

CHAPTER I

INTRODUCTION

In this chapter consist of background of the research, problem of the research, objective of the research, significance of the research, limitation of the research, and the definition of key terms.

A. Background of the study

Since English has become a lingua franca, most countries use English as a tool of communication. On the other hand, different country has different accents. An accent is a way of pronouncing a language. Therefore, it is impossible to speak without an accent. People may think that other people do not have an accent. In fact, everyone has an accent. All languages are spoken with several different accents. McMahon (2002) states that an accent is extremely important as one of the major tools we use in drawing inferences about our fellow humans, and in projecting particular images of ourselves. There is something unusual about the way people speak English and any other languages. It means there is a variety of accents in every place.

Javanese is one of Indonesian languages which has strong and unique accent, dialect, intonation, and diction. It is not surprising that Javanese language is pronounced clearly, explicitly, with short intonation and stressing in some parts. In some cases, it is pronounced longer whenever the sentence is ended with vowel consonant. After all, the Javanese heavy accent is brought whenever the learners pronounce English word or sentence (Hakim, 2012). It indicates that there is interference from the students' habit of their native language towards the target language features (Weinrich, in Suwartono 2000). Consequently, it hinders the students to pronounce the word accurately.

In formal education, most of Javanese students get some difficulties to speak English with a good pronunciation because of their accent. Besides, they speak their first language

(local language) in their daily activities. Moreover, they use English when they are in an area that is required to use English. They have to adjust their tongue to pronounce the English word one by one and follow the way the English native-speaker pronounces it. The local language influences the way the students speak English, e.g. in the aspect of accent. Accent is concern about the different ways of producing speech (Derwing and Murray, 2009). Based on the statement of Harding (2011) about aspects that form an accent which are from the segmental and supra segmental difference of pronunciation which include variation in vowels and consonant sounds at the segmental level, stress, and intonation at the supra segmental level.

The gap that occurs between native and target language is called interference. Javanese language interference toward English happens in various ways. First, Javanese students find it hard to move their speech organs especially to produce English consonants that do not exist in Javanese (Baso, 2013 and Hakim, 2012). It causes incomplete acquisition. Second, there is a tendency to replace the target consonants with the Javanese consonants as well as to articulate the words as its phoneme (Laila, 2012). It happens mostly when Javanese students do not know how to pronounce certain words. Third, Javanese students face difficulties to recognize English Consonants as well as differentiate similar consonants. For instance, consonants /f/ and /v/ are pronounced without obvious distinction (Herman, 2016).

There are some previous studies that have been conducted related to pronunciation problem, such as Laila (2012). The study aims to examine how Javanese ESL students shift their articulation in producing the English sounds. The result shows that Javanese ESL students produce consonant sounds by the lack of maximal force and tend to be lenis; while in pronouncing vowel sounds, they tend to produce some as its phonemes.

The next study is conducted by Rehman & Bukhari (2012) which focuses on the pronunciation of English consonants, which are not found in Pashto phonemic inventory. It further looks into the role of the first language in the pronunciation of the target English consonants. The study identifies that 5 English consonants particularly, the labio-dental voiceless fricative /f/, the labiodentals voiced fricative /v/, the dental voiceless fricative /θ/, the dental voiced fricative /ð/ and the postalveolar voiced fricative /ʒ/ area unit problematic for Afghani speakers.

Meanwhile, Ercan (2018) investigates the pronunciation problems of Turkish EFL. The findings indicate that Turkish EFL learners have serious problems in pronouncing certain English consonants (i.e., /θ/, /ð/, /w/, /v/, /ŋ/) and some English vowels and diphthongs (i.e., /ɪ/, /ʊ/, /ɔ:/, /əʊ/, /aʊ/). Mother tongue interference seems to be the main cause of these errors since Turkish lacks most of these sounds. Moreover, a lack of sufficient exposure to target language and inadequacy in training can also be potential causes of these errors as most of the participants have never heard or practiced the correct pronunciation of these sounds. Similarly, English spelling may have an important role in students' mispronunciation. The results of the study are thought to be useful for EFL and ESL teachers.

Based on the whole illustration above, it can be concluded that pronunciation factors of fricative consonants play an important role in the speaking ability of students. Factors in uttering fricative consonants that can inhibit students' speaking abilities should be minimized in order to improve students' speaking abilities. Relating on the importance of a fricative consonant in student speaking ability. In this case, the researcher is interested to analyze the students' fricative consonants in students' pronunciation at the eleventh grade in SMAN 1 Plemahan entitled "The Interference of Javanese Accent toward English Dental Consonant at Student of SMAN 1 Plemahan".

B. Problem of the Research

Based on background, the research problems are as follow:

1. How is the interference of Javanese Accent in Students' English Pronunciation (Fricative dental consonant) at XI Alam 5 in SMAN 1 Plemahan?
2. How is the application of Javanese Accent Interference in Students' English Pronunciation (Fricative dental consonant) XI Alam 5 in SMAN 1 Plemahan?

C. Objective of the Research

Considering the problems of the study above, the objectives of this research are:

1. To describe Javanese Interference in Students' English Pronunciation (Fricative dental consonant) at XI Alam 5 in SMAN 1 Plemahan.
2. To describe the application of Javanese Accent Interference in Students' English Pronunciation (Fricative dental consonant) XI Alam 5 in SMAN 1 Plemahan.

D. Significance of the Research

The result of this research is hopefully useful for many people, especially for those who are closely related to English education. Besides, this research can be used as the references for other researchers who want to conduct research which is in a similar scope.

Practically, this research be useful for students and teachers. It can help students to know how to pronounce English dental fricative consonant correctly and help the teachers to develop students' ability about how to pronounce English dental fricative consonant in the learning process and to reduce error in their pronunciation.

Pedagogically, the result of this study may be able to motivate the students to improve their pronunciation, especially in pronouncing English voiceless and voiced dental fricative consonant. The students will know their pronunciation errors and how to fix them. The result of this study may also be able to inspire other English teachers

to find the best way how to teach pronunciation, especially in pronouncing English sounds. The teachers should be able to design and improve their approaches in teaching pronunciation.

E. Limitation of the Research

This research was focused on identify English pronunciation of /θ/ (voiceless dental fricative) and /ð/ (voiced dental fricative). Based on the statements above, the researcher limits the discussion focused on Javanese Accent Interference in Students' English Pronunciation on fricative dental.

F. The Definition of Key Terms

1. Interference

Interference is an added difficulty and obstacle in learning a sound, word or construction in foreign language as a result of differences with the habit of the native language.

2. Javanese Accent

In linguistics, an accent is a manner of pronunciation peculiar to a particular individual, location, or nation. An accent may identify the locality in which its speakers reside, the socioeconomic status of its speakers, their ethnicity, their caste or social class, their first language, and etc. Mulyani (2008) states that Javanese is a communication tool for Javanese people.

3. Fricative Dental Consonant

The fricatives dental has sometimes been described as if the tongue was actually placed between the teeth, and it is common for teachers to make their students do this when they are trying to teach them to make this sound. In fact, however the tongue is normally placed inside of the teeth. With the tip touching the inside of the lower front teeth and the blade touching the inside of the upper

teeth. The air escapes through the gaps between the tongue and the teeth (Roach, 1991).