CHAPTER I
INTRODUCTION

This chapter describes several sections: the background of the research, statement of the problem, objective of the research, research significances, and definition of key terms.

1.1 Research Background

Pronunciation is a way of saying or pronouncing a word related to speaking. Pronunciation provides guidance on how someone can pronounce what they read and how they can speak in a conversation (Alan, 2014). Pronunciation is very important because sometimes a problem of pronunciation can hinder communication, especially for non-native speakers. In this pronunciation, each word is pronounced in a different way for each individual, this is due to several factors, it can be caused by cultural exposure, speech disorders, ethnic group, education, or from where they live. All of this is because Indonesia is a multicultural country that has a variety of different languages and dialects (Julijanti, 2010). In this case the mother tongue as the first language has an effect on the ability to produce sounds in other languages, this happens because they cannot find the language in their mother tongue. These elements in the mother tongue can be difficult for second language students or can also be a way of dealing with difficulties so that learning a second language becomes easier and smoother.

In pronunciation, there are vowels and consonants. Vowels are sounds there is no obstruction to the flow of air as it moves from the larynx to the lips (Roach, 1991). while consonant are letters representing certain speech sounds, especially sounds that involve blocking air before it leaves the mouth, such as with the lips, throat or tongue. In consonant sounds, there are fricative sounds that come out by producing air through small holes or gaps in the mouth, so that fricative sounds are also called wheezing sounds which are sounds using breath, are divided into two sounds, that is voiceless or sounds produced without vibrations and voiced

sounds that use vibrations, a lot of non-native speakers ignore these two things, such as research conducted (Jongman, 1988)and he examined the sound of vibrations, friction in fricative sounds more specifically. In his research, he emphasized the importance of wheezing in fricative or sounds which is often overlooked by people. For example, according to science phonology, there are phonemes /f/ and /v/ in English consonants but there are no /v/ sound in Arabic, so for someone who learned Arabic and English at the same time not easy. It can be seen from this research from the sound of English fricative consonant. According to Jarvis, Scott & Pavlenko, Aneta (2007) someone who learns another language usually transfer across languages, this is a situation when someone uses knowledge of their mother tongue or language they are always use in their activities as a transfer across other languages. English language has become an international language and many studied by many communities in the world while Arabic to be language has very attached with islam activities.

The situation above can be seen in Miftahuttaufiq Islamic boarding school, their mother tongue is Indonesian and Sundanese but their daily life predominantly uses Arabic, but they learn English as a foreign language, so that in learning English there are several pronunciation errors caused by several factors, one of the factors is because Arabic more often used in their daily activities. In addition, the results of the interview stated that English is considered difficult compared with Arabic because in Arabic there is already guidance on harakat or how to read the writing, while English has a different pronunciation and writing. In addition, Arabic is more often used in daily activities than English so that it has an impact on language learning. For example, when saying the sentence "the view is very beautiful" but they pronounce it as "the fiew is fery beautiful" this is because in Arabic there is no /v/ sound so they pronounce it with /f/ sound in Arabic.

In this case, according to Brown (2007) the problem from pronunciation it can because mistakes or error, errors and mistakes have different meanings, mistakes are made when the speaker makes a guess or a "slip" in the knowledge they know

while errors are made when the speaker does not know the knowledge of what they are going to say, according to Brown (2007) mistakes or errors are part of learning so it has become commonplace because proficiency in various knowledge will begin with mistakes or errors. For example, when someone pronounce the word "event" the correct pronunciation is /ɪˈvent/ but the students always pronounce /ɪˈvənt/. In the other words for example the word /hoʊks/ but the students always pronunciation /hoaks/.

From several series of problems above the researcher believes that in conducting on pronunciation errors carried out by students at the Miftahuttaufiq Islamic Boarding School. This research will be carried out by making texts and then asking students to read them and the researcher will record them, after that the researcher will transcribe the sound results into text form and examine the sound results from the transcript text. besides that the researcher will examine the factors of sound errors made by students, the research will be conducted based on H. Brown's theory regarding the pronunciation error factor, including (1) inter lingual transfer (2) intra lingual transfer. For interlingual factors caused by the influence of other languages or mother tongues, researchers will only examine the causes of Arabic because it is more widely used by students of Miftahuttaufiq boarding school.

In this case, many previous research has been found regarding pronunciation errors with different objects and studies but have the same theory.

The First previous research about error pronunciation of English fricatives consonant is the research by Fakhri Fauzi who analyzed "Error Analysis of Sundanese English Pronunciation on Fricatives Sound" in his research he explained how error pronunciation of English fricative consonant spoken by Sundanese students, for example there are no /f/ and /v/ sound in Sundanese so this research analyze that many Sundanese people make error pronunciation /f/ and /v/ to be /p/.

The second previous research by Fajri Nursidiq who analyzed "English Phonological Error Made by Lembaga Pembinaan Bahasa (LPB) Members of State Islamic University of Sunan Gunung Djati Bandung". In his research he explained the error in vowel and consonant pronunciation, the result from this research there are five errors in five fonem /θ/, /dʒ/, /v/, /ð/, and /ʃ/ and there are fourteen errors in vowel sound, there are; /u:/, /ɔ:/, /a:/, /ə:/, /ə/,/ei/, /ai/, /əʊ/, /æ/, /ʌ/, /e/, /i/, /i:/and /aiə/ sound. The factors from this research it because interlingual factors or from student's mother tongue or other language.

The last previous research by Nur Inayah who analyzed "Error on English Sounds Made by The Students of SMPN 1 Minasate'ne Pangkep". In this research she explained how the types of pronunciation error on long vowel sounds and short vowel sounds made by students. The results of this research there are 2 types of errors pronunciation of vowel sounds made by grade 8 students of SMPN Minasate'ne, they make mistakes in pronouncing vowel sounds long and short vowels. From the results, most students produce mispronunciation of the long vowel /ɔ:/. It was proven about 61% of students pronounce /'ʌlwaɪz/ for /'ɔ:lweɪz/ in the word "always". Meanwhile, the student made a mistake on the short vowel /ʌ/. It was proven about 88% of students pronounce /'lɒv/ for /'lʌv/ in the word "love".

The difference between the previous research and this research is the object and content of the research, in the previous research the object of the researcher it is based on Indonesian speakers who use Indonesian too on a daily life, while in this research it is based on Indonesian speakers who use Arabic on a daily basis, so that in a series of studies it will involve how Arabic sounds and how they affect English pronunciation, besides that the sounds discussed in the previous study were comprehensive and general, while in this study the sounds were only specialized in the sound of fricative consonants.

1.2 Statements of Problem

Miftahuttaufiq Islamic boarding school uses Arabic more often in daily life, in this case the researcher was analyze is Arabic also a factor in English pronunciation errors or not.

1. What are the pronunciation error of English fricative consonants spoken by students of Miftahuttaufiq Islamic boarding schools?

2. What factors causing the pronunciation error of English fricative consonants spoken by students of Miftahuttaufiq Islamic boarding schools?

1.3 Research objectives

From the background in this research above, the researcher concludes that there are three questions that would be the main focuses on this research, they are:To find out the pronunciation error of English fricative consonants spoken by students of Miftahuttaufiq Islamic boarding schools.

1. To find out the pronunciation error of English fricative consonants spoken by students of Miftahuttaufiq Islamic boarding schools

2. To find out the factors causing the pronunciation error of English fricative consonants spoken by students of Miftahuttaufiq Islamic boarding schools.

1.4 Research Significances

Theoretically: This study describes how the pronunciation error of English fricative consonants spoken by students of Miftahuttaufiq Islamic boarding schools and what is the factors of error pronunciation of fricative consonant sound spoken by students of Miftahuttaufiq Islamic boarding school. This research does not explain how student pronunciation in Arabic.

Practically: This study investigates pronunciation error of English fricative consonant. It can find out how the error pronunciation of English fricative consonants spoken by students of Miftahuttaufiq Islamic boarding school.

1.5 Definition of Key Terms

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

1. Phonology:

   Phonology is the science of systems in a language and one of the branches of linguistics that relate with how to pronounce a language.

2. Pronunciation:

   Pronunciation is an act or result of producing speech sounds, including articulation, emphasis, and intonation, often referring to some standard of correctness or acceptance.

3. Error:

   Error is a misunderstanding that is done not in accordance with the goals achieved by the perpetrator.

4. Vowel:

   Vowels are five letters with sounds made without airflow obstruction. Indonesian only has five vowels there are /a, i, u/, /e/, /è/, and /o/ while English has 17 types of vowel sounds, namely /ɔ/, /ow/, /uw/, /iy/, /ɪ/, /ɛ/, /ey/, /aw/, / æ/, /ʌ/, /ə/, /ər/, /ɑ/, /ʊ/, /ay/, /ɔy/ and /ər /.

5. Consonants

   Letter consonants have sounds that are blocked by the lips or tongue.

6. Fricative:

   Fricative is a consonant that is produced by swiping the air out of the lungs. The resulting consonants are z, f, v, x, h, s, Ŝ, and x.