

CHAPTER I INTRODUCTION

This chapter describes The Background Of Study, The Problem Of Study, The Objective Of Study, The Scope And Limitation, The Significance Of Study, and The Difinition Of The Key Terms.

A. The Background of Study

Language is a tool of communication which has important role in the community. As human beings, we learn language when we hear as we grow up, many people call it is the first language or native language. Now, in this global era, it is important for someone to learn English, because English is International language.

The purpose of learning English in Indonesia is to develop the students' skills in using English in communication either in the form of spoken or written. Those skills are Listening, Speaking, Reading, and Writing. In terms of speaking English, students need learn how to speak well. When we learn how to learn speak English well, it means that we also learn how to pronounce properly. Language conveys its meaning, therefore wrong pronunciation used in communication will creat misinterpreation. Any students learning foreign language will find that he has to learn to recognize and makes some sounds which are not used in his own language.¹ For instance, in English phonemes there is no "ny" sound like in

¹ Philip Binham, *how to say it*, (kanisius, 1974), 79

Indonesia in the words: *nyinyir, nyanyi, nyonya*, etc. Phoneme “ng” in English is never found in the beginning word just like in Indonesian: *ngarai, ngeri*, etc.²

Talking about pronunciation, it is probably one of the hardest skills in English to learn. It takes a lot of time and effort to improve our pronunciation. Some non-native speakers live in the country that use English in speaking but still have poor pronunciation. Other speakers have little effort to learn pronunciation, and some of them may did not visit the country that has English as the first language at all. Nobody knows quite why this happens, but we know some important reason why English pronunciation is believed to be so difficult, The first, There are some sounds in English that probably don't exist in your own language – for instance, then English has 24 consonants (many languages only have 20), others English sound system are different either in the written and the spoken. The last when English is spoken quickly, words are linked smoothly together. This means it can be hard to understand, as well as English speaker

The statement above give description that people who are learning the second language tend to make interference, that is transfer of first language to the second language.³ For example the word “they” is pronounced /dei/, it means that phoneme /d/ is used to substitute the phoneme /ð/, because there is no phoneme /ð/ in the first language. So, it is clear that transfer is an obstacle in the learning language. Just like the theory of language acquisition said that when people learn a second language, they are not acquiring language, they already possess it. The learning of second language is rather a question of increasing a behavioral

² Samauri, *Analisa Bahasa*, (Jakarta: Erlangga, 1987), 9

³ Samsuri, *Analisis Bahasa...*,46

repertoire are learning of alternatives for some sub-set of the rules of the language they already know. The assumption, then that some of the rules they already know are also used in the production and understanding of second language. This is what is meant by "transfer". Learners transfer what they already know about performing one task to perform another and similar task. But the learner does not know what the full nature of the new task is; until he has learned in what way the two tasks are different he will perform the second task in the only way he knows, that is as if it were the same as the first task. He will continue to apply the old rules where new ones are needed and he will make mistakes of course. Making errors in the second language can, in part, be explained by the notion of transfer. It is sometimes called negative transfer or interference.⁴

The case of interference may also be able to occur to students who are learning English, particularly Indonesian who has Indonesian in their daily communication. Indonesian has differences and similarities to English in terms of pronunciation. The differences of pronunciation will be difficult when they are pronounced by students who use Bahasa Indonesia as their native language (mother tongue). Based on the phenomena above, the writer would like to describe how far the Indonesian phonology interferes with learning pronunciation. Finally, she chooses the title "The Interference of Indonesian Sounds on English Consonant Pronunciation of English Department Students of STAIN Kediri".

⁴ S. Pit Corder, *introducing applied linguistics* (Victoria: Penguin Education, 1973), 132

B. The Problem of Study

Based on the background of the study above, the researcher formulates the research problem as follows:

How is the interference of Indonesian Sounds on English Consonants Pronunciation of English Department Students of STAIN Kediri?

C. The Objective of The Study

In line with the research problem above, the aim of this study is to describe how far the interference of Indonesian sounds on English consonants pronunciation of English Department Students of STAIN Kediri.

D. The Scope and Limitation

In a research, there must be one problem or more investigate, it will be confusing to the researcher if there is no limit on scope on her study. The study focused on the interference of Indonesian sounds on English Consonants pronunciation of English Department students of STAIN Kediri. In discussing about pronunciation, cannot be separated with vowel and consonant sounds. In this research, the researcher only limit on the consonant sounds.

E. The Significance Of Study

The significance of this research can be presented as follows:

1. For the students, this study will help them to improve their concept study in learning pronunciation.

2. For the teacher, hopefully the research of this study can be used as reference to improve their teaching method in teaching english pronunciation, so that the teacher get best result in their leaning process.
3. For the next researcher, this study is useful as a reference to conduct her/his research.

F. The Definition of the Key Terms

To avoid confusion, the researcher gives the definition of some key terms, as follows:

1. Pronunciation refers to the production of sounds that we use to make meaning.
2. Interference is the use of a native-language pattern or rule which leads to an error or inappropriate form in the target language.
3. Phonology is the study of the system of speech sounds, especialy in a particular language.