CHAPTER I

INTRODUCTION

A.1. Background of the Research

Language is one of important instruments to interact with each other. In addition, English, as an international language, used by people and unites them worldwide. English is a foreign language for Indonesian learners. Learning foreign language is not as easy as first language. Moreover, Indonesia has many dialects which are very different from one to another. Based on the information posted by Kompas, 26\textsuperscript{th} of March 2015 edition that Indonesia is the second richest-in-dialect after Papua New Guinea. Indonesia has 749 dialects, whereas Papua New Guinea has 800 dialects. These differences also lead to the way of people speak in languages based on their regional dialects. Holmes (2008: 137) states that dialect does not influence the pronunciation only, but also grammar; the speech of people from different social, regional, as well as groups may differ in this case.

Each region has language varieties. Not only the varieties show the uniqueness, they are also the characters of the speakers. Language can be defined by looking to its social and political functions, as well as its linguistic features. Holmes (2008: 135) states that language can be thought of as a collection of dialects that are usually linguistically similar, used by different social groups who choose to say that they are speakers of one language which functions to unite and represent them to other groups.
Regional dialects can influence people utterances when they are speaking in English or pronouncing English words. Dialect does not influence the pronunciation only, but it is able to distinguish people’s vocabulary, grammar as well; the speech of people from different social, as well as regional, groups may differ in these ways (Holmes, 2008: 137). Dialect appears based on the geographical site. This appears are also influenced by a group of people who have similar social and economic factors. Their languages reflect their groupings. They also use different social dialects, and a person’s dialect reflects his / her social background.

Generally, a person who learns a language as a native will not find the difficulties. However, someone who learns a language as a second or foreign language will often find some difficulties, especially in mastering the pronunciation of the words itself. For instance, Javanese people who learn English will find some difficulties in voicing certain sounds, even the way they speak English is like they speak in Javanese which is affected by their dialects. Someone who faces difficulties in mastering the pronunciation is a common phenomenon, but it is affected by some factors.

Ehlrich (1999: 12) in Hakim (2012: 245) divides the factors that affect the people in mastering the pronunciation into three groups. The first is biological factor: based on the common observation involve second language learners, namely adult second language learners and child second language learners. When adult second language learners speak in second language usually have their own accent.
While child second language learners usually attain the pronunciation as a native speaker. The second is sociocultural factor: it has been claimed that the strongest factor which affects second/foreign language learners is sociocultural. They more likely sound the second language like their first language. Even, if it is important for learners to preserve their own culture identification, they may hold on to their foreign accent as a marker of this identification. The third, personal factor: learners who are outgoing, confident and willing to have more opportunities in practicing their second language pronunciation, they will pronounce the second language easily. In addition, they often involve native speakers to have interaction in case, and vice versa.

Each language, indeed, has its own characteristics and uniqueness. The phonemes which are available in one language sometimes are unavailable in another language. English is rich of syllable structure, that is why Indonesian, especially based on the regional dialect, will find many difficulties in pronouncing the English clusters. The phenomena especially occur when the clusters are found at the end of words and have sounds which are not used in Indonesian. For instance, the words *encourage* and *judge* end with the sound */dʒ/. This sound is difficult to pronounce for Indonesian. Furthermore, Javanese has phonotactic rules which are not found in English, such as the clusters begin with the sound [ŋ] *ngomong*, *ngromed*, [mb] *mbak*, *mbadog*, [ŋl] *nglayab*, [ŋg] *ngganduli*, [ml] *mlayu*, [nl] *nladung*, etc. (Dardjowidjodjo: 2009: 139, 149).
English, as an international language which occupies the second rank after Mandarin language, is used by all societies worldwide. English itself has its own uniqueness, means the writing and the pronunciation is very different. Different pronunciation will cause different meaning. As language has its own dialect and character, it is possible for Javanese, Sundanese, Thai, etc who are learning English will pronounce English words / sentences incorrectly. For instance, the English sound [θ] as in think, the correct one to pronounce that word is produced by having the tip of the tongue between upper and lower teeth and the withdrawing it (Dardjowidjojo: 2009: 11). However, there are many Non-Native English Speakers (NNES) who pronounce that word incorrectly.

Non-Native English Speakers (NNES) study hard to master English pronunciation, but the way they pronounce English words are often affected by their regional dialects. There are some Sundanese who pronounce the phoneme [f] and [p] incorrectly, for instance present becomes fresan, passive becomes fasif, pencil becomes fensil. It is a kind of phenomenon in regional dialect which affects their pronunciation in other languages. In addition, regional dialect makes phonological deviation. There is a dialect which is phoneme [ð] pronounced as [d], e.g. the [ðe] becomes [de]. In that case, [ð] as a voiced dental fricative was being replaced with [d] which is a voiced alveolar stop.
Furthermore, this research identifies English consonants pronunciation uttered by Indonesian and Thai students, which consists of Javanese and Sundanese, Pattani-Malay, and Isaan. Thailand is divided into four following regions, they are Northern, Northeastern, Central, and Southern. Khon Kaen, which belongs to Northeastern of Thailand and Pattani-Malay located in southern are two of the objects of this research. Khon Kaen also has local language named Isaan. Among Isaan, Pattani-Malay, and Thai do not have different phonemes, it means the one and only difference is the diction. Northeastern Thai people vary in pronouncing English consonants, such as English /ɪŋɡliʃ/ pronounced as /ɪŋglɪʃ/, buddy /bʌdi/ pronounced as /pʌði/.

Research deals with English pronunciation had been done by Abdul Kadir and Sudirman in 2014 which focus on observing Arabic consonant phonemes spoken by non-native Arab. Besides, Bardakci in 2015 analyzed the level of proficiency in English. Then, Khalilzadeh in 2014 investigated pronunciation problem of Turkish toward learning English as a foreign language. This research used contrastive analysis as a theory of analyzing the data. The researcher compared Turkish and English regarding the basic rules of Turkish pronunciation and phonemes of both languages.

Based on the researches had been done there, the researcher is interested in conducting a research deals with English consonant pronunciation uttered by people regional dialects. Language shows people character and everybody has own style in
speaking. Mother tongue really influences second language acquisition. Therefore, researching language varieties influenced by mother tongue is really interesting. Many researchers have done this such research. Nevertheless, the difference of this research is language varieties researched from some regional dialects in Indonesia and Thailand. The researcher will analyze English pronunciation uttered by Indonesian (Javanese and Sundanese), Thai-Malay, and Thai Students.

A.2. Problems of the Research

1. What varieties of English consonant phonemes do non-native English speakers produce?

2. What English consonant phonemes do non-native English speakers find difficult to pronounce?

3. Why do non-native English speakers make such English consonant varieties?

A.3. Objectives of the Research

1. To elaborate the varieties of English consonants phonemes produced by non-native English speakers

2. To describe the English consonant phonemes influenced by pronunciation difficulties
3. To elaborate the causes of non-native English speakers make such English consonant varieties

A.4. Significance of the Research

This research contributes to broaden the insight, knowledge, and perspective of language characteristics. Language has its own characteristics and uniqueness. In addition, language deals with dialect. Furthermore, by recognizing other dialects, people will know, respect, and understand other dialects without bullying each other. The crucial one, this research is expected to be useful as one of references for other researchers who are interested in conducting the research dealing with language phenomena or the same research topic.

A.5. Limitation of the Research

In this research, the researcher uses sociolinguistic study that happen in the field deals with regional dialect. Indonesian and Thai students who learn English usually make varieties in pronunciation. Specifically, this research will identify English consonant pronunciation uttered by Indonesian (Javanese and Sundanese) and Thai students. Regarding the theory, the researcher uses the theory of Contrastive Analysis pioneered by Charles C. Fries (1945) and expanded by Robert Lado (1957).
Furthermore, the researcher also uses some supporting theories, namely phonology, phoneme, phonetics, language interference, language variation, and contrastive analysis. Those theories are aimed to describe interference from first language (L1) to second language (L2). The language phenomena in the field are potential to be observed and researched by using contrastive analysis. Those theories are very appropriate to identify foreign language acquisition. The data are taken from Indonesian (Javanese and Sundanese), Thai-Malay, and Thai students.

A.6. Organization of the Research

This thesis consists of five chapters. The first chapter deals with Introduction. Introduction itself consists of background of the research, problems of the research, objectives of the research, significance of the research, limitation of the research, and organization of the research. The second chapter deals with theoretical review. The third chapter discusses about research methodology. The fourth describes data analysis. Then, the fifth chapter explains about conclusion and suggestion.