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THE /V/ PRODUCTION OF THE ENGLISH EDUCATION DEPARTMENT STUDENTS OF SYEKH NURJATI STATE INSTITUTE FOR ISLAMIC STUDIES

A THESIS

Submitted to the English Education Department of Tarbiyah Faculty of Syekh Nurjati State Institute for Islamic Studies in Partial Fulfillment of the Requirements for Islamic Scholar Degree in English Education

By:

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CIREBON
2012

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ABSTRACT

Siti Masfufah: The /v/ Production of the English Education Department Students of Syekh Nurjati State Institute for Islamic Studies

English is one of international languages. It is used in any kinds of business. Speaking English is different from Indonesian. English has several phonemes that do not exist in Indonesian. One of them is /v/.

/v/ is a phoneme that is investigated in this study. In English, the letter *v* is pronounced /v/. Yet, in Indonesian, the letter *v* is pronounced /f/ or /p/ by most Indonesian speakers. Thus, the reason of investigating this study is because of the existence of letter *v* and the inexistence of /v/ in Indonesian.

In conducting this study, the writer had twelve participants who are the English Education Department Students of Syekh Nurjati State Institute for Islamic Studies and got the highest grade of English phonology course. The writer interviewed the participants and observed their /v/ production by reading a paragraph that contains fifty-one /v/ phonemes.

The result of the study shows that the participants have problems with producing /v/. The participants substitute /v/ with /f/. Their quality of producing the phoneme is fair, neither good nor bad. It is proven by their percentage of /v/ production that shows 55% correct /v/ production. The factors that influence their quality of producing the phoneme are the familiarity of the phoneme and the strength of desire to produce the phoneme correctly. A note of this study is the finding of /v/ in word *of* that is the hardest word to pronounce correctly.

Based on the results of this study, the writer has some suggestions for students, English teachers and lecturers, and future researchers. It is suggested for students to learn and improve their pronunciation skill to speak clearly. Nothing is difficult to learn if they have strong desire. It is necessary for English teachers and lecturers to teach the correct phonemes to their students. For future researchers, the writer suggests conducting the study of other phonemes that do not exist in Indonesian and Arabic and investigating the word *of*.

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PREFACE

In the name of Allah, the Most Beneficent, the Most Merciful. Finally, the writer finishes her thesis. The greatest gratitude is to Allah SWT who always protects and guides her. The next gratitude is to Muhammad SAW as Allah's Messenger bringing peace for the universe.

This thesis entitled "**THE /V/ PRODUCTION OF THE ENGLISH EDUCATION DEPARTMENT STUDENTS OF SYEKH NURJATI STATE INSTITUTE FOR ISLAMIC STUDIES**" is presented to fulfill one of the requirements to achieve the degree of Islamic Scholar in English Education Department of Tarbiyah Faculty of Syekh Nurjati State Institute for Islamic Studies.

In composing this thesis, the writer was supported by many people. Therefore, the writer is grateful to:

1. Prof. Dr. H. Maksum Muhtar, M.A., the Rector of Syekh Nurjati State Institute for Islamic Studies
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8. The all participants of this study
9. The writer's family
10. All people who supported and helped the writer in conducting this research and writing this thesis.

The writer realizes that this thesis is far from being perfect. Therefore, the writer with all pleasure receives criticism and suggestions to make betterment in the future.

Finally, the writer hopes this thesis will be useful for readers and herself as the first gate to be more productive in producing scholarly writing.

Cirebon, July 2012

The writer

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

If people speak, what other people hear is the sounds of language (Pateda, 1994: 54). The speakers use the sounds to utter. To make the listeners understand well, the speakers must utter clearly (Gilbert, 2005: ix). Clear speech makes the listeners can easily get the message of the utterance.

Having trouble getting the message of an utterance was experienced by the writer's lecturer. When the writer was studying English at Colorado State University (CSU) in the United States of America (USA), her speaking-class lecturer commented on her pronunciation. The lecturer said the writer's pronunciation was pretty understandable overall; however, she had problem in producing /v/ sound. The writer pronounced /v/ with /f/ in her audio-diary assignment. She pronounced word *love* with *laughed*. Obviously, her lecturer got confused understanding the writer's utterance and message. Finally, the lecturer asked the writer to speak more clearly to make the listeners easily understand and not spend much time understanding her utterance.

In that case, the writer only mispronounced one phoneme, but the listener was difficult to understand her utterance. Although the listener is a native English speaker (an American), she had the hardest time understanding word *love* that was pronounced *laughed*. Grammatically, the words could have been understood.

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Laughed is an intransitive verb and must be followed by preposition *at* if it has an object. While, *loved* is a transitive verb. In fact, it did not help the listener. The listener got the message after she knew the context. She understood the message when the speaker was talking about her sister and mother who passed away. Briefly, mispronouncing a phoneme of a word can lead to trouble understanding the message of the speaker eventhough it can actually be distinguished from its grammar. Although context helped the listener understand what the speaker said, mispronouncing phonemes burdened the listener to think harder and spent more time understanding the message of the speaker. Therefore, the writer is interested in investigating *v* phoneme relating to her own experience of producing the phoneme.

Besides the writer's experience in producing /v/, the rational reason to investigate the phoneme is because the phoneme does not exist in Indonesian. It is true that /v/ is not the only consonant phoneme that does not appear in Indonesian but also other eight consonant phonemes, such as /f/, / θ/, / ð/, /z/, / ʃ/, /t ʃ/, /ʒ/, and /dʒ/. Yet, by considering the population of Muslims in Indonesia who know and use Arabic in their daily life for *salat* or reading Al-Quran, the writer predicts most Indonesians are be able to pronounce six phonemes appeared in Arabic, such as /f/, / θ/, / ð/, /z/, / ʃ/, and /dʒ/. The rest of the English consonant phonemes that do not appear in both Indonesian and English are /v/, /t ʃ/, and /ʒ/. Nevertheless, the writer only focuses on /v/ because of the existence of *v* letter and the inexistence of *v* phoneme in Indonesian.

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A previous study of /v/ was conducted by Iversion, et al. (2008). They had 60 participants. The participants were 20 Sinhala, 22 German, and 18 Dutch speakers. The researchers examined the auditory sensitivity of participants in distinguishing sound /v/ and /w/. The finding was the participants could distinguish both phonemes well. German speakers had 100% correct, Dutch speakers had uniformly high accuracy and most Sinhala speakers had near-chance identification accuracy. This study is published by *Journal of Experimental Psychology: Human Perception and Performance.*

In summary, Indonesian has *v* letter but does not have *v* phoneme. Indonesians pronounce *v* letter as /f/, not /v/ like in English. This may lead to phonemic substitution when they pronounce /v/. This study is important to know how Indonesian people pronounce /v/ and crucial to build phonemic awareness for them, especially for the English Education Department students who are expected to be professional English teachers. They are the people who are going to be the role models of their future students to speak clearly with clear phonemes.

B. The Identification of the Problem

The identification is important to clarify the problem of this study. The identification relating to the background of the problem provided in the following.

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1. The Field of the Study

/v/ is a phoneme. This is a segmental feature of pronunciation (Kelly, 2001: 3). The study that concerns the sounds of language is phonology (Pateda, 1994: 54). Hence, the field of the study of this research is phonology.

2. The Kinds of Problems

The problems that the writer finds to conduct this study are mentioned below.

a. /v/ does not exist in Indonesian.
b. The inexistence of /v/ may result in substitution.
c. Indonesians may equate the sound with another similar sound.
d. Indonesians accustom themselves to pronounce /f/ instead of /v/ because /f/ exists in Arabic.
e. Some teachers tend to neglect teaching pronunciation because of teaching strategies. Unless, they tend to be reactive to particular problems appeared in class rather than strategically planned (Kelly, 2001: 13). Another case, some teachers refuse any type of form-focused pronunciation teaching; perhaps this is short-sighted (Nation and Newton, 2009: 76).

3. The Main Problem

The main problem of this research is the /v/ production of the English Education Department students of Syekh Nurjati State Institute for Islamic Studies.

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C. The Limitation of the Problem

The limitation of the problem focuses on the /v/ production of the English Education Department students of Syekh Nurjati State Institute for Islamic Studies.

D. The Questions of Research

Based on the background of this study, the writer proposes three questions of research.

1. What phoneme do the participants substitute for /v/?
2. What is the quality of participants'/v/ production?
3. What are the factors influencing participants' /v/ production quality?

E. The Aims of Research

The aims of the research relate to the questions of research.

1. To find out the phoneme that the participants substitute for /v/.
2. To find out the quality of participants'/v/ production.
3. To find out the factors influencing participants' /v/ production quality.

F. The Uses of Research

Through this study, the writer expects this research will be useful for students, the English teachers and lecturers, scholarship development, and for future researchers.

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1. Students

Through this study, the writer expects the students realize phonemic awareness to pronounce every single phoneme clearly. When they do it, they will desire to pronounce each phoneme correctly. Consequently, they will have good pronunciation and be confident when they speak English. As a result, they are good at effective communication and outstanding in academic and professional life.

2. English teachers and lecturers

Through this study, the writer expects English teachers and lecturers do not neglect teaching pronunciation anymore. They should be more creative in pedagogical techniques and materials of pronunciation teaching to optimize the advancement of a native-like second or foreign language pronunciation (Edwards and Zampini, 2008: 243).

3. Scholarship development

Through this study, the writer expects this study enriches the literature of speech production, which is still lack of literature (Edwards and Zampini, 2008:243).

4. Future Researchers

Through this study, the writer expects this study provides literature and inspirations for future researchers.

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