

## CHAPTER I

### INTRODUCTION

#### A. Background of The Research

Facing globalization era, as an Indonesian, English is very important to master. Furthermore, speaking English is important too. When Indonesian is talking to an English native speaker, the ability of speaking English becomes the priority to understand each other. In addition, having good pronunciation is also important when speaking English, so that they, as native speakers, can understand of what Indonesian says. Laroy (1995: 9) stated that pronunciation cannot be separated from the people who speak the language, nor cut off from the language and learning in general.

Realizing that English is a foreign language for Indonesian, in State Islamic University of Sunan Gunung Djati Bandung, there is a major which majority concern in learning English. That is English Education Department of Tarbiyah and Teaching Training Faculty. However, not all English students can master English well even in pronunciation. Consequently, to have good in English pronunciation students must know the basic of the language of what English has in consonant and vowel and also of how to produce the sounds of each phonemes. Those are parts of phonological system. Therefore, knowing the basic of English as phonology is closely related to have good pronunciation.

Here, teachers' role is needed to tell English sounds and the way how to produce it to the students.

Goldsmith (1995) as cited in Andi's journal (2013) stated broadly in his book that each language is a structurally different system. Considering the statement, it can be concluded that English and Indonesian languages are systematically different in phonological systems. Because the differences, it may be a barrier for Indonesian students in having good pronunciation.

For some Indonesians, English seems hard to be perfectly pronounced, let alone to speak it well. Some Indonesian feel difficult to produce English phonemes so that it implies to their pronunciation. For instant, the researcher asked some English students to produce sample phonemes /v/, /f/ and /p/ which commonly miss-produced by Indonesian. There are ten English students of English Education Department of UIN Bandung which are asked to read the words "valley", "leaf" and "perfect". Unfortunately, six of ten students are miss-pronounced especially of each phoneme. Sometimes the students committed their errors caused by the students do not aware to English phonemes and the way to produce it. Therefore, this research is a phonological analysis which investigates the problem of students' difficulties in acquiring good pronunciation. Gussman (2002) stated broadly that phonological analysis is attempting to identify phonological problems and provide a possible theoretical framework.

The writer is not the first researcher who takes the study. This research had been taken by some experts in comparing phonological system between English and Indonesian languages. The following example is a representative of all researches that have been taken. The research was done by Andi Pallawa from Tadulako University, Palu, Middle Sulawesi, East Indonesia in his journal 2013, Vol 1, No. 3 titled by "A Comparative Analysis between English and Indonesian

Phonological System” which is concerned about investigating phonemic opposition and phonetic feature between English and Indonesian language. The results conclude that there are some differences between English and Indonesian phonemic opposition and its phonetic feature, so are the similarities.

Knowing the problem, the researcher analyzes the phonological systems of English and Indonesian language in terms of similarities and differences of its phonemes; consonants and vowel. It is seen from Indonesian students who pronounce English words of each phoneme. Then, the writer is interested to know how Indonesian students’ ability in pronouncing English words considering the differences of consonants and vowels of its phonology.

Based on the explanation above, the writer takes this research that is hammered at **“A PHONOLOGICAL ANALYSIS OF INDONESIANS’ UTTERANCES” (A Contrastive Analysis of English and Indonesian Phonology at The Forth Semester Students of English Education Department at State Islamic University of Sunan Gunung Djati Bandung).**

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## **B. The Research Questions**

Handling this study, the researcher decides to put two questions as follows:

1. What are the similarities and the differences between English and Indonesian phonology of consonants and vowels elements?
2. To what extent do the students’ utterances meet standards English phonology of pronouncing English words of each phoneme?

### **C. Aims of The Research**

To respect the research questions, this study is aimed to:

1. To know the similarities and the differences between English and Indonesian phonology of consonants and vowels elements.
2. To know the students' utterances in meeting standards English phonology of pronouncing English words of each phoneme.

### **D. Significances of The Research**

This research is expected to give some contributions based on two points along these lines:

#### **1. Theoretical Significances**

Theoretically, the results of this research are expected to be a reference for people who need to know the similarities and the differences between English and Indonesian phonology based on consonants and vowels.

#### **2. Practical Significances**

For teachers, this research is expected to give additional teaching materials in teaching English sounds so that good pronunciation can be achieved by students realizing the differences of phonological system.

For students, this research is expected to give more valuable information about the accepted English sounds. Then, it can make them aware of how to produce English sounds, so that their English pronunciation can be better than before.

### **E. Rationale**

Accepted pronunciation in English is identical important when communicating with other people who speaking the language. Fangzhi (1998: 39) stated that it is important to pay attention to pronunciation since it results in whether or not someone's message can be understood or not by other people. In addition, Gilbert (2004: 3) cited in UK journal (2013) supported that if someone cannot listen English well, she or he is cut off from the language. Then, if someone cannot be understood easily, she or he is cut off from conversation with native speakers. Therefore, people have to pay a great attention to their pronunciation, because good pronunciation gives a significant effect to the meaning of what someone says.

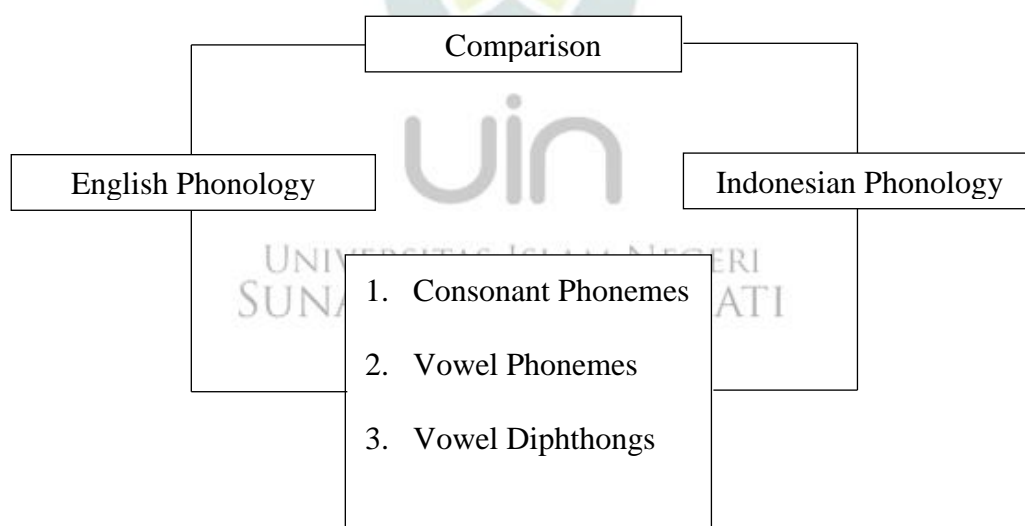
Ur (2006: 47) has initially defined three primary patterns of pronunciation: a) the sound of the language or phonology; b) stress and rhythm; and c) intonation and includes the role of individual sounds and segmental and supra segmental sounds. Therefore, phonology is the important aspect to reach good English pronunciation. Moreover, Ur (2001: 52) as cited in UK journal (2013) stated that some causes affect pronunciation mistakes: 1). Substitute second language with first language sound because there is not suit pair in first language; 2). Create wrong perception on second language sounds because the sound is an allophone in first language; 3). Use a stress pattern and first language intonation when pronouncing second language in order to create a strange accent.

Both English phonology and Indonesian phonology work as a study of representing sounds of their language. According to Yule (2010: 42) the definition of phonology is essentially the description of the systems and patterns of speech sounds in a language. It is concerned with the abstract or mental aspect of the sounds in language rather than with the actual physical articulation of speech sounds. Every language has its own phonological system which the

sounds have their characteristics. Goldsmith (1995) stated that each language is a structurally different system. Therefore, the writer assumes that there are some differences between English and Indonesian phonology. Then, it will affect to their language that is being learnt as a foreign language.

Realizing the differences of how sounds are produced, it is an interested research to know where the differences clearly state. In this research, the writer analyzes the differences of both English phonology and Indonesian phonology. However, the similarities color the research. Then, the writer wants to know the competence of Indonesian students in pronouncing English words whether meet standards English phonology or not.

All in all, the research contains some indicators to limit the area of the research. Those are presented by a table as follow:



**Figure 1.1 Scheme of Research**

## **F. The Research Design**

This part conducts the design of the research generally. It contains method of research, social situation, sample, and procedure of research.

### **1. Method of Research**

The design of this study is a descriptive qualitative. For its reason, the research displays the explanation and description in comparing the main issue. Then, the findings are not revealed by statistical procedures. To reach the goal of the research, the use of contrastive analysis technique is applied. According to Creswell (1994: 1) qualitative research is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting.

Additionally, descriptive research as what Sudjana and Ibrahim (2001: 64) stated is research which attempts to describe a phenomenon, indicates or circumstance which occur actually at present. This method tries to give image of the real condition which shows the facts of the reality.

Moreover, to compare English and Indonesian phonology, the use of contrastive analysis is needed to meet the similarities and the differences. According to Platt (1992: 17) contrastive analysis describes similarities and differences among two or more languages at such as level phonology, grammar, and semantics. Additionally, Tarigan (2009: 5) stated that contrastive analysis is a job procedure includes activities which try to compare between the structure of first language and second language in identifying the differences both of the languages. Besides, James (1980) added things that can be analyzed in contrastive analysis are phonology, lexical, and language structure. As a result, contrastive analysis can be used to solve the difficulties in learning foreign language.

This research is not an errors analysis of pronunciation but an analysis of the Indonesians' utterances in terms of phonological systems to know the

similarities and the differences that affect students' difficulties in pronouncing English words.

## 2. Social Situation

As what firstly claimed by the researcher, Indonesian students seem hard to pronounce English word realizing the differences of phonological system between English and Indonesian language. Here is needed a situation of education related to what the researcher privilege. To represent all of education areas in Indonesia, the researcher chooses English Education Department of Tarbiyah and Teacher Training Faculty at State Islamic University of Sunan Gunung Djati Bandung to be the social situation. For its reason, this major focus on learning English as a foreign language. The element of English such as phonology and pronunciation become two subjects of many subjects which are being learnt. Therefore, this situation is helpful. Because, this research needs students who have learnt phonology and pronunciation to be analyzed in order their utterances meet standards English phonology or not.

## 3. Participants

The researcher decides nine English students who are claimed having accepted pronunciation at The Fourth Semester of English Education Department of Tarbiyah and Teacher Training Faculty at State Islamic University of Sunan Gunung Djati Bandung as the participants of this research. The research uses purposive sampling, because of the participants are considered having good pronunciation. Thus, they who have clear pronunciation become the main purpose to choose. According to Sugiyono (2013: 300) sampling techniques which are commonly used are purposive



sampling and snowball sampling. Again, Sugiyono (2013: 300) stated that purposive sampling is a technique of collecting sample as consideration.

#### 4. Procedure of Research

##### a. Instrument

Sugiyono (2013: 305) stated that in qualitative research, the available instrument is the researcher himself. Because, the qualitative instrument cannot be developed before the problems concerned are clear. Additionally, Sugiyono (2013: 305) stated that the qualitative researcher as human instrument is able to determine the research, chooses the informer as source of data, collects the data, measures the quality of the data, analyzes the data, and makes conclusion of all the findings.

Moreover, conducting this research, the researcher decides to use Document and Test as the instruments also, because, it will help the researcher to collect the data. As what its function, document is used to collect some data for research question number 1. In addition, test is used to meet some data for research question number 2.

##### b. Technique of Data Collection

A result must have solid facts to accept. In this part, the researcher uses two techniques to get satisfactory data. Considering the research instruments above, the researcher uses a document analysis for research question number 1. The question is to find out the similarities and the differences between english and Indonesian phonology focusing on phoneme element. In this document analysis, to find out the results, the researcher uses a Contrastive Analysis as a tool of data collection. The kind of document that is used is phonology books.

Additionally, the use of test as the instrument of research question number 2 is divided into two sections. moreover, a Recorded Reading technique is used to help collecting the data. The first section is isolated words section which means that the students read the forty four words, word by word representing each English phoneme. The second section is sentences word section which means the students read forty four sentences which contains of special words representing each English phoneme.

Then, the use of recorded reading is needed to get students' utterances to be analyzed whether it touch the standards English phonology or not by using speech analyzer application.

- Recorded Reading

The use of recording strengthens the result. In this stage, the special students are asked to read some English utterances which are recorded by the researcher. After all of the recording are collected, the next step is to analyze it. The first one is to strengthen the first answer, and then it is processed by speech analyzer application as a tool to measure. It is to see the spectogram that shows the recording result whether it touches standard pronunciation or not.

Speech Analyzer is a computer program for acoustic analysis of speech sounds. It is made by SIL International (2007) as a not-for-profit organization incorporated in the state of Texas, United States of America. SIL's primary internet addresses are [www.sil.org](http://www.sil.org) and [www.ethnologue.com](http://www.ethnologue.com). The use of the application is to see the accurate data of special Indonesian students' in pronouncing English

words. In this application, firstly the English native sound record is entered. Then, it is followed by student' utterance record. Those will be processed until the screen show up data in a graphic for each recording which is matched with the standard one. If the graphic of recording shows an accurate graphic from the standard one, it means that the recording touches the standard pronunciation.

At the end, the results are showed in percentage to classify how many students who can pronounce it well and below of the standards. The following table is to calculate the students' results. The number of true of each utterance is calculated with the number of students. It shows the percentage of each word based on classification of English consonants and vowels.

No	Consonant / Vowels	Words / Students	A	B	C	D	E	F	G	H	I	%
			1	/p/	<u>P</u> acify							
2	/b/	<u>B</u> eady										
3	/d/	<u>D</u> eactivate										
4	Etc.											

### G. Data Analysis

After all of the data are collected, processing it is the next step to know how the result is. Henceforward, the data is analyzed.

The differences of English and Indonesian phonology appear after comparing it by using contrastive analysis, and so are the similarities. Then, the recorded reading is used to get students' utterances to be analyzed. The use of it is expected to reveal the students' pronunciation data which is processed by speech analyzer application to meet the result whether it touches standard phonology or not. Glancing to the purposes and research questions that focus on Indonesian students' ability in pronouncing English words considering the differences both of English and Indonesian phonology are answered by the result.

As a result, finding the differences of phonological aspects of English and Indonesian are supported by contrastive analysis. As what James (1980) stated things that can be analyzed in contrastive analysis are phonology, lexical, and language structure. Finally, the conclusion appears to finish the research.

#### **H. Clarification of Terms**

To make the research understandable, this research provides terms to avoid misunderstanding.

- a) *Phonology*: The description of the systems and patterns of speech sounds in a language. Yule (2010: 42)
- b) *Phonological Analysis*: Identifying phonological problems and provide a possible theoretical framework Gussman (2002)
- c) *Utterance*: Something that someone says. (Cambridge Advanced Learner's Dictionary)
- d) *Contrastive Analysis*: A job procedure includes activities which try to compare between the structure of first language and second language in identifying the differences both of the languages. Tarigan (2009: 5)



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