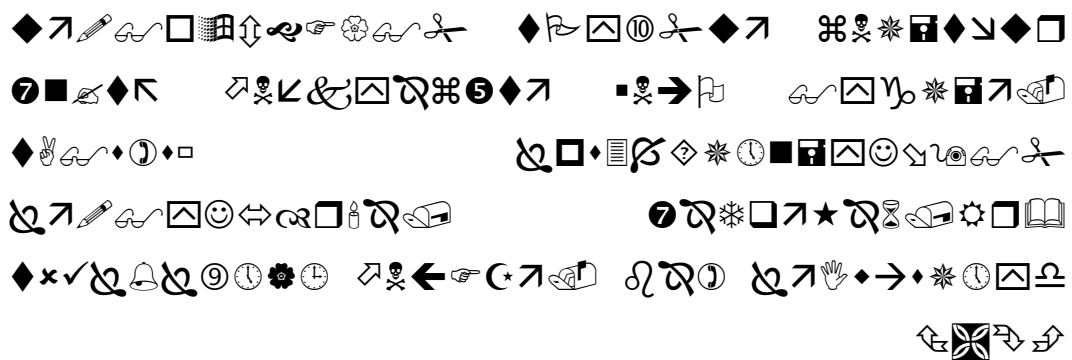


CHAPTER I

INTRODUCTION

A. Rationale

Pronunciation is one of the most important things in learning the second language. Pronunciation is one of the components that are generally recognized in analysis of speech process. This is appropriate with the verse of the holly Koran Al Baqarah : 31



From the reality above, it is known that there is a command from Allah the almighty to pronounce the name of things.

In learning a foreign language, many people assume that fluency is more important than accuracy. In fact when someone masters a large number of words of the target language and the rules about how these words are put together to become sentences, but fail to produce the correct sounds of the words, he or she will not be understood by other speakers of the language. This means that mastering grammar rules and the vocabulary of a language but not being able to

pronounce them correctly will hinder the communication with other speakers of that language.¹

In the area of pronunciation, English is considered a difficult language to master. One of the reasons is because English requires the use of oral muscles that some other languages do not use. Sounds such as "r," "l," "th," "v," and "z" are especially difficult for English language learners of non native English. The effect of intonation also makes learning to pronounce English correctly a difficult task.² The intonation of language when it is uttered is different in different languages around the world. This is also strengthened by Terrence J. Sejnowski who stated that English is a particularly difficult language to master because of its irregular spelling. For example, the "a" in almost all words ending in "ave", such as "brave" and "gave", is a long vowel, but not in "haven", and there are some words such as "read" that can vary in pronunciation with their grammatical role. The problem of reconciling rules and exceptions in converting text to speech shares some characteristics with difficult problems in artificial intelligence that have traditionally been approached with rule-based knowledge representations,

¹http://youthpartnership.eu.coe.int/youthpartnership/documents/publication_kits/2/1_reflections.pdf. Accessed on November 5th 2010

²River Lin, *Pronunciation Exercises for English*, http://www.ehow.com/list_6616814_pronunciation-exercises-english.html, accessed on November 3rd 2010

such as natural language translation.³ Another example can be seen on the Japanese speakers. They tend to confuse /l/ and /r/ both in perception and production of English sound, since the Japanese Language does not make such a distinction. The closest Japanese phoneme to either of these is /l/, though speakers may hear English /r/ as similar to the Japanese /w/.⁴

Furthermore, the way of pronouncing one particular sound may be different based on the position of the sound in the word. As an illustration, consonant /t/ in 'taking' [t^heykɪŋ] and in 'atom' [ætəm] is pronounced in a different way, it should be noted that when /t/ is put in initial position, it is aspirated. However, if it is put in the medial or final position it is no longer aspirated.⁵ This fact also contributes to the difficulties in learning English. as a result, many English language learners, tend to get difficulties in pronouncing English sounds.

Aside from the difficulties provided by English language itself, many English language learners have to face the fact that there is another factor that provides difficulty in acquiring English language as their second or foreign language, that is, the learners' first language (L1). Many linguists discover that the

³Terrence J. Sejnowski, *Parallel Networks that Learn to Pronounce. English Text*, Department of Biophysics, (Baltimor, USA : The Johns Hopkins University), <http://citeseerx.ist.psu.edu/viewdoc/download?c>, accessed on September 4th 2010

⁴*Non-native pronunciations of English*, Wikipedia the freeencyclopedia, http://en.wikipedia.org/wiki/Non-native_pronunciations_of_English, accessed on September 4th 2010

⁵<http://digilib.petra.ac.id/viewer.php?page=1&submit.x=0&submit.y=0&high&fname=/jiunkpe/s1/sing/2007/jiunkpe-ns-s1-2007-11403104-7696phonologicalchapter1.pdf>, accessed at November 3rd 2010

most common source of errors found in foreign language learners is caused by the negative influence of their first language to the speech production of his or her target language. This using of the first language pattern in the production of foreign language is known as 'negative transfer' or 'interference'.⁶

In Indonesia, to speak English fluently and accurately is not easy. This is because in our educational system, for learning English, students must spend many years in studying grammatical rules and reading comprehension, but they do not have many chances to speak. Therefore, the students often make errors and have trouble in speaking English. They often make errors in pronouncing English words, phrases or sentences. Then, it causes the students to be less motivated to learn English speaking. Although they are able to read and write in English quite good, they often have difficulties in understanding what people say in English.

Furthermore, in South Kalimantan (Banjarese), people are not obligated to pronounce every sounds of the words correctly, because mispronouncing some phonemes rarely causes any misunderstanding, for example, the consonant /z/ and /j/, they possibly interpret them as the same, as in the word 'zakat' they may pronounce it /jakat/, or they also may interpret the phonemes /f/ and /s/ as the same too, as in the word 'syarat', they may pronounce it /sarat/. However, those mistakes do not produce problems in understanding the words; they can still understand them so it is not considered a problem in communication. While in English, mispronouncing even one phoneme, may cause a different meaning. For example, for the high front vowel, English has two

⁶ Ibid

phonemes, i. e. : /i:/ and /I/ and mispronouncing the vowel can cause different meaning, as in the word 'Ship' = /ʃɪp/ and 'Sheep' = /ʃi:p/. Another example is in producing the sound of the word which is similar to other words, like in the word 'batman', the word bat (/bæt/) is often pronounced /bet/ which means 'to gamble' (bet).

Many Banjarese speakers, in fact, may not produce the correct consonants when they are pronouncing English words, since there are fewer vowels and consonants in Banjarese and those that do exist differ in their phonetic quality. For example, Banjarese speakers often have difficulty with the following phonemes; the phoneme /θ/, is often confused with /t/ or /s/ or the phoneme /ð/, which is confused with the phoneme /d/ or /z/. Besides, they may also have difficulty with English consonant clusters, with segments being omitted or vowels being inserted. Or they even possibly do not aspirate initial /t/ and /k/, like in the words: 'take' or 'kind'. Banjarese speakers also may have difficulty in pronouncing the vowel /ʊ/ as in the word 'good' or the vowel /æ/ as in the word 'bad' since there are no such vowels found in Banjarese. In fact, when Banjarese people speak or read English, they tend to carry the rules from their mother tongue into their English spoken.

Seeing the inclination of English language learners in making pronunciation errors due to the difficulties provided by English pronunciation and the influence of their first language, the writer is eager to learn more about this problem.

Based on the writer's observation, the phenomenon of the interference can be easily observed in the students in the State Islamic Senior High School 1 Martapura Academic year 2010/2011. It is because the teachers, students and almost all of the people who involve in the school using their native language in their daily conversation, that is Banjarese. In addition, there is no rule in the school that obligates the students to speak English outside of English class, school and their environment. English is learned in the class only. It means that the students have to use the foreign language in class only. If they speak in a foreign language, their native language will influence them in using a foreign language and it is considered a fault because there is influence of the native phonology in the foreign language. Hence, The writer is interested in doing a research entitled : **"THE INTERFERENCE OF BANJARESE SEGMENTAL VOWELS AND CONSONANTS TO THE STUDENTS' PRONUNCIATION IN ENGLISH AT MAN 1 MARTAPURA ACADEMIC YEAR 2010/2011"**. As English segmental vowels and consonants are big in numbers, the writer limit the scope of the English phonemes to more specific phonemes and will focus the research to observe the interference of the Banjarese vowels and consonants only on the phonemes which do not exist in English phonemes like English consonants /f/, /v/, /θ/, /ð/, /z/, /ʃ/, /ʒ/, /r/, /tʃ/, /dʒ/, and /dz/, and also English Vowels /æ/, /e/, /ʊ/, /ɔ/, /ə/, and /ʌ/.

B. Formulation of the Problem

Since the mastery of English pronunciation is not easy, the writer wants to analyze the phonological aspects of the first language which can influence the students in mastering pronunciation. In conducting this research, the writer is guided by these two main research questions:

1. What kind of Banjarese segmental vowels and consonants that interfere the students' pronunciation in English?
2. What Kind of Banjarese segmental vowels and consonants that mostly interfere the students' pronunciation in English?

C. Reason for Choosing the Title

The following reasons give the background as to why the writer chooses this topic:

1. English is one of the important languages to know science technology and cultural art in written and spoken form.
2. Pronunciation is one of the important elements in mastering English well, but it is often ignored in teaching-learning English class.
3. The writer hopes that this study will offer a contribution to the solution of teachers' problems, particularly in solving the student's problem in mastering pronunciation.
4. The writer is very eager to analyze the interference of Banjarese segmental vowels and consonants to the students' pronunciation.

E. Significance of Research

This research is done with the expectation that the writer will contribute to the study of pronunciation, especially in knowing kinds of Banjarese segmental vowels and consonants that interfere and mostly interfere to the students' pronunciation in English. Hence, it means that the writer hopes this research will help the English teachers knowing certain problem the students face in their pronunciation so that they can give a priority measures in teaching pronunciation. By analyzing the influence, the writer also looks forward to helping the students to understand the problems they face in producing the English sounds, especially the difficulty in producing certain English sounds, so that later they are able to pronounce the English sounds correctly. Furthermore, by conducting this research, the writer also hopes that this research will encourage other students to do further studies in this area of study, that is, pronunciation.

F. Definition of Key Terms

In order to avoid misinterpretation about the title above, the writer gives the confirmation as the following:

1. Interference is the negative transfer of mother tongue elements to the foreign language learnt in which the elements of mother tongue transferred are different from the language elements on the foreign language learnt. Interference is: 1. *Gangguan* ; *Campur Tangan* , 2. *Masuknya unsur serapan*

*dalam bahasa lain yang mengganggu.*⁷ The interference discussed in this study refers to the interference of Banjarese Phonological aspects in the Students' English Pronunciation.

2. Segmental is taken from the term *segment*, which means a part of something which is separated from the other parts or which can be considered separately.⁸ Segmental here refers to the any discrete unit of phonology that can be identified, that is vowels and consonants.
3. Banjarese refers to the language used mostly by people in South Kalimantan, East Kalimantan and Central Kalimantan.
4. Vowel is a speech sound in which the mouth is open in the tongue is not touching the top of the mouth, the teeth, etc.⁹ For example, /i:/, which pronounced with an open so that there is no build-up of air pressure at any point above the.¹⁰
5. Consonant is a speech sound produced by completely or partly stopping the air being breathed out through the mouth.¹¹ For example, consonant /p/, which is pronounced with the lips or consonant /t/, which is pronounced with the front of the tongue.¹²

⁷Departemen Pendidikan dan Kebudayaan, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 1990), p. 335

⁸AS, Hornby, *OXFORD Advanced Learner's Dictionary*, (New York : Oxford University Press, 1995), p. 1064

⁹Ibid, p. 1334

¹⁰*Vowel, Wikipedia, the free encyclopedia*, <http://en.wikipedia.org/wiki/Vowel>, accessed on August 20th, 2010

¹¹AS, Hornby, *Op. cit.*, p. 246

6. Pronunciation is the way in which a language is spoken or the way in which a word is pronounced.¹³

G. Limitation of the Problem

Because this paper deals with the interference of the segmental aspect of phonology in the students' pronunciation, vowels and consonants, the range of the study is limited only on the Banjarese segmental vowels and consonants which often becoming the problems for the students as they pronouncing English words or phrases. Hence, the writer will focus this research to observe the interference only on the Banjarese vowels and consonants which do not exist in English phonemes like : /f/, /v/, /θ/, /ð/, /z/, /ʒ/, /r/, /tʃ/, /æ/, /e/, /ʊ/, /o/, /ə/, and /ʌ/.

Besides, English pronunciation here is specified to focus on American English accent. Additionally, as the subjects of this research are the eleventh grade students of MAN 1 Martapura, an area located in Banjar Regency, the writer focuses the phonological aspects in Kuala Banjarese only. Those limitations are made for the reason that the process of sound identification depends merely on the writer's careful listening and the writer's deeper research.

¹²*Consonant, Wikipedia, the free encyclopedia*, <http://www.translation-directory.com/articles/article1833.php>, accessed on September 17th 2010

¹³AS. Hornby, *Op. cit.*, p.928

H. Organization of Content

This research paper is organized into five chapters as the following:

The first chapter is the introduction which consisting of background of the study, statement of research problem, reason for choosing the topic, purpose of the study, definitions of key terms, scope and limitation, significance of research, and organization of the content.

The second chapter is the theoretical review which consists of the Definition of Interference, Phonology, English Vowels and consonants, Banjarese Vowels and consonants and Pronunciation.

The third chapter is the research methodology of the paper that involves population and sample, data, source of data and techniques of data collecting, design of measurement, technique of data processing and analysis, and the research procedure.

The forth chapter is the report of research result that involves general description of the research place, data reporting and data analyzing.

The fifth chapter is a closing that involves the conclusion and suggestions.