

## CHAPTER I

### INTRODUCTION

#### 1.1 Background

Ambai language is a language spoken by people of Yapen Waropen regency in Cenderawasih Bay of Papua, Indonesia, by approximately 3.000,000,000 people. Some of people learn English as a foreign language. The language is introduced into the curriculum in Cenderawasih Bay in elementary schools, junior high schools, senior high schools, and collages. However, its Yapen Waropen's students and teachers of English still reflect many problems. One of the challenges is the fact that some of English consonant and vowel sounds do not exist in Ambai language. Thus Yapen Waropen's students of English many have difficulties in pronouncing such speech sounds.

The sounds of Ambai language are characterized by aspiration, intonation, and stress. The aspiration of consonants is identified in the pronunciation of phoneme [p], [t], and [k]. Intonation in high front long vowel such as [i], high central long vowel such as [á], high back long vowel such as [u], mid-high short vowel such as [I], mid-high back short vowel such as [U], mid front long vowel such as [e], mid back long vowel such as [o], mid-low front short vowel such as [ε ], mid-low back short vowel such as [O], mid-low central long vowel such as [Λ], low front long vowel such as [æ], and lower central long such as [a]. The

stress can be placed on the syllable of phonemes consonants and vowels. Gutman, 2007 argues that stress and vowel length are as follows :

As a rule, the stress fall on the penultimate vowel of a word. The stress is produced by a lengthening of the stress vowel, and some change of pitch. As is regular, the stress is not marked in the phonemic transcription used here.

Whenever, the vowels /i/ and /u/ appear unstressed vowel cluster, they are usually pronounced as the approximants /y/ and /w/ respectively, for instance [aj] and [a:u] is pronounced as [aw]. The two vowels pronunciation become clear in a lower speech. In the phonemic transcription used the paper, these clusters are represented as /ai/ and /au/ respectively.

In general the stress system seem to be systematic, and there fore not phonemic. There is one case where the stress pattern is unexpected : the word “mother” [ai:] (stress on ultimate vowel). However, this my explained as a way to create contrast with the more syllabic word /ay/(tree or salt water), n/i/ in word the end of word change the stress pattern, as [deita : wanio] (know the accent specifics a minor stress) or [nyu : nahai] (small “v”). However, other data seen to point that this final /i/ enclitic suffix (Gutman, 2007.p.9)

Based on the information above it is determined that some English consonant and vowel sounds do not exist in Ambai language in this study. The difficulties of pronouncing English consonants and vowels sound above can also influence the Yapen Waropen’s students of English pronunciation when they read, speak, and have a conversation during the process of teaching learning in the classroom.

However, there is only little research the Ambai language. Silzer (1972) studied Ambai language and the writer wrote some books on Ambai language, such as Ambai-English-Indonesia Dictionary, Inontarai Ambai Tane Fianggeng (Things belong to Ambai people), Aroanso Diannesa (Mengenal Ikan), and Ambai Artifact Books. The second researcher, Price wrote “ The Bible of Ambai Language (Sempaisi Ne Kaiwo Mirarebanai : Kaiwo Arerai Waworu Ne). Further, Sagers, (1979) studied the consonant sound systems of Wandamen dialect, An ethnic of Ambai in Cenderawasih Bay. He found out that Wandamen dialect consonants consist of [p], [t], [k], [b], [d], [v], [s], [m], [n], [r], [w], and [y]. Based on the researchers above the Ambai language that are used by the ancestor of Ambai (*Bainuri*) people and Ambai society now are arranged.

Papua consist of fourteen ethnic groups. Each ethnic group has one general language and every language has several dialects. For instance, Cenderawasih Bay ethnic group has one general language that is Ambai language. This language has five dialects including Ambai, Waropen, Napan Weinami, Wandamen, Randawaya (Dawai, Windesi) and Ansus (woinap, Poom). These dialects can influence the Yapen Waropen’s students of English who are studying English as a second language because in Papua does not have complete consonants sound. This is illustrated by the following example Tabla language (Colier, 1982) which spoken by Tabla in West North Papua has nine phonemes [p], [t], [k], [b], [d], [m], [n], [r], [s]. Its show that the Tabla language does not have phoneme consonants sound [c], [f], [g], [h], [l], [q], [v], [w], [x], [y] and [z]. Further, Foley (1986) stated that consonants including [p], [t], [k], [f], [h], [m], [n], [l], [w], and [y] yet does not have consonants [b], [c], [d], [g], [j], [n], [q], [r], [s], [v], [x], and [z].

Those situations influence the aspiration, intonation, and stress of the students in Papua when they learn English. Similarly, this case the Yapen Waropen's students of English found it difficult to pronounce several consonants in English. Therefore, this research study attempts to investigate the difficulties faced and possible reasons expressed by the Yapen Waropen's students of English who learn English in pronouncing some English phonemes that are not found in Ambai language.

## 1.2 The Research Problems

The study investigates the potential difficulties faced and its possible reasons expressed by the Yapen Waropen's students of English who learn English in Yapen Waropen regency. Thus the research questions are formulated as follows :

1. What difficulties are faced by the Yapen Waropen's students of English in pronouncing English consonants and vowels that are not exist in Ambai language ?
2. What are possible reasons of the difficulties ?.

## 1.3 Limitation of Problem

The analysis only focuses on and limited to difficulties faced and reasons expressed by the Yapen Waropen's students of English in pronouncing some

English phonemes which are not found in Ambai language [ʃ], [ð], [θ], [l], [ʒ], [ɹ], [dʒ], [æ], [æ], [ɑ], [ɒ], [ə], [ɔ], and [ɔ] and its possible reasons of such difficulties.

#### 1.4 Significance of the Study

The study deals with phonology focusing on the mentioned problematic English phonemes for Cenderawasih Bay local speakers and English learners. The benefit gained from learning difficult consonants and vowels are important for English teachers those difficulties inevitable teacher of English.

#### 1.5 Methodology

This is a descriptive study. In this study the writer wants to describe the phonemes consonants and vowels sound in English which are not found in Ambai language. It is hope are that (1) The Yapen Waropen's students of English are able to pronounce some English phoneme that are not found in Ambai language in front, central, and final positions in English. (2) The Papua's teacher's and lecturers of English are able to pronounce English phonemes accuracy. (3) This transcription phonetics can help Indonesia teachers and lecturers in process teaching learning English as a second language acquisition.

(4) This phonology system of Ambai language can help the university students for researchers on the field since to do observation.

## 1.6 Organization of the Study

This thesis is organized in into five chapters. Chapter I introduction presents the general description of the introduction to the topic of the research. Chapter II review of literature discuss the theories that supports the study. Chapter III Methodology, explains the methodology of the research. Chapter IV finding, introduce the phonetic transcription and how to read the difficulties some English phonemes that are not found in Ambai language. Chapter V includes the conclusion and suggestion that introduce the reading text, speaking by use the pictures, dialogue, conversation, and visual.

## 1.7 Concluding Remark

This chapter provide a description of the background of the study, limitation of problem, significance of study, organization of the study and conclusion remarks. The next chapter will explain the review of the related literature underpinning this study. It starts with the concepts and a technique of writing the thesis.