

CHAPTER I

INTRODUCTION

1.1 Research Background

Speech sound classes are referred to as phonemes, the study of which is called phonemics. It refers to the vocal sounds like puzzle pieces that help create English words. These are the sounds people use in daily talk, and usually use it in every time people say a word out loud. Saying the right sounds in the right order is what allows us to communicate with other people and understand what they are saying. Not only communicate, speech sounds also play the important role in reading aloud because they can pronounce consonants and vowels clearly affects intelligibility, articulation and comprehension when reading. According to Allen (2007), speech sounds are classified and categorized into vowels and consonant. The sounds regarded as vowels are described in terms of their articulation and on the basis of auditory perception, while consonants are best described in terms of their articulation.

In Reading aloud, one must pronounce words correctly according to the rules of pronunciation. This helps in developing pronunciation skills, because it involves the use of appropriate voice and intonation. Understanding the words and sentence structures of reading material helps readers to recognize and pronounce words well, improve pronunciation, and understand context and appropriate intonation (Shinta, 2023). Reading aloud can help someone become more fluent at articulating words correctly, as regarding to Küçükoğlu (2013), reading is ability includes understanding words, sentence structure, and the overall meaning of the text. Therefore, in reading, we don't just one understanding, but also contribute to the improvement of effective pronunciation to get the perfect results of reading.

Pronunciation is a way of saying or pronouncing a word related to reading. Pronunciation provides guidance on how someone can pronounce what they read and how they can speak in a conversation. Thus, pronunciation is very important

because sometimes shift pronunciation can hinder communication, especially for non-native speakers. Especially, Sense members of English Literature Study Program who are learning English as a foreign Language. Proficient in a foreign language, especially English, is the main foundation in navigating the academic and professional environment in this era of modern globalization. English Literature Study Program, as a place for learning English focus in linguistics and literature, plays a crucial role in ensuring an English members community, as a student representative, that they can be master important aspects of English.

Society of English Students and Enthusiasts (SENSE) is a club or organization within the English Literature department which is dedicated to advancing English language skills among students. According to Benjamin (2020), a language community is a collection of people who speak the same language, typically in the interest of learning or improving their skills. One of the main focuses is their skill of reading English text with good pronunciation, especially at pronounce fricative consonants. This focus on just identify and analyze the pronunciation of English consonant speech sounds of (/f/, /v/, /θ/, /ð/) which plays an important role in the activity of reading English texts. The importance of clear pronunciation in English does not only affect the communication aspect, but also have a significant impact on the understanding and interpretation of the text.

The students in English Literature Study Program who are members of the English community, Sense, are expected not only to be able to read fluently, but the pronunciation of English consonants was produced correctly. However, the pronunciation of English fricative consonants (/f/, /v/, /θ/, /ð/) are often a challenge in itself, especially for non-native learners. Although phonology or phonetic approaches have developed rapidly. There are not many studies that specifically discuss the members of Sense Community in English Literature Study Program regarding the pronunciation of English consonant speech sounds. The research aims to fill this knowledge gap by investigating students' pronunciation of English fricative consonant speech sounds of (/f/, /v/, /θ/, /ð/) in the context of reading English texts aloud.

From several series of problems above the researcher believes that in conducting on pronouncing consonant speech sounds of (/f/, /v/, /θ/, /ð/) and mispronounce carried out by members of sense community of English Literature Study Program at UIN Sunan Gunung Djati Bandung. This research will be carried out by giving the text and asking the members of Sense community to read aloud them and record it. Following that the researcher will transcribe the sound results into text form and examine and collect the results into table form. The researcher will just analysis the English consonant speech sounds of (/f/ and /v/, /θ/ and /ð/) to the pronunciation target, and find out the English consonant speech sounds of (/f/ and /v/, /θ/ and /ð/) are mispronounce produced by members of Sense Community.

In this case, there is a previous study has been found regarding pronunciation English consonant with different objects, years, analysis tools of research. The previous study has provided an important basis in forming the conceptual framework for this research. The previous research regarding "*English Speech Sounds toward [θ, ð], [, ʒ], [t ,dʒ]: How are they realized?*" by Rustipa (2009), revealed very significant findings. The research results show that [[θ,t] are easier for the students to pronounce than [ð, ʒ, dʒ], and The students employ transfer strategies when they find difficulties in pronouncing [θ, ð], [, ʒ], [t , dʒ]. They replace: [θ] with [t], [s]; [ð] with [d], [θ], [nd]; [ʃ] with [s]; [ʒ] with [z], [ʃ]; [t] with [c]; [dʒ] with [j]. Although there have been significant efforts to understand speech sound consonants there are still knowledge gaps that need to be explored further. This research gap arises because year of research, object or participants, research focus and of course the formulation of the research problem.

This research aims to fill this gap by focusing on English speech sounds [f, v], [θ, ð] to provide a more in-depth and contextual contribution to the understanding of speech sound consonants. An in-depth understanding of these previous studies helped guide the direction of the current research. The research employed a descriptive qualitative to characterize and analyze the English consonant speech sounds contributing to the pronunciation issues. Through deep understanding of this pronunciation, it is hoped that this research can make a

positive contribution to improving knowledge and good application of English pronunciation in the English Literature Study Program of UIN Sunan Gunung Djati Bandung to improve students' pronunciation skills, and enrich the knowledge of English consonant when reading aloud English texts.

1.2 Research Problem

Understanding of English pronunciation toward English Literature students at UIN of Sunan Gunung Djati Bandung, especially members of the English community "Sense". Although this community is active in improving the quality of English through programs such as S-Talk, there were still members who have difficulty in pronouncing English consonants, especially fricative consonants such as f, v, θ, and ð. This study aims to investigate the level of proficiency in pronunciation of these consonants among members of the Sense community, with the hope of providing a deeper understanding of the challenges faced and providing relevant recommendations to improve their pronunciation skills.

This problem can be explained and proven by reading aloud English texts so that research can identify and analyze the pronunciation of English consonant speech sounds produced by members of Sense community period 2022/2023 of English Literature Study Program of UIN Sunan Gunung Djati when reading aloud English text. This research problem is formulated in the research questions below:

1. How the pronunciation of English consonant sounds f, v, θ, ð are produced by members of Sense community when reading aloud English text?
2. What are the speech sounds of English consonant f, v, θ, ð mispronounced by members of Sense community when reading aloud English text?

1.3 Research Purpose

Based on the research questions above, researcher focuses on the fricative consonant speech sounds of f, v, θ, ð, produced by members of Sense community period 2022/2023 of English Literature Study Program of UIN Sunan Gunung

Djati Bandung when they reading aloud English text. Research purposes of this analysis are:

1. To find out the pronunciation of English consonant speech sounds of f, v, θ, ð are produced by members of Sense community when reading aloud English text.
2. To analyze the English consonant speech sounds of f, v, θ, ð are mispronounced by members of Sense community when reading aloud English text.

1.4 Research Significance

The results of the research are expected to give contribution to the theoretical and practical uses of language. Theoretically, this study explores the pronunciation of labiodental consonants and dental fricatives. In the field of linguistics, this study can enrich our understanding about how language learners overcome specific challenges in pronunciation, opens up the potential for development or refinement of existing phonological theories. As a theoretical contribution, this study presents new insights into the dynamics of pronunciation English consonant speech sounds at the phonological approach.

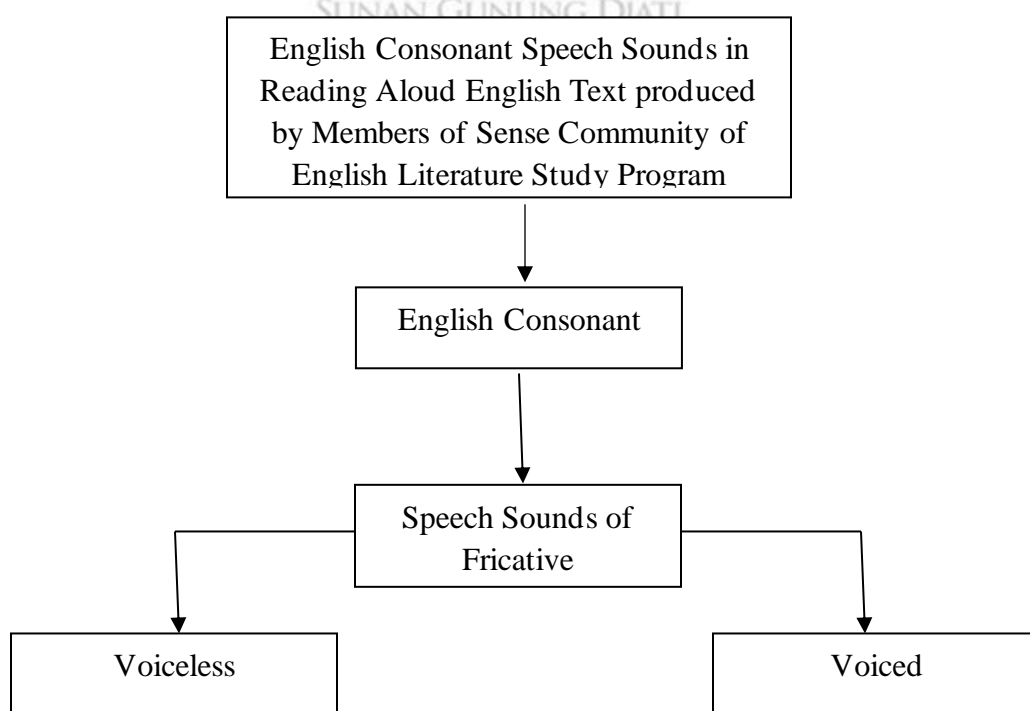
Practically, this study has an immediately visible impact in the context of language learning in the English Literature Department. The findings of this research can be used as a basis to develop more effective applying methods and relevant to student needs. This study may also provide additional support to students who need improvement in English pronunciation especially at English consonant speech sounds.

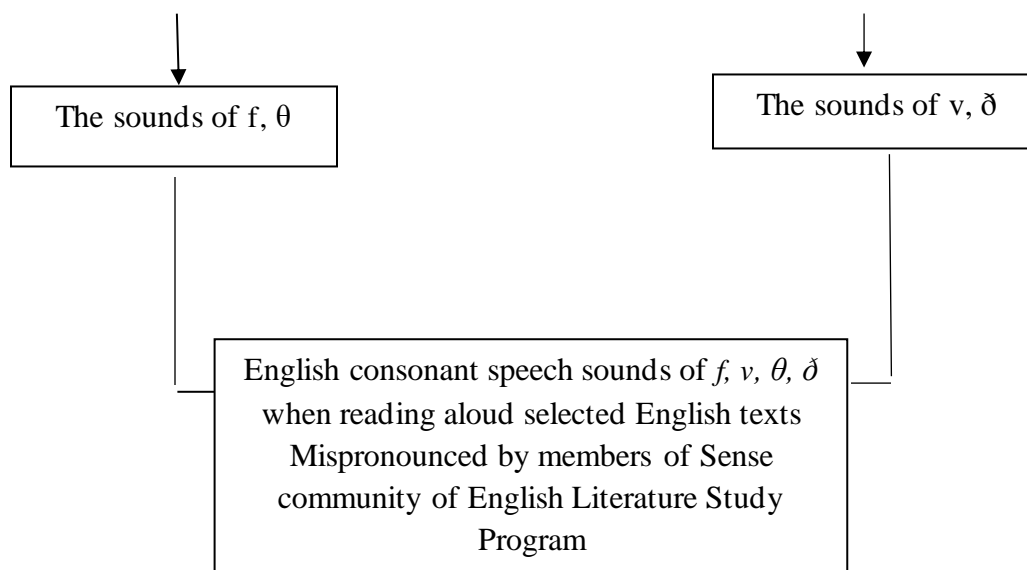
1.5 Framework of Thinking

This research focuses on analyzing the pronunciation of English fricative consonant speech sounds are produced by members of the Sense community in reading aloud English text. Initially, the researcher identified the characteristics of the Sense community members involved in the study and note their proficiency levels in English. Specific consonants, such as /θ/ and /ð/ in words like “think” and

“this,” are chosen as the research focus, with an exploration of potential difficulties faced by community members in pronouncing these consonants. Sound recording methods are employed to document the pronunciation of consonants, using techniques that ensure accurate data collection. Acoustic analysis is conducted using specialized software to identify acoustic characteristics of consonant pronunciation, with a focus on duration, frequency, and intensity.

The research also investigates the relationship between consonant pronunciation characteristics and the linguistic or cultural backgrounds of Sense community members. In cases where common difficulties are identified, the study designs training materials to enhance the pronunciation of specific consonants, involving community members in the development of solutions and training strategies. The impact of the training is evaluated by monitoring changes in consonant pronunciation post-training, along with gathering feedback from Sense community members to assess the positive outcomes of this approach. Through this framework, the research aims to provide in-depth insights and effective solutions for improving consonant pronunciation in English speech among members of the Sense community.





This research is limited, because it just focus to two English fricative consonant speech sounds which are voiceless *f, θ*, and voiced *v, ð*. Those consonant is very frequent difficult and switched around members of Sense community of English Literature Study Program.

1.6 Previous Research

The first previous research, in-depth literature review regarding “English Speech Sounds toward $[\theta, \delta]$, $[\ , 3]$, $[t, d3]$: How are they realized?” by Rustipa (2009), revealed very significant findings. The research results show that $[[\theta, t]$ are easier for the students to pronounce than $[\delta, 3, d3]$, and The students employ transfer strategies when they find difficulties in pronouncing $[\theta, \delta]$, $[\ , 3]$, $[t, d3]$. They replace: $[\theta]$ with $[t]$, $[s]$; $[\delta]$ with $[d]$, $[\theta]$, $[nd]$; $[\]$ with $[s]$; $[3]$ with $[z]$, $[\]$; $[t]$ with $[c]$; $[d3]$ with $[j]$. Although there have been significant efforts to understand speech sound consonants there are still knowledge gaps that need to be explored further. This research gap arises because year of research, object or participants, research focus and of course the formulation of the research problem.

The second previous research by Wahidah (2023) who analyzed “Error pronunciation of English fricative consonant spoken by student of Miftahuttaufiq Islamic boarding school”. In his research she explained the error in fricative

consonant and the cause of error pronunciation, the result from this research there are several pronunciation errors of English fricative consonants spoken by students of Miftahuttaufiq Islamic Boarding School there are initial position /f/, /v/, /θ/, /ð/, /s/, /z/ and /ʃ/ sound, in medial position /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/ and /ʒ/ sound, in final position /f/, /v/, /θ/, /ð/, /z/, /ʃ/ and /ʒ/ sound and found the several factors of pronunciation errors, among others, due to interlingual, namely the first language of students, namely Arabic, which affects the pronunciation of the second language, namely English, besides that due to intralingual factors, namely due to the lack of knowledge of students.

The last previous research was about “An Analysis of Incorrect Spelling in Fricative Consonants” by Sucihati (2022) conducted a study on incorrect spelling in fricative consonants, specifically focusing on the sounds [θ], [ʃ], and [ð]. The research involved twenty participants from the fourth semester class A of the Manajemen Program at Universitas PGRI Madiun. The participants exhibited difficulties in pronouncing consonants within words. The aim was to explore the challenges they faced in articulating fricative consonants and assess their progress in producing the sounds [θ], [ʃ], and [ð] (Sucihati & Pd, 2022). Although there have been significant efforts to understand speech sound consonants there are still knowledge gaps that need to be explored further. This research gap arises because year of research, object or participants, research focus and of course the formulation of the research problem.