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THE PRONUNCIATION OF AMERICAN STYLE T AND R BY INDONESIAN STUDENTS

A THESIS

Submitted To English Education Department of *Syekh Nurjati* State Institute For
Islamic Studies Cirebon In Partial Fulfillment of The Requirements For Islamic
Scholar Degree In English Education (S.Pd.I)



Created By :

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CIREBON

2012



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ABSTRACT

RIPAI : “THE PRONUNCIATION OF AMERICAN STYLE T AND R BY INDONESIAN STUDENTS”

In learning English, speak like native speaker is needed. It can be easier to communicate with native speaker. American English, words are not pronounced one by one. Usually, the end of one word attaches to the beginning of the next word. It looks different with Indonesians when talking. They say word by word even they talk fast. In pronouncing American T and R are needed so we can talk like American say (native speaker).

Pronunciation is one of aspect of speaking which is very important; someone who has good pronunciation will be easier to communicate so well for people who hear it. The listener usually will find difficulty if someone who speaks does not have a good pronunciation.

The aims of the research which are done by the writer are to describe the pronunciation of American T and R by Indonesian student.

The techniques that are used by the writer in the research are observation, test and interview. The writer uses the qualitative approach as a method of this research. There are several steps in describing the pronunciation of American T and R by Indonesian students. First of all the writer should read to the book of American style and listen to some examples. After that, the writer has to take samples for test. The next step is identifying the result of observation, test and interview. The last step is describing American T and R pronounced by Indonesian students. In this research, the writer conduct library research to find further and some theories related with subject matter.

Finally, the conclusion of this thesis is that the result of the test is that the pronunciation of American style T and R pronounced by Indonesian students is difficult when they practice in real life to speak like native speaker, because the habit between American and Indonesian in talking is different. American talks by word-connection, and Indonesian talks word by word.



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PREFACE

In the name of Allah, Most Gracious, Most Merciful. All praises and thanks be to Allah, the Master of the Universe. Because of His mercy and blessing, the writer is finally able to finish writing this thesis entitled in: “THE PRONUNCIATION OF AMERICAN STYLE T AND R BY INDONESIAN STUDENTS”, presented to the Study Program of English Education of Faculty of *Tarbiyah* of *Syekh Nurjati* State Institute for Islamic Studies Cirebon in partial fulfillment of the requirements for Islamic Scholar in English Education.

In writing this thesis, there are many people involving in giving help, guidance, advice, and suggestion. Accordingly, the writer would like to express the gratitude to:

1. Prof. Dr. H. Maksum Mukhtar. M.A., the Rector of *Syekh Nurjati* State Institute for Islamic Studies Cirebon.
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Finally the writer realizes that this thesis is still far from being perfect. So, every constructive suggestion and criticism coming from the reader to make it more perfect will be gladly welcome.

Cirebon, October 2012

The writer



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CHAPTER 1

INTRODUCTION

A. The Background of the Problem

There are many varieties of English other than British (here the English of the United Kingdom) and American (here the English of the United States). All of those other varieties are intrinsically just as worthy of study and use as British and American. But these two varieties are the ones spoken by most native speakers of English and studied by most foreign learners. They have a special status as the two principal national varieties of the language simply because there is more material available in them than in any other variety.

In American English, words are not pronounced one by one. Usually, the end of one word attaches to the beginning of the next word. Part of the glue that connects sentences is an underlying hum or drone that only breaks when people come to a period, and sometimes not even then. It looks different with Indonesians when talking. They say word by word even they talk fast.

English as a foreign language in Indonesia, English is used in specific moment or some areas. Such as in business, tourism and in education, Indonesian students use English more in the classroom or campus than outside of campus. In campus, English does not use as a second language, but it is as foreign language.

English is only used in the subject of English language. In other hand English sometimes used for general subject like philosophy, but it is still seldom used.

In English department of education, lectures deliver their subjects for the students by using English and using Indonesian. English is usually used by a lecturer who delivers the main subjects, such as basic skills of English language: grammar, writing, reading and speaking.

In the spoken cycle, there should be any forms of good interaction and students' engagement in the matters discussed. Further, Ellis (1994) implies that in determining the quality of language learning in the classroom, student's participation becomes essential in that it creates opportunities for the students to practice the language and produce output. This clarifies how speaking plays its great roles in English language teaching and learning process.

Pronunciation is the primary medium that brings our language to the attention of others. It is also primary medium for communication of information among human being. It means that when we talk it must be understood by people who understand the language used, and this also means that we have ability to produce sounds which have meanings and understand what sounds that somebody else can produce.

Hornby (1989:998) states that pronunciation is a way in which a language is spoken. Pronunciation is also way in which a word is pronounced. Moreover, Jones (1998:3) declared that the differences arise from a variety of causes, such as locality,



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early influences and social surrounding: there are also individual particularities for which it is difficult and impossible to account.

To have good pronunciation means 1) to pronounce correctly all the individual speech sounds in English; 2) to pronounce correctly the speech sounds in their combinations in isolated words as well as in sentence; 3) to speak fluently with correct rhythm, including the correct placement of stresses and pauses and the transition of sounds according to the context; 4) to speak with appropriate intonation according to the context.

Some forms of classroom participation, as stated by Lee (2005) is that students contribute in audible verbal utterances to the learning activity when they speak in the class, such as asking and answering questions, making comments, and joining in discussion. However, there seems to be some barriers inhibiting students to speak up in the classroom. Many students are even hesitant to read texts aloud or to utter some simple expressions only because they are afraid of making mistakes. Here, it is obvious that they have difficulties in speaking although the texts are provided. It shows that one major problem for them is that English words are hard to pronounce. There is somehow a group of students who are brave enough to pronounce English words or phrases but so inaccurately that the hearer may get confused or misunderstand. Usually, this happens when they over generalize the pronunciation of English words or phrases, mainly based on how the words are spelled. Therefore, we need to find teaching formulas which can provide students with adequate knowledge



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on how to pronounce English words correctly to reduce both students' hesitance and tendency to make overgeneralizations.

It has been said concerning the importance of pronunciation. Brown (2001) argues that communicative competence as the goal of a language classroom comprises organizational competence, which includes grammatical and discourse competence; pragmatic competence, which includes functional and sociolinguistic competence; strategic competence; and psychomotor skills (pronunciation). Moreover, Pennington and Richards (1986) in Lesmana (2008) maintain that "pronunciation cannot be separated from communication since people use sound to communicate and understand lexical, grammatical and sociolinguistic meaning". Tench (1981) also states the importance of pronunciation as follows:

One of the main characteristics of human being is his ability to communicate to his fellows complicated messages concerning every aspect of his life. Yet, before man ever comes to the level of communicating, he must initially have the ability of pronouncing the words as means of communication. Pronunciation is not an optional extra for the language learners, any more than grammar, vocabulary or any other aspects of language is.

Prior to determining a certain technique to use in teaching pronunciation, we need to first analyze the facets of pronunciation which students find difficult so that we can be sure of what to teach and how to teach them to our students. So far there have been numerous practices on how to teach pronunciation, among which are drills or mimicry memorization, top-down approach, and songs. However, we have to be



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convinced whether all those techniques are the ones of priority by matching them to the needs of the students we are teaching. With regard to this research was intended to find how the student pronounces American t and r hoping that the findings may be beneficial for pronunciation teaching as they provide rather comprehensive data on what the students lack and need to improve accordingly. Cook Ann (2000) said that the American t is influenced very strongly by intonation and its position in a word or phrase. At the top of a staircase t is pronounced t as in ted or Italian; a t in the middle of a staircase is pronounced as d [beddy] [idaly]; whereas a t at the bottom of a staircase is not pronounced at all [ho(t)] and r is an exception, along with l and the sounds of (ae) and (th), and is one of the most troublesome sounds for people to acquire.

In this research, the writer means to describe students' pronunciation of American t and r in producing individual speech sounds of English. The findings are then expected to lead to appropriate treatments in attempting to improve students' pronunciation mastery. Especially, in American as Standard English so that students can know their errors when they pronounce t and r in standard American.



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B. The Identification of the Problem

1. The Field of the Problem

This field is about pronunciation of t and r as standard English pronounced by Indonesian students.

2. The Kinds of the Problem

Pronunciation is one of aspect of speaking which is very important; someone who has good pronunciation will be easier to communicate so well for people who hear it. The listener usually will find difficulty if someone who speaks does not have a good pronunciation. From this fact there are many important aspects of pronunciation but the writer is here trying to describe aspects of the discussion over how the students' saying, making it easier for teachers to know students and facilitate their students well in conveying the material in teaching pronunciation. Usually a teacher teaches in the school through a discussion of word pronunciation by a word and phrase.

3. The Main Problem

The difficulties of Indonesian students to pronounce t and r in American English.

C. The Limitation of the Problem

Pronunciation covers such facets as segmental speech sounds (which mean individual sounds) and suprasegmental speech sounds (which feature stress, pitch, etc.), but this research only focused on the segmental ones. In other words, this study



only described pronunciation errors of American t and r made by the Indonesian students in pronouncing.

D. The Questions of the Research

This research is intended to seek answer the following questions:

1. How are American t and r in American English?
2. How are t and r pronounced by Indonesian students in *IAIN Syekh Nurjati Cirebon*?
3. What are the problems for Indonesian students in pronouncing t and r?

E. The Aims of the Research

In accordance with the research questions above, this research was aimed at the following:

1. To introduce American t and r.
2. To describe American t and r are pronounced by Indonesian students.
3. To describe some American t and r that appears to be problem for Indonesian students in pronouncing.

F. The Use of the Research

This research is intended to reveal some pronunciation errors of American t and r made by Indonesian students. This is essential as pronunciation plays important roles in communication. The implementation, however, will undoubtedly require



other having the ability to pronounce by words or phrases as means of communication (Tench: 1981). The result of this research is expected to give positive contributions to the English teaching, process of learning, and students' daily activity. Specifically in that it sheds light on pronunciation teaching. By knowing the students' pronunciation American t and r, teachers can have some specific information on what to teach and how to teach it to the students so it will be easy for the students to hear some words or phrases appearing so fast in speaking. It is also expected to provide suggestions for other related individuals concerned with practices of pronunciation.

G. Research Paper Organization

To enable, the writer in arranging the research and to make it easy to understand, the writer divides this research into five chapters as follows:

Chapter I is introduction, it consists of the background of the problem, the identification of the problem, the limitation of the problem, the question of the research, the aim of the research, the use of the research, research paper organization, and literature review.

Chapter II deals with review of related literature, which consists of speaking as the goal of pronunciation, the place of pronunciation, and American English.

Chapter III deals with research method which consists of type of research method, source of data, technique of data collection, and method of collecting data.



Chapter IV deals with research findings. In this chapter, the writer description about American t and r, the pronouncing of American t and r by Indonesian students, and the problem of Indonesian students in pronouncing American t and r.

Chapter V is conclusion and suggestion.

H. Literature Review

As far as perception of writer, research related to pronunciation of American t and r. The book of American accent training by Ann Cook. That book contains accent in American spoken. If the students have the book, it will guide them to speak in American.

Pursuant to result of former research above hence can know that research concerning “pronunciation of American style t and r by Indonesian students” have never been done by other researchers so that original conception this can be justified scientifically. To research which by variable correlate will progressively this research result accuracy.



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