

## CHAPTER I

### INTRODUCTION

In this chapter is the beginning of this research. This chapter contains Background of The Research, Research Questions, Research Purpose, Research Significances, Conceptual Framework, Previous Findings.

#### 1.1 Background of The Research

Language is an important aspect of human life, namely it is used as a tool to communicate with other humans. Language is what can enable humans to communicate with each other and share information and knowledge from the language used as a communication tool. Language is a communication system composed of words and combinations of words that make a sentence. Communication through language is also called linguistic communication. According to Hamawand (2020), language is a communication system consisting of a series of spoken sounds, written symbols, and signs. Another opinion about the meaning of language according to Finocchiaro (1964), Language is a system of arbitrary vocal symbols that everyone in a particular culture can learn to communicate or interact with. These various cultures produce diverse languages, where culture and language are closely related and influence each other. Languages resulting from many cultures produce diverse languages.

In learning a language from another culture, anyone studying that language must follow the rules stated in that language. So foreign language learners must know these things to achieve success in learning the target language correctly and well like those who own that language/native speakers. In learning a foreign language, of course, there is a process where the learner will gain knowledge and overcome many mistakes in the learning process. The learning process of learning a foreign language is not easy and will certainly go through several stages. This learning stage requires assistance from a foreign language expert/native speaker.

The author realizes that learning foreign languages, especially English, is rarely carried out using 'English as a means of communication', where students rarely practice speaking or pronouncing sentences in English. Learning to speak a foreign language, which is rarely done by students, is the reason why researchers want to research how English pronunciation/speaking is done by grade 5 elementary school students. In the learning process that students undergo, not only linguistic aspects are involved, but psychological aspects are also involved in the understanding and production of foreign languages. The process of learning a foreign language with psychological aspects can be studied and analyzed from a psycholinguistic perspective.

Psycholinguistics is a combination of two scientific disciplines, namely psychology and linguistics. In general, psycholinguistics is a science that studies the mind and language, things related to the human mind that are related to language (Purba, 2018:47). In this research, students are the learning subjects, in psycholinguistics three aspects are considered important aspects in language learning, namely cognitive, psychological and linguistic aspects, namely the process of speaking and understanding sounds in language. When learning to speak a foreign language, mistakes will of course be made, especially if the way they speak the foreign language is very different from their mother tongue.

The mother tongue, which is Indonesian, has several differences from English. The differences include the way the consonants are pronounced, one of which is the Dental consonant. Researchers chose English Dental Consonants after realizing that Indonesian does not have words containing Dental Consonants like in English. Therefore, the research will examine ENGLISH DENTAL CONSONANT PRONUNCIATION IN GRADE 5 ELEMENTARY SCHOOL STUDENTS' SPEAKING.

Previous research on pronunciation errors was also studied by Ramasari (2017) entitled "Students Pronunciation Errors Made in Speaking for General Communication". This research examines the pronunciation errors of students who are first-semester students majoring in English Education. In this study, the

researcher focused on pronunciation errors but did not explain the background that influenced the students' pronunciation errors. The problem in this previous research was quite similar, namely errors in pronunciation, but different from this research, the researcher focused more on one consonant and also analyzed the factors that influenced students to find it difficult to pronounce the pronunciation.

## **1.2 Research Questions**

Based on the background of the problem above, the research determined two problem formulations which became the focus of the research as follow:

1. What is the most difficult English dental consonant sound pronounced by five graders?
2. What factors make English dental consonant sound difficult to pronounce for five graders students?

## **1.3 Research Purpose**

Based on the problem formulation above, the research objectives in this paper are as follows:

1. To identify English dental consonants that difficult for five graders students to pronounce.
2. To find out the factors that make five graders students difficult to pronounce dental English consonants.

## **1.4 Research Significances**

Researcher hopes that this research can provide benefits to the English Literature Department, especially in discussing consonants and English For Learning. Another benefit of this research is that this research can be used as reference material and reading material for other students who are interested in this kind of research.

Researchers hope that this research can provide benefits in the world of English education, especially for English teachers in schools. The benefit of this research for English language education is that teachers can pay more attention to students' English language skills, especially speaking skills. Another benefit is that students

who are studying English are more courageous in developing their skills in this foreign language lesson.

For other researchers, it is hoped that this research can provide additional knowledge and insight to researchers regarding the importance of practicing English speaking with correct speech grammar for elementary school students. For the English Language Education department, researchers also hope that this writing can be a contribution to knowledge for students and lecturers who are interested in the same topic.

### **1.5 Conceptual Framework**

This research aims to analyze students' problems with the pronunciation of the consonant in learning to speak English. This research uses a psycholinguistic approach because students have problems speaking English due to underlying factors such as anxiety when children speak a foreign language that is different from their mother tongue

According to Chomsky (2002:1), Language is a natural object, a component of the human mind that is physically represented in the brain and part of the biological richness of the species. Language is also a communication system that uses vocal symbols which refer to something that is absorbed by the five senses. Language also not only functions as a communication tool but can also be a tool for social integration and adaptation, where when we are in a social environment we have to choose the language that will be used in the conditions of that environment. When studying a language, we definitely need to find out whether this language is suitable for use in that environment. In the same way, when studying a foreign language, we try to learn how to use that language. Foreign languages have different uses of language procedures due to cultural differences that occur.

Foreign languages are said to be an access to success in various fields, especially foreign languages in Indonesia, namely English, which is considered the main point in a person's skills (Masroh, et al, 2019). The current emphasis on English language learning is English language learning in formal schools. According to Tarigan, &

Tarigan, J (1987) in foreign language learning there are four skills, namely listening, reading, writing, and speaking. However, in formal education currently, more emphasis is placed on teaching grammar and forgetting the skills of speaking or communicating in English which are no less important.

Speaking is a process of conveying information, ideas, or concepts from the speaker to the listener. According to Harmer (2007), speaking is the ability to speak fluently and presupposes not only knowledge of language but also being able to process information and language on the spot. It can be concluded that speaking is actually a person's ability to speak by uttering language sounds to convey messages and interact with listeners. Good speaking skills are important, especially the ability to speak English. According to Harris (1974), there are five important components in speaking ability, including Comprehension, grammar, Vocabulary, Pronunciation, and Fluency.



Picture 1. 5 Components of Speaking Skill (Harris,1974).

### 1.6 Previous Finding

Previous research was observed in an article entitled "Pronunciation Problems: A Case Study on English Pronunciation Errors of Low Proficient Students" written by Shak, et.al (2016), this research examined pronunciation that is often mispronounced by Malaysian students who have low oral skills. This research uses a qualitative methodology where researchers obtain data through voice recordings

reading aloud. This research shows that the sounds that are often mispronounced are vowels (pure short vowels, pure long vowels, and diphthongs), consonants (plosives, fricatives, and affricates), silent letters, and the '-ed' form.

Previous research was observed in an article entitled "PRONUNCIATIONS OF CONSONANTS /ð/ AND /θ/ BY ADULT VIETNAMESE EFL LEARNERS" written by Sao Bui, T. (2016), this research examined the pronunciation of the consonants /ð/ & /θ/ by Vietnamese English learners mature. This research has as its object 11 English language learners in Vietnam. This research uses an audio recording observation sampling technique to identify students' errors in pronouncing /ð/ & /θ/. This research has the result that there are still many students who experience errors in pronunciation of the consonant /θ/ in their own Vietnamese. The most common cause of students making mistakes is a lack of exposure and practice in English, where the conclusion is that the environment is very influential in the development of English.

The previous research above did have the same problem, namely the pronunciation problem. The data collection technique is almost the same as using audio recording techniques. The main difference between previous research and this research is where the data is collected, which will go through two stages, that is speaking tests and interviews. In this research too, the researcher has a different object. The researcher will use grade 5 elementary school students whose ages are different from the objects in the previous research.