

CHAPTER I

INTRODUCTION

This chapter consists of the background of the research, statement of the problem, objective of the research, research significances, and definition of key terms.

1.1 Research Background

Phonology is sub-field linguistics that discusses the system of sound and the function of sound. Phonology is the component of language that is concerned with the rules governing the structure, distribution and sequencing of speech sounds and the shape of syllables (Owens, 2007). According to Ogden. R (2009) Phonology is the study of sound system. Phonology is a sub-discipline of linguistics that studies the sound of language generally, whether the sound has meaning or has no meaning (Soeparno, 2002). Based on the definitions above, it can be concluded that phonology is a sub-field of linguistics that studies, discusses, and analyzes sound, whether it has meaning or has no meaning.

The phonological systems of each language are different. Because they have differences, the people who use foreign language will be affected by their tribe or national language. For example, when Indonesian speaks using new language such as the English language, they will face some problems, especially the problem of how to pronounce phonemes, phrases, words and others. Because Indonesian and English languages have a different phonological systems.

The problems that will arise are mistakes and errors. According to Brown (2007), that mistake refers to a performance error that is either random guess or slip, that it is a failure to utilize a known system correctly. On the other hand, an error is a noticeable deviation from the system of the target language, it is reflecting the competence of foreign learners. Learners cannot avoid mistakes and errors when they learn a foreign language, especially the English language, because mistakes and errors are the processes of learning. For example, when someone pronounces the word *invite*, the correct pronunciation is [invait], but usually, new learners will pronounce [infɪt]. Sound of [v] replace to [f] sound and omitting [a]. The other example is the word *beach* [bi:tʃ] becomes [bitsʃ]. Sound [i:] becomes [i] sound. [bi:tʃ] means *Pantai* while [bitsʃ] means *Wanita jalang*. This condition also occurs by the LPB members who learn in speaking class. In this research, the researcher will focus on phonological error. A phonological error must be avoided by foreign language learners because it will affect the change in meaning.

Therefore, the researcher believes that it is necessary to research the error of phonology that was carried out by members of Lembaga Pembinaan Bahasa (LPB) of Universitas Islam Negeri Sunan Gunung Djati Bandung to find what kind of error and factor of causal error that is made by the LPB members. The main means in this research is the text which is written on the book *Strategy Tricks Answering IELTS* by Otong Setiawan Dj. The researcher uses this text because it has audio, which it makes

easier to analyze the data. So, the researcher will refer to it to analyze the phonological error.

In addition, There are previous researchers have been researching phonological errors. Every researcher has a special technique event using the same theory, and also the objects of research are different.

The first previous research is “*Analisis Kesalahan Berbahasa Inggris Pada Tataran Fonologis*” (Wenada & Suryani, 2016). This research aims to identify and describe the phonological error of uttering English words made by students of the English department of the University of Trunojoyo Madura. This research applied a qualitative approach whose subjects are students of semester 4 of the English department of UTM who attended classes of speaking IV A and of speaking IV B. data collecting by recording the students’ utterances during the class. The data were then transcribed to ease the data analysis. The result indicates that there are errors in uttering consonant sounds and the form of sound replacement with the similar sound as well as the replacement of voiced sound with voiceless sound. While for the errors in uttering vowel sounds, the errors are in the form of replacing vowel sound with another vowel sound, shortening schwa sound, simplifying vowel sound. The factors that determine the errors are interlingual and intralingual.

The second research is titled “*Kesalahan Pengucapan Vokal Depan Bahasa Inggris Oleh Mahasiswa Semester 1 Universitas Nasional Timor Leste*” (Tilman & Nurhayani, 2015). This research is aimed at describing the pronouncing errors of front

vowels made by the first semester students of Timor Leste National University in Timor Leste. This study used a descriptive qualitative approach. The technique of data collection was conducted by recording the English native speakers. The result of the recording was verified by spectrogram to know the F1 and F2 formant produced by each participant in part software. The focuses of this study are four English front vowels /i/, /I/, /ɛ/ dan /æ/. The result showed that the student and Portuguese native speaker pronunciations of English front vowels are different from the standard pronounced by English native speakers. The problems occurring in this study are caused by sound and grammar interference that influence the English vowel pronunciation of students. Based on the result of this study, it can be concluded that the students still have problems pronouncing English front vowels because they are influenced by the pronunciation system of Portuguese.

The third is “*Kesalahan Artikulasi Phonemes Bahasa Inggris Mahasiswa Prodi Bahasa Inggris Unmas Denpasar; Sebuah Kajian Fonologis Generatif*” (Wardana, 2014). This researcher is aimed to find out errors in English phoneme and suprasegmental elements which are produced by students of the English study program at Mahasarawati Denpasar University in the academic year 2013/2014. This research uses a descriptive qualitative approach. The population of the study was the third, fifth, and seventh-semester students of which 35 of them were taken as a sample of the study. The data was collected by using a test, questioner and open interview. The collected data was analyzed by interactive analysis. Based on the result of data analysis, it shows

that the whole errors in the articulation of English Phonemes were 532 in total. It consisted of 132 or 23% for errors in fricative, 387 or 72,7 % for errors in allophones, 4 or 0,75% for errors in vowel production and 11 or 2,1% for intonation and 7 or 1,3% for stress syllables. Types of errors found were Omission (35,3 %), Addition (6,01 %), Misinformation (51,5 %) and Disorder (7,14 %). The causes of errors were overgeneralizations (18 %), Incomplete Applications of Rules (31,01 %), False Concepts Hypothesized (25 %) and Ignore of Rule Restriction (25,37 %). It can be concluded that the students of the English Study program still have problems in appropriate English articulation. Considering the significance of accuracy in expressing a spoken message, the lectures must pay deep attention to these matters and fix them by encouraging, engaging and involving them at any time practice.

The difference between the previous research and this research now is on the sources of data or research object. In this study, the researcher was interested in pronouncing errors made by Members of Lembaga Pembinaan Bahasa of State Islamic University of Sunan Gunung Djati Bandung as the research object.

1.2 Statements of Problem

From the background in this research above, the researcher concludes that two questions will be the main focuses of this research, they are:

1. What kinds of the phonological error are made by Lembaga Pembinaan Bahasa (LPB) members of State Islamic University of Sunan Gunung Djati Bandung in reading English text?
2. What factors of causing phonological error in reading English text?

1.3 Research objectives

Based on the formulation of the research question above, the researcher is intended:

1. To determine the phonological errors made by Lemabaga Pemibinaan Bahasa (LPB) members in reading English text.
2. To know the factors of causing phonological errors in reading English text.

1.4 Research Significances

Theoretically: This research describes the phonological errors made by LPB members and some of the factors that cause the phonological error. This research does not describe the factors causing phonological error widely, it is very important to be discussed by future researchers.

Practically: This research investigates phonological error and factors of phonological error. Based on this research, we can find out what phonological errors are and what the factors causing phonological errors are.

1.5 Definition of Key Terms

There are some terms that is used in this research, there are;

1. Phonology:

Phonology is the study of the sound system in a language.

2. Error:

Error is a noticeable deviation from the system of the target language, it is reflecting the competence of foreign learners. According to Richard

3. Pronunciation:

Pronunciation is the way a language or particular word or sound is pronounced

4. Vowel:

Vowel is a sound in which there is no obstruction to the flow of air as it passes from the larynx to the lips

5. Consonant:

Consonant is a sound that makes it difficult or impossible for the air to pass through the mouth

