caused by the geographic and ethnic differences (Kreidler, 2004, p. 11). Indonesia, as

the multicultural or multiethnic country has so many different languages which is known as vernacular language or *Bahasa Daerah*. In one vernacular language, it could be found different accents which also influences the ability in pronunciation of English, especially in English vowel sounds. For instance, the vernacular language in South Kalimantan is *Bahasa Banjar*, but in different region, it can be found the differences on the accent, as people of *Banjar Hulu* (Tapin to Tabalong regency) have difficulty in distinguishing vowel [ɔ:] and [u:]. For instance, they pronounce 'door' /dɔ:r/ become /du:r/. Sometimes, they also have a problem in pronouncing vowel [e], they pronounce 'left' /left/ become /lɪft/. Another example is from people who live in Barito Utara and Murung Raya regency that *Bahasa Bakumpai* is the native language which they have difficulty in distinguishing vowel [ɜ:] and [e], so sometimes they pronounce 'ago' /ə'gou/ become /e'gou/. Moreover, in English vowels, there are some vowels that resembles each other in their pronunciation, such as [ɒ] and [ɔ], and [ɛ] and [æ]. However, it can be a serious problem when the speaker pronounces the wrong vowel sounds that can change the exact meaning of the words so it can make a misunderstanding and make a different meaning to other speakers who want to get message orally. The mispronunciation which occurs in this case will make the listeners misunderstand what the speaker said and they will be confused because they are not accustomed to listening to it and they do not know that it is influenced by the native language.

In South Kalimantan, there are some regions which have no problem like the others had, they are known as people who live in *Banjar Kuala* (Banjarmasin and Banjarbaru city, Banjar, Tanah Laut, Tanah Bumbu, and Kotabaru regency), they tend to have no problem in distinguishing each vowel sounds.

People have known that English is not easy to learn if they do not know the best techniques and strategies which are appropriate with our characteristics. Absolutely, there is a way if there is a will in solving the problem. There are some ways that can be used for solving the problem of mispronouncing the English vowel sounds, for instance, they try to be getting accustomed to listening a conversation of native speakers and practicing what you have heard continuously.

Therefore, the writer is interested in this problem and did a research at Islamic University of Kalimantan Muhammad Arsyad AlBanjari (UNISKA), because there are many writers that did a research in Antasari State Institute for Islamic Studies (IAIN Antasari) Banjarmasin, so the writer determined to choose another college or university as the research place. Finally, the writer chose UNISKA Banjarmasin because there are also many people from different regions which can represent all of the regencies in South Kalimantan and some regencies in Central Kalimantan which is relevant to the research in the university. They have different way and different problem in pronouncing English vowel sounds influenced by their native language. Discern to difference native language between them, this problem needs to know as a

new knowledge for us. Therefore, the writer conducted the research entitled:
THE ANALYSIS OF THE INTERFERENCE OF THE ENGLISH
DEPARTMENT OF UNISKA STUDENTS' NATIVE LANGUAGE ON
THE PRONUNCIATION OF ENGLISH MONOPHTHONGS.

B. Statement of Problems

Based on the background above, this research concerns with the following problems:

1. What kinds of sounds of students' native language that interfere with the pronunciation of English monophthongs?
2. What are the most difficult English monophthongs to pronounce based on students' native language?
3. What are the problems faced by the students in pronouncing English monophthongs?

C. Objectives of the Study

Based on the statement of the problem, the purposes of the research are:

1. To know the data about the kinds of sounds of students' native language that interfere with the pronunciation of English monophthongs.
2. To get the data about the most difficult of English monophthongs pronounced by students.

3. To find out the problems faced by the students in the difficulty of pronouncing English monophthongs.

D. Significance of Study.

The writer hopes this research has some benefits as follow:

1. Academic benefit

This research is significant to provide some information about kinds of problems of pronouncing monophthongs that influenced by the students' native language and the differences and similarities problems between them when they pronounce English utterances.

2. Practical benefit

- a. For the writer, this research will improve the writer's comprehension about the study.
- b. For English department students and the readers, this research gives more knowledge about the problems between the students from all of the regencies of South Kalimantan and some regencies of Central Kalimantan when they pronounce English utterances, especially in the interference of their native language.

E. Definition of Key Terms

To avoid any misinterpretations toward the title, the writer needs to describe some terms in the title, as follows:

1. Interference is a transfer of the feature of one language to the target language from the difference between the two languages (Bhela, 1989, p. 22).
2. Native Language is a language that we learned from our parents since we are in the earlier childhood (Kirkpatrick, 2007, p. 8)
3. Pronunciation is the manner of articulating a pronouncing sounds (Kreidler, 2004).
4. Monophthong is a single sound by articulating in one mouth position and one tone so there is no change in the sound quality (Knight, 2012, p. 64). There are eleven English monophthongs based on International Phonetic Association (IPA) chart, they are [ɪ], [i:], [e], [ɜ:], [æ], [ʌ], [ɑ:], [ɒ], [ɔ:], [ʊ], [u:] (Roach, 1998, p. 14-19). So, in this title, the English monophthongs are the eleven sounds of English by articulating it in single sound with no change in the sound quality.