

CHAPTER I

INTRODUCTION

This chapter, the researcher present: background of the study, statement of the problems, objective of the study, significance of the study, scope and limitation, assumption, and operational definition.

1.1 Background of Study

Every nation has different characteristics. These characteristics can be a food, a culture, or a language. But the most significant that the researcher can see are culture and language which determine an identity of the nation. The researcher can take more attention to understand a culture without having some form of understanding of its language. According to (Scarcella & Oxford, 1992) stated that language and culture are so close that are being identified as synonyms. It's mean, both are always connected. Because a language is part of a culture and a culture is a part of language as stated in (Brown H. , 2000, p. 177). According to (McCarthy & Carter, 1994, pp. 151-152) look at culture from a social discourse perspective it refers to “social knowledge and

interactive skills which are required in addition to knowledge of the language system". It's mean, when someone love the culture they also love the language. Because something that they are love the most, it will bring them to a passion to knowing more.

According to (Brooks, 1964) stated that on the other hand, language carries syntactic, semantic, and pragmatic meanings for language users to communicate. For example Malay is different from Indonesian. Chinese mandarin different with Hong Kong, Korea different with Japanese and German language is different from English language and so on. Both of language and culture have a function of communication because they both carry meanings and it becomes a differentiator between nations to another. It can be the pronunciation nor the grammar. Being a learner whom learn about human language can help them to learn more about the world and humans' characteristic. It can be so much interesting to know how others can be unity in diversity.

In the modern century nowadays, the researcher can take concern that English language is more become an international language in the communication to unite people in the world. Without having skills in English,

people may build a barrier to themselves to communication with others. Thus, it is important to learn. According to (Crystal, English as a Global Language: Second Edition, 2003, p. 5) stated that “English is now the language most widely taught as a foreign language –in over 100 countries–, and in most of these countries it is emerging as the main foreign language to be encountered in school, often displacing other language”. So it is no surprise if our children in school get English material as the main language.

In addition, many schools in this world especially in Indonesia and Japan, in the process of teaching or learning English pronunciation, teacher will give a knowledge about the advantages that learners can have if they are learning English pronunciation. The first is that it can make us reduce a barrier for native speakers to understand based on the stated of Basson as cited in (Wei & Zhou, 2002, p. 3). Being intelligible in pronunciation helps us to understand others’ English. When the researcher listen to others’ speech, the researcher expect the pronunciation (including intonation) of the same word or of the same sentence will be the same or quite close. Just imagine it is very difficult to believe Japanese can understand the word “ruler” (pronunciation without /r/ and changing /l/ with /r/) because this pronunciation is different from theirs.

Therefore, there is one of the advantages that the researcher can have if the researcher learn pronunciation. The second is learning pronunciation instruction may facilitate listening comprehension ability according to Ueno (1995) as cited in (Wei & Zhou, 2002, p. 2). According to Duncan (1983) as cited in (Wei & Zhou, 2002, p. 2) stated that when, for whatever reason, the encoded speech is nonstandard or different from what the decoder is expecting or accustomed to, communication can be limited, confused, or lost completely. For the same reason, it will not make any sense if Japanese thinks “ruler” should be pronounced “ruraa” when they talk to native or non-native speakers.

According to previous research, in Japanese formal L2 learning of English, teaching pronunciation still appears to be a minor component of English class at the junior/senior high school levels and is rarely taught in an organized way although many teachers and students are aware of the necessity of teaching/learning English pronunciation. (Arimoto, 2005) published the results of a survey of junior and senior high school teachers. It shows that 30% of the teachers have not practiced pronunciation teaching in class at all, and that most of the teachers have not referred to parts of pronunciation teaching in textbooks. In fact, the teaching of L2 pronunciation Japan and elsewhere has traditionally

focused on an articulatory phonetics approach as stated in Fries as cited in (Riney & Anderson-Hsieh, 1993, p. 21) according to contrastive analysis of the native language and the target language. However, in today's globalization, the course of study positions of English language as a tool of international communication and encourages cultivating the practical communication ability in English. In order to achieve this goal, it is a fundamental to lay emphasis on pronunciation in teaching English (Tominaga, 2011, p. 46).

Supporting on the state above, (Thompson, Japanese Speakers In Mr. Swan & B. Smith (Eds.) *Learner English: A Teachers' Guide to Interference and other problems* (2nd ed), 2001, p. 297) observed that Japanese Speaker of English find the more complex (vowel and consonant) distinctions and sound combinations of English very hard to produce. For example, Japanese speaker is often transferred to the consonant cluster in English, such that Japanese speaker may insert either vowel to break up consonant cluster or add vowels after word final consonants. Additional vowels such as /o/ and /u/ are likely to be inserted after consonant that occur in the final position. Some examples of vowel insertion may include: /*map(u)*/ for 'map'; /*kad(o)*/ for 'card'; and /*s(u)p(a)getti*/ for 'spaghetti'. It is may imagine how will be in trouble when the

researcher want to speak with them in English language without knowing what the mean at all.

Moreover, there are numerous phonological features on which English and Japanese different from each other. When pronouncing English, speakers of Japanese are likely to come across an array of difficulties stemming from differences in sound inventory, distribution of sounds among the categories of phonemes and allophones and syllable constraints.

Therefore, in this research the researcher is interested to identify segmental phonemes error produced by Japanese speaker by their own language and will focus on the errors of Japanese speaker. As a future alumnus English teacher, the researcher hopes that one day if people ask how to pronounce some words, she can give the right way how to speak and how to have a good pronunciation.

1.2 Statements of the Problem

In this research, the researcher states the following problems:

- 1.2.1 Which sounds are being the dominant error in English pronunciation produced by Japanese people?

1.3 Objective of the Study

The objective of study in this research are:

- 1.3.1 To identify the dominant errors in English pronunciation produced by Japanese people.

1.4 Significant of the Study

The significances of the research are expected to give contributions to teachers, students, and other researchers:

- 1.4.1 For the students

The result will provide the student's with some knowledge on English pronunciation produced by Japanese speaker and how it can be avoided. It will give the student's a realization that pronunciation is important for our social communication. At the end of this research, students would finally know why pronunciation have been a major problem to the Japanese speaker. Not only Japanese speaker, but also for everyone whom still in the running learning an English language.

1.4.2 For the teacher/lecturer

The given data could give encouragement for the teachers/lecturers to enhance more their capacity and effectiveness in teaching pronunciation.

1.4.3 For the future researcher

Hopefully of this study can also be a source of information other researchers who want to conduct further studies on related topic and to whom interested with Japanese culture.

1.5 Scope And Limitation

In this study the researcher observes an error analysis in English pronunciation of segmental phonemes produced by Japanese speaker on the way they adopt English into their own. To limit the study, the researcher observes it according to previous research in (Saito, 2013, p. 8) problematic segmental phonemes for Japanese speaker, such as vowel (/æ/), approximant (/l/), fricative (/θ/), assimilation (/f/) and plosive (/t/) that would be mispronounced by them. The limitation here is used to make the result of the study be more specific.

1.6 Assumption

The researcher have paid more attention to the pronunciation errors in Japanese speaker. The first assumption is an influence factor from Japanese speaker learning English as second language. It may be caused by learning in school from the teachers that ineffectively teach or it may from pronounce naturally by Japanese's ancestors. The second assumption is concerning the difficulties that a Japanese speaker of English may encounter with English phonemes are based around the idea of L1 transfer to L2. Where there are similarities in consonants and vowels, Japanese speaker may not be as challenged as where there are dissimilarities.

1.7 Operational Definition

In order to avoid misinterpretation about the used term in this research, the researcher give the suitable meaning of the key term:

1.7.1 Error Analysis

Error analysis is a technique for identifying which is focuses on the errors that speakers make. Unlike contrastive analysis (in its weak and strong some form), where is the

comparison made between error whom speaker make in the producing Target Language (TL), whereas in error analysis it is made from the TL.

1.7.2 Pronunciation

Pronunciation is the way of which a word or a language is spoken. How the researcher pronounce or produce sound by words using our nose, lips, teeth, soft palate and hard palate.

1.7.3 Segmental Phonemes

Segmental phonemes or known as phonemes in pronunciation, are the vocal sound in alphabetical words and mostly used in speaking. And sometimes its voice produce in different way.