

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Language in every place has differences both in the structure and pronunciation. Language is influenced by place and also reflects on the culture of location. According to Peter Roach (1983:4), languages in the world have different accents: they are pronounced differently by people from different geographical places, from different social classes, of different ages and different educational backgrounds (1983:4). It means that every community has different language which they use within their community by which they communicate to each other in their own language.

Nowadays, because of the increase of education in this world, speakers who speak a language try to communicate with speakers of other languages and want to understand what people speaking other languages want to say. The common instrument for such an international communication is international language such as English. English, in this global era, is the most important language to master in order to be able to communicate with others who speak different languages because English is an international language, and most countries have studied English and many also used it as a second language (<http://www.asal-usul.com/2010/06/10-bahasa-paling-banyak-digunakan-dunia.html>).

Since English has been a world language, the Indonesian government has decided to make it one of the majors for students in Indonesia to enable them communicate in English well (<http://makassar.tribunnews.com/2014/02/19/pengaruh-inggris-terhadap-kurikulum-pendidikan>). English is usually used for reading, writing, listening and also speaking. Indonesia which has many ethnics and languages introduces English as a foreign language to students who have different language background ([www.pps.unud.ac.id/disertasi/./unud-27-191558789-bab%201-3.pdf](http://www.pps.unud.ac.id/disertasi/./unud-27-191558789-bab%201-3.pdf)).

However, speaking English correctly is not easy for many people in Indonesia because their local dialects and Indonesian show differences from English in structural or grammatical aspects and pronunciation. It is interesting to examine these differences and how they affect the language mastery. This study will focus on pronunciation.

Pronunciation refers to the production of sounds that we use to make meaning ([www.ameprc.mq.edu.au/docs/fact\\_sheets/01Pronunciation.pdf](http://www.ameprc.mq.edu.au/docs/fact_sheets/01Pronunciation.pdf)). It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. Students learn it in school and some courses, even some of them continue to study English in university. It makes them ready to face the global communication because many companies both in Indonesia or other countries use English as the basic for communication.

According to O'Connor (1980:8), English has 24 consonants ([p], [b], [t], [d], [k], [g], [s], [z], [m], [n], [f], [v], [l], [r], [h], [w], [j], [ŋ], [ʒ], [θ], [ð], [tʃ], [ʃ], and [dʒ]), 12 vowels ([ɪ], [e], [æ], [ʌ], [ɑ], [u], [ɔ:], [ɑ:], [i:], [u:], [ə], and [ɜ:]), and 8 diphthongs ([aɪ], [eɪ], [ɔɪ], [əʊ], [aʊ], [iə], [eə], and [uə]) based on the manner of articulation, point of articulation, and the position of vocal cords. Compared to Indonesian sound inventory, that consists of 27 consonants ([b], [c], [d], [f], [g], [h], [j], [k], [l], [m], [n], [p], [q], [r], [s], [t], [v], [w], [x], [z], [ŋ], [ŋ́], [ʃ], and [x]), 10 vowels ([i], [ɪ], [e], [ɛ], [a], [ə], [ɐ], [o], [U], and [u]) and 3 diphthongs ([ai], [oi], and [ui]). It is clear that Indonesian does not have the consonants [ð], [θ], [tʃ], and [ʒ], and diphthongs [eɪ], [əʊ], [iə], [eə], and [uə] (<http://fitriaapriliasmil.blogspot.com/2011/10/sistem-bunyi-fonetik-bahasa-indonesia.html>). Furthermore, in Java island, there are many ethnics that use different languages and have their own sound inventory. In East Java, for example, Madurese, or language spoken by Madura people, becomes one of those languages whose number of speakers is only second to Javanese language. (<http://suaramadura.wordpress.com/>) Madurese shows both different word and different language and sound inventory. For example, the word for 'sleep' in Javanese is *turu* [turu] in informal or lower level, and *tilem* [tiləm] and *sare* [sare] in formal or higher level. The same meaning is expressed in Madurese into *tedung* [téduŋ] (informal or lower level) and *asare* [asaré] (formal or higher level). Despite similarities in vocabulary, it is clear that Madurese shows variation in pronunciation.

Madurese ethnic group is one of many native Indonesians that originally dwell in Madura Island, but now some Madurese live and move in many areas in Indonesia for studying or living. One of the areas where Madurese live is Surabaya city because Madura Island and Surabaya is only separated by Madura Strait and Madurese people can go to Surabaya by ferry or pass through Suramadu Bridge. Madurese people who live in Surabaya still use Madurese language besides Indonesian.

Like English and Indonesian, Madurese also has its own sound inventory. According to Asis Safioedin (1977:3), Madurese language has 25 consonants. Those are [D], [D], [f], [g], [p], [b], [m], [w], [d], [n̄], [s], [l], [r], [t], [t<sup>h</sup>], [d], [c], [j], [j], [y], [k], [ŋ], [g], [z], and [h]. However, Alan M. Stevens (1994:3-4), states that Madurese language has 26 consonants ([p], [p<sup>h</sup>], [b], [m], [w], [t], [t<sup>h</sup>], [d], [n], [s], [l], [r], [t], [t<sup>h</sup>], [d], [c], [c<sup>h</sup>], [j], [n̄], [y], [k], [k<sup>h</sup>], [ŋ], [g], [ʔ], and [h]), 8 vowels ([ɛ], [ə], [ɔ], [a], [i], [u], [i̯], and [ɣ]), and 3 diphthongs ([ai], [ui], and [oi]). A more recent study by Balai Bahasa Provinsi Jawa Timur (2012:1-4) records that Madurese sounds consist of 28 consonants ([p], [b], [bh], [m], [w], [t], [th], [d], [dh], [n], [s], [l], [r], [d], [dh], [c], [j], [jh], [n̄], [y], [k], [kh], [sy], [ŋ], [g], [gh], [ʔ], and [h]), 7 vowels ([â], [o], [a], [i], [u], [é], and [e]) and 3 diphthongs ([ai], [ui], and [oi]). The above studies show that there are many differences between Madurese language and English in phonetic transcriptions. Some of the differences are that Madurese does not have consonants [z], [f], [v], [ʒ], [θ], [ð], and [ʃ] in their language, vowels [ʌ] and [e], and diphthongs [eI], [ɔI], [əu], [au], [iə], [eə], and [uə]. With these differences, it is possible that Madurese people who

speakers or learners of English may experience difficulties in pronouncing English correctly. This makes it an interesting topic for study. Here, the writer attempts to analyze the pronunciation of English sounds by Madurese students who may have difficulties in pronouncing English.

According to J.D. O'Connor (1980:3) the main problem of English pronunciation is to build a new set of boxes corresponding to the sounds of English, and to break down the arrangement of boxes which the habits of our native language have so strongly built up. In other words, the problem that people have in pronouncing English is they must break their native language which is difficult for them because they habitually use it in their daily activities.

The purpose of the study is to analyze the pronunciation differences of English by Madurese students who live in Surabaya. Specifically the study will investigate the English pronunciation of simple sounds by Madurese students who are studying at some universities in Surabaya with English becoming their main major. This research may help identify the problem of pronunciation of English by Madurese and make it easier to learn and pronounce English correctly based on the standard of English pronunciation (IPA)..

## **1.2 Statement of the problem**

Based on the background, the writer formulates the problem:

1. How do Madurese students pronounce English consonants and simple vowel sounds?
2. What English sounds are difficult for Madurese students to pronounce?

3. What are the causes of difficulties of pronunciation of the English sounds in words?

### **1.3 Objective of the Study**

Based on the above mentioned problems, the purposes of this research are to identify pronunciation of English sounds by Madurese students, to describe the difficulties of pronouncing English sounds for Madurese students, and to describe the causes of Madurese students' difficulties pronounce English sounds.

### **1.4 Scope and Limitation**

This study is about pronunciation of English sounds by Madurese university students live in Surabaya with English become their main major. It is limited to the study of pronunciation of the English consonants and simple vowel sounds by Madurese students.

### **1.5 Significance of the Study**

The writer hopes that this study can make the readers especially for Madurese people understand about pronouncing English sounds. By knowing the sounds, the writer expects to find the influences of Madurese in pronouncing English sounds. This analysis will give significant contribution to the readers to pronounce with correct pronunciation based on standart of English pronunciation (IPA).