# CHAPTER I

# INTRODUCTION

This chapter provides the Background of the Study, the Reasons for Choosing the Topic, the Research Questions, the Objectives of the Study, the Significances of the Study, the Limitation of the Study, the Definition of Key Terms and the Outline of the Study.

* 1. **Background of the Study**

The emergence of English as Lingua Franca of the modern era has been recognized over decades. It can be seen by 840 millions people over the world who are English speakers in which 510 millions are English non-native speakers and the others are native speakers (Crystal, 2001). Those summon the desire to communicate English effectively among other speakers. That fact makes English as the most broadly studied language in the world.

There are four distinct and basic language skills in language teaching process that should be developed by the students such as listening, speaking, reading and writing (Baker, 2001). Nevertheless, speaking skill is considered as the core. Some aspects are maintained for speaking skills, and one of the most important issues which must be mastered by students is dealing with pronunciation.

According to Morley (1994), many students find pronunciation as one of the most difficult aspects in learning English, and need extra guidance from the teacher. Surveys of student shows that they need to be provided by pronunciation work in class consistently (Willing, 1989). Thus some sort of pronunciation work in class is essential. The students with good English pronunciation are more likely to be understood even if they make errors in other areas, whereas students whose low level pronunciation are difficult to be understood even if their grammar is appreciable.

1

There are some factors that influence the students in mastering pronunciation such as the age of students and language system of local language of students. A little argument about the correlation between age and the ultimate level of pronunciation mastery, there is more dispute about whether age is the cause of incomplete acquisition with some researchers saying a critical period for phonological acquisition may not exist (Flege, 1995). Pronunciation is hard or easy for different cultures is depending on the linguistic system of the local language. Indonesia is a heterogeneous country whose vary of group ethnics and local language. One of them is Sunda which has Sundanese as their language.

Sundanese is spoken by approximately 39 million people. It is the second most widely spoken regional language in Indonesia after Javanese (Minahan J. B., 2012). Sundanese people might face a lot of problems in learning English and produce different English sounds. As Guntari said on her research (2013), it happened because they already accustomed to using vernacular, which meant that they produce the English speech sounds with the most smiliar Sundanese speech sounds. Hence, they face difficulties in pronouncing English words.

As a Sundanese, the researcher often experiences pronouncing improperly in producing the sound of labiodental fricative consonant sounds, /f/ and /v/. It brought a significant influence when writer speaks English with other English speaker (native or non-native) because pronouncing improperly and incorrectly could change the meaning of the words. For instance, the researcher unconsciously tends to produce /f/ and /v/ with the sound /p/ as in pronouncing the word *full (/ful) with /pul/* as in word *pull*, she also pronounces the sound /v/ with the sound /f/ as in pronouncing the word *very (/very/)* with */feri/* as in word *ferry*.

This research tried to investigate how high school Sundanese students in pronouncing labiodental fricatives consonant sounds. It also identifies the factors influenced in producing English sounds. Feedback from the study will be the way of English Sundanese speakers knowing how to correct their mispronunciation of English. Therefore, they will be able to improve their pronunciation in English Labiodental Fricatives Consonant Sounds.

* 1. **Reasons for Choosing the Topic**

This study takes consideration for the following reasons :

* 1. The Researcher is a Sundanese. She is interested in the issue of Sundanese dificulties in pronouncing English labiodental fricatives consonant sound properly.
  2. The Researcher wants to find some factors influencing high school students of Sundanese in pronouncing the English labiodental fricative consonants sounds.
  3. The Researcher is deeply motivated to do this research as a chance to give dedication for Sunda as the researcher’s ethnic home.
  4. **Research Questions**

The statements of the problem in this research are formulated as follows:

1. How do the high school Sundanese students pronounce English labiodental fricatives consonant sounds?
2. What are the factors influencing the high school Sundanese students in pronouncing the sounds?
   1. **Objectives of the Study**

The aims of this study are elaborated as follows:

* 1. To describe the way the Sundanese students pronounce English labiodental fricatives consonant sounds
  2. To know the factors influencing the Sundanese students in pronouncing the sounds
  3. **Significances of the Study**

The research is expected to give information for researcher herself and to people in educational field dealing with students’ pronunciation. Furthermore, the significances of this research may contribute some benefits to:

1. Pedagogical Significance

A literature related with this study is limited. So, this research can enrich a literature of Sundanese students who learn foreign language acqusition especially English sounds production.

1. Pratical Significance

a. Teachers

The result of this research is expected can help teachers in teaching pronunciation after knowing the factors which influence the students in pronuncing English labiodental fricatives consonant sounds.

b. Students

After knowing how students pronounce English labiodental fricatives consonants, the researcher hopes that the students can get appropriate treatment from teacher in learning English pronunciation.

* 1. **Limitation of the Study**

The sample of the study was provided by some vocabularies and sentences which were contained by consonant and vocal sounds. Therefore, this study focused only to the labiodental fricative consonant sound which were pronounced by 18 students.

* 1. **Definition of Key Terms**

1. Sundanese

Sundanese sometimes knows as *Urang Sunda* (Sundanese people) or *Suku Sunda* (Sundanese Ethnic)*,* are an Indonesian ethnic group indigenous to the western part of the island of Java (Minahan, 2012).

1. Pronunciation

Roach (2010) defines pronunciation as the sounds which is produced by human beings indicating the segmental and suprasegmental features. Segmental is dealing with particular sound of language like vowel and consonant, while suprasegmental is dealing with sounds’ quality like stress and intonations.

1. Labiodental Fricative Consonant

Labiodental fricative consonant is the sound that produces when the lower lip is in contact with the upper teeth and the production happen when the air escape through a small passage and make a hissing sound (Roach, 2010).

* 1. **Outline of the Study**

This study consist of five chapters, those are as follow:

* 1. Chapter I

Chapter I is introduction. This chapter consists of the background of the study, the reasons for choosing the topic, the research questions, the objectives of the study, the significances of the study, the limitation of the study, the definition of key terms and the outline of the study.

* 1. Chapter II

Chapter II is review of related literature. This chapter consists of pronunciation, production of speech sounds, consonant sounds, Sundanese and Previous studies.

* 1. Chapter III

Chapter III is research design. This chapter consists of the research design, subject of the study, sample of the study, data generating, data analysis, and procedure of the study.

* 1. Chapter IV

Chapter IV is finding and Discussions. This chapter consists of demography of the sample, findings, credibility of the data findings and discussions.

* 1. Chapter V

Chapter V is conclusion and suggestion. This chapter consists of conclusion and suggestion.