

CHAPTER I

INTRODUCTION

This chapter comprises the background of the study, reasons for choosing the topic, statement of the problem, objective of the study, limitation of the study, significance of the study, definition of key term, and organization of the research

1.1 Background of the Study

In today's world, English takes place as a unique and important position in communication. The number of its native speaker may not be the highest but it is the language that spread around the world and takes position as Lingua Franca (Zikmundova, 2016). Lingua Franca is a common language that is used for communication between people who do not share the first language to understand each other. The successful communication needs a language which is mastered by both speakers (Seidelhofer, 2005). It develops the desire of the people to communicate English effectively. That fact makes English is being the most broadly studied language in this world.

There are two types of communication in English. Those are written and spoken communication. Letter is an Example for written communication. Spoken communication can be found when people talk to each other. Most of people prefer to master spoken communication since it is needed spontaneously when they meet other people who do not understand their first language. There are some aspects that English learners should be aware of in building and understanding good communication easily among the interlocutors. One of the most essential component is pronunciation.

Pronunciation is the production of English sound with some requirements and it is learnt by repeating sounds and correct it when it is produced improperly (Yates, 2002 ; Gilakjani, 2016). Many students consider that it is the most difficult aspect in learning language. It needs more guidance from the teacher and demands a habitual practices (Gilakjani, 2016). Learners with bad pronunciation are judge as incompetence and lack of knowledge since their speaking is difficult to be understood even they construct the correct gramatical sentences, while those with a proper pronunciation will be easier to be understood even if they make errors in another aspect (Gilakjani, 2012). Therefore, sort of pronunciation instruction is necessary.

It is widely observed that there are many factors that influence learners' English pronunciation. One of the factors is that the production of sounds is depending on the linguistic system of local language. Indonesia, which claims that English as a foreign language (EFL), has *Bahasa* as their mother tongue that influences the production of English sounds. Generally, when Indonesians produce sounds which are not available in *Bahasa*, they are more likely to change the sounds into the most similar sound. One example of mispronounce is in the word *healthy* and *nothing* whose sounds are (θ) they are substituted into (t) (Guntari, 2014). Indonesia is a large country with a heterogeneous ethnic and local language. In this year, *Badan Pengembangan Dan Pembinaan Bahasa* stated that there are approximately 700 local languages that spread all over Indonesia. Javanese holds the highest number of the most local language spoken.

As an Indonesian with Javanese ethnic, the researcher found some difficulties in learning English especially dealing with pronunciation. Meanwhile, producing sounds incorrectly could change the meaning of the word and it makes the interlocutors confused in understanding the meaning of the words that they produce. The researcher often experiences in finding many students producing sound incorrectly of dental fricative consonant sounds, /θ/ and /ð/. As example, they unconsciously produce the word *thank* (/θæŋk/) with the sound of /t/ as in pronouncing the word *tank* (/tæŋk/), they also pronounce the sound of /ð/ with the sound of /t/ as in pronouncing the word *though* (/ðəʊ/) as in word *touch* (/tʌtʃ/). This phenomenon summons the desire of the researcher to take it as the topic of the research.

The researcher tries to investigate how the highschool students in pronouncing dental fricative consonant sounds. The researcher also tries to identify the factors influencing the productions of the sounds. The feedback of the study can be used as a consideration to correct students' mispronounce. In addition, they are able to develop their ability in pronouncing English dental fricative consonant sounds.

1.2 Reason for Choosing The Topic

This research has these following reasons as the consideration :

1. The researcher is interested in the issue dealing with the difficulties of pronouncing English dental fricative consonant sounds since she has often experiences in finding many students pronouncing it improperly.

2. Indonesian senior high school students are still difficult to pronounce English dental fricative consonant sound since it does not exist in their mother tongue. They are more likely to change into similar sound of their first language.

1.3 Statements of the Problem

Based on the background and the reasons, the researcher tries to figure out the research problem into :

1. How the way do the high school students of MAN 2 Kota Semarang pronounce the English dental fricative consonant sounds?
2. What factors influences the high school students of MAN 2 Kota Semarang in pronouncing English dental fricative consonant sounds?

1.4 Objectives of The Study

The objectives of this study are :

1. to describe the way the high school students of MAN 2 Kota Semarang pronouncing English dental fricative consonant sounds.
2. to find the factors that influence the high school students of MAN 2 Kota Semarang in pronouncing English dental fricative consonant sounds.

1.5 Significance of the Study

This research is expected to give information to the researcher herself and people in educational field. Furthermore, it may contribute some benefits to :

1. Pedagogical Significance

The result of this study can be used to enrich the literature in educational field and for the students who are leaning English especially dealing with English sound production.

2. Practical Significance

The result of this research is supposed to help the teacher in teaching english pronunciation development especially dealing with English dental fricative consonant sound after knowing the factor that influence the students' pronunciation.

1.6 Limitation of The Study

The discussion about pronunciation is very wide in learning English. There are many aspects that can be used as a topic for research. Therefore, this study only focuses on English dental Fricative consonant sounds produced by high school students and factors which influence their production of the sound.

1.7 Definition of Key Term

There are some key terms to be defined in this study :

1. Pronunciation

According to Roach (2010) pronunciation is the way of producing sounds by human that deals with segmental and suprasegmental features. Segmental is about sound of language (vowel and consonant), while suprasegmental is about the quality of the sound (stress and intonation).

2. English Dental Fricative Consonant Sounds

Roach (2010 : 40) stated that dental fricative consonants are described as when the tongue is placed behind the teeth and touch in the inner side of

the teeth and the air escape through the gap between the teeth and the tongue. Dental fricative consonant consists of two sounds, / θ / and / ð /.

1.8 Organization of the Research Report

This final project consists of five chapters. Chapter I is introduction that consists of background of the study, reasons for choosing the topic, statement of the problem, objective of the study, limitation of the study, significance of the study, definition of key term, and organization of the research.

Chapter II focuses on elaborating review of related literature those are pronunciation, the production of sound, consonant, English dental fricative consonant, and Javanese. In addition, this chapter discuss about the previous study as well.

Chapter III is the last chapter of this proposal that deals with the research design that will present about research design, subject of the study, instrument, data analysis, and data collecting procedure.

Chapter IV discusses about the results, the description of the way students producing dental fricative consonant sounds, the factors influence students' pronunciation, and the discussion.

Chapter V discusses about the Conclusion and suggestion.