

**AN ANALYSIS OF STUDENTS' ERROR IN PRONOUNCING DENTAL
FRICATIVE CONSONANT [ð/, /θ/]**

THESIS

*Submitted as a Partial Fulfillment of the Requirements to Obtain Bachelor
of Education(B.Ed) in English Language Education*



BY:

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FACULTY OF LANGUAGE AND ART

UNIVERSITAS NEGERI PADANG

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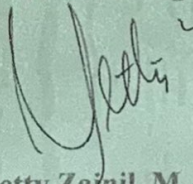
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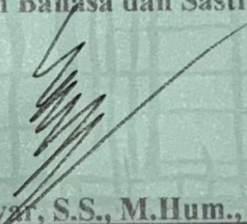
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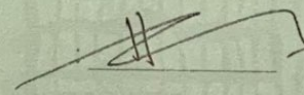
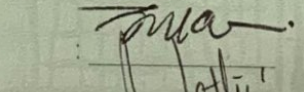
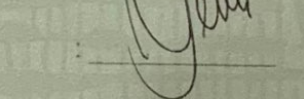
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ABSTRACT

Tahniah Eldika. (2022). An Analysis of Students' Error in Pronouncing Dental Fricative Consonant [/ð/, /θ/]. Thesis. Padang: English Department. Faculty of Language and Arts. Universitas Negeri Padang.

This research was conducted to measure the students' ability, to find out the types of error and its cause in pronouncing English dental fricative consonants produced by students' of 2020 class at the English education program of Universitas Negeri Padang. This research was design using descriptive quantitative method. In this study, the researcher focused on the second-year English education students from K2-K5 class who had taken phonetic and phonology class. There are 30 students as the sample of this study. To collect the data, pronunciation test and Stimulated Recall Interview were used as the instrument where students' voices were being recorded and being transcript. The findings of this study were students' ability in pronouncing dental fricative consonants was fair with the percentage of 60%. The dominant type of error that happened in this study was misformation with 89,21% or 645 error out of 723 error. While for the cause of pronunciation error, based on the interview, the dominant reason was ineffectiveness of online learning due to Covid-19 pandemic.

Keywords: Pronunciation Error, Ability, English Dental Fricative Consonants, Stimulated Recall Interview

ABSTRAK

Tahniah Eldika. (2022). An Analysis of Students' Error in Pronouncing Dental Fricative Consonant [/ð/, /θ/]. Thesis. Padang: English Department. Faculty of Language and Arts. Universitas Negeri Padang.

Penelitian ini dilakukan untuk mengukur kemampuan siswa, mengetahui jenis kesalahan dan penyebab kesalahan dalam mengucapkan dental fricative consonants oleh mahasiswa di program pendidikan bahasa Inggris Universitas Negeri Padang tahun ajaran 2020. Penelitian ini dilaksanakan menggunakan metode deskriptif kuantitatif. Dalam penelitian ini, peneliti memfokuskan pada mahasiswa pendidikan bahasa Inggris tahun kedua dari kelas K2-K5 yang telah mengambil kelas fonetik dan fonologi. Ada 30 siswa sebagai sampel dalam penelitian ini. Untuk mengumpulkan data, tes pengucapan dan Stimulated Recall Interview digunakan sebagai instrumen dimana suara siswa direkam dan ditranskrip. Temuan dari penelitian ini adalah kemampuan siswa dalam mengucapkan dental fricative consonants cukup baik dengan persentase 60%. Jenis error yang dominan terjadi pada penelitian ini adalah misformation dengan 89,21% atau 645 error dari 723 error. Sedangkan untuk penyebab kesalahan pengucapan, berdasarkan wawancara, penyebab yang dominan adalah tidak efektifnya pembelajaran secara daring akibat pandemi Covid-19.

Keywords: Pronunciation Error, Ability, English Dental Fricative Consonants, Stimulated Recall Interview

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Hopefully Allah replies all your help and bless you all. Last but not the least, the researcher hopes this thesis can help the readers especially for the lecturers and students of English program to gain more knowledge about pronunciation.

Padang, November 2022

Tahniah Eldika.

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CHAPTER 1

INTRODUCTION

A. Background of the problem

English has become an international language used by many people worldwide to communicate. This statement is approved by Richards & Rodgers (2014) that English has been the most widely studied foreign language since five hundred years ago. English is also used in many fields such as politics, entertainment, economics, science, technology, and education. In many countries around the world English is used as the lingua franca, and in international communication and conferences the common language is almost always English even in situations where none of the participants is a native speaker of English (Cruttenden, 2008).

The importance of English has become one of the reasons why people around the world learn it. As an English learner, English has four skills that should be mastered. They are speaking, listening, writing, and reading. Students are required with the purpose to use the language as its function, particularly as a device to communicate. In communication, a human cannot be separated from speaking activities because speaking seems like the perfect device and can convey thoughts and feelings about things that are concrete or abstract. This is supported by (Alimuddin, n.d.) who stated that one aspect of language that students must master is to speak, because speaking skills support other skills. A person with adequate

speaking skills will more easily absorb and convey information orally and in writing.

One aspect of speaking that is commonly noted about the person's speaking ability is pronunciation. Pronunciation is one of the fundamental aspects of speaking that help learners of English to communicate in English. It is an essential thing that leads to good communication and avoids misunderstanding or ambiguity. When communicating with other people, we should have not only good vocabulary, but also good pronunciations. Tussa'adah (2018) mentioned that pronunciation consists of organized sounds produced by air passing through the articulation organs. Every language has different speech sounds, and due to this difference, people commonly make mistakes when they speak a foreign language. This is in line with Fauzi (2014) statement that when someone learns a foreign language, most aspects of their first language's phonological system are usually carried over to the second pronunciation. In addition, regarding the errors, Weinberger (1990) found that error occurs in the absence of certain sounds in the native language, as a result, the learners replace them with similar sounds. In other words, an error occurs because of the differences between the source language and target language.

Another cause of pronunciation error is the phoneme difference in each language around the world. In learning English pronunciation there are English phonemes (speech sounds) and graphemes (written symbols) different from Bahasa Indonesia. Many spelling rules are distinct from

Bahasa Indonesia's spelling rules. This can be the reason that often makes Indonesian learners tend to fail to pronounce English words correctly.

One of the phonemes in English that the second language learner often mispronounces is English dental fricatives. The dental consonants [θ] and [ð] as in *thistle* and *this*, are articulated with the tongue touching the back of the teeth, and the air is allowed to flow out of the mouth, but there is some friction which result in a hissing sound (Minkova & Stockwell, 2009). These consonants do not exist in the majority of languages. Therefore, they are overwhelmingly likely to bring up difficulties for EFL learners (Celce-Murcia, Brinton, & Goodwin, 1996). Some examples of error that EFL learners commonly make is the way they pronounce 'theme' /θi:m/ as 'team' /ti:m/ and 'they' /ðei/ as 'day' /dei/. Those words have different meanings, and when pronounced inaccurately, it can cause misunderstanding. Several studies conducted in Indonesia shows that Indonesian learners tend to make the error with these phonemes.

Elvionita (2019) in her research about students' errors in pronouncing English consonants conducted in Muhammadiyah 1 Pekanbaru found that the highest error occurred in pronouncing [θ] consonant symbol with 21,70% and the-second-highest error is [ð]: 16,28%. In her research she said that in pronouncing sound [θ], most of the students are likely to replace it with sound [t]. This might have happened because of the absence of this sound from the Indonesian phonetic system, so it is complicated for them to pronounce this sound. Like in the word "bath" which should be

pronounced as /ba:θ/, but the students pronounced it as /ba:t/. Kurniawan (2016) did research on students' pronunciation mastery of dental fricative and alveolar plosive sounds conducted in Tanjungpura University. The objective of his research was to find out which sound is the most mispronounced by the students, and the result is that voiced dental fricative sound [ð] is the most mispronounced, with a score of 278 of incorrect pronunciations out of 300 (92.67%). He added that it happened because dental fricative sounds are not found in Bahasa Indonesia.

The problem in pronunciation can also be caused by the lack of attention from the teachers to the learners. Teachers tend to focus on grammar instead of pronunciation. Teachers should have good pronunciation and understanding of it because they will be role models in the classroom. Furthermore, teachers are also expected to be more sensitive to pronunciation errors made by the students and be able to correct the error.

As teacher candidates, English department students from Universitas Negeri Padang are also equipped with pronunciation knowledge that they will use when teaching in the classroom. This thing makes English department students are required to have good pronunciation. However, according to the observation during lectures at the English department of Universitas Negeri Padang, the researcher realised that pronunciation is one of the students' obstacles in communicating in English. Students tend not to pay attention to their pronunciation and focus more on grammar. Pronunciation is supposed to get the attention of the English department

students because they will be a teacher that should have a good pronunciation.

There are many methods that can be used to find out the reasons behind the causes of students' pronunciation errors. One of the methods that can be used to determine the cause of students' pronunciation errors is stimulated recall interview. Lyle (2013) explained that a stimulated recall interview (SRI) is a part of an introspective procedure that can be investigated by inviting participants to recall when prompted by a video sequence of their concurrent thinking during that event. This method uses audio or video recordings as a stimulus to stimulate participants' memory so that they can remember the reasons and thoughts behind the actions they have taken during the recording. The use of this method can make it easier for researchers to get more concrete reasons about the reasons behind students' pronunciation errors.

Based on the statement above, the writer feels that students in Indonesia face many problems in pronouncing sentences in English, especially on words with phonemes that are not in their mother tongue. Some English phonemes that do not exist in Bahasa Indonesia are /dʒ/, /ʒ/, /θ/, /ð/ and /tʃ/. It is a challenge for English learners in Indonesia. Therefore, the author chose to do a students' error analysis in the English department of Universitas Negeri Padang on the pronunciation of phonemes /θ/ and /ð/ that do not exist in Bahasa Indonesia. Students have taken phonetic and phonology classes in the 3rd semester so they are expected to have a better

pronunciation and make less mispronunciation (curriculum 2020 and 2021 of the English department at Universitas Negeri Padang). Hence, the purpose of this research is to find and analyse students' error in pronouncing dental fricative consonants at English education program, Universitas Negeri Padang.

B. Identification of the problem

Based on the background above, it can be identified that there are many problems that cause the error in pronouncing English dental fricative consonants. The influence of the mother tongue, lack of practice, environment, and unfamiliarity with the words can be the reasons for pronunciation problems produced by the students. In this study the writer analyses students' error and its causes in pronouncing several words in English which consist of dental fricative consonant at Universitas Negeri Padang.

C. Limitation of the problem

In this research, the researcher limited the problem of analysing pronunciation errors, types of error, and the cause of the error in pronouncing English dental fricative consonants produced by the students of the 2020 class in the English department of Universitas Negeri Padang.

D. Formulation of the problem

Based on the limitation of the problem, this research focuses on analyzing students' pronunciation errors, types of error and their causes on dental fricative consonants. The formulation of this research is "How is the

ability of the students' of 2020 class in the English department of Universitas Negeri Padang in pronouncing English dental fricative consonants?"

E. Research question

Based on the explanation above, the writer formulates the problem as followed:

1. What is the students' ability to pronounce dental fricative words?
2. What are the types of errors made by the students?
3. What is the cause of students' pronunciation errors in pronouncing English dental fricative consonants?

F. Purpose of the research

This research is conducted to measure the students' ability, to find out the types of error and its cause in pronouncing English dental fricative consonants produced by students' of 2020 class at the English education program of Universitas Negeri Padang

G. Significance of the research

This research is expected to contribute to both teachers and students in order to guide and understand in learning English dental fricative consonants. This research is expected to be useful for English teachers in teaching pronunciation. By knowing students' errors, a teacher can help them correct their pronunciation and find the best strategy to teach pronunciation as it is an essential aspect of communication.

For the students, this research is expected to give a piece of knowledge about their ability in pronunciation especially English dental fricative consonants. By reviewing this study, students are also expected to recognize their pronunciation errors and eliminate them to improve their ability to pronounce English words.

H. Definition of the key terms

Pronunciation	: The way a word or words is pronounced
Error	: Error is the use of a word, speech act or grammatical items in such a way it seems imperfect and significant of an incomplete learning (Richards, 2002)
Ability	: The quality or state of being able to do something
English dental fricative consonants	: One of the English consonants [θ, ð]

CHAPTER 5

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussions above, the ability of the English Department students of Universitas Negeri in pronouncing dental fricative was categorized as fair. The highest percentage of students' ability in pronouncing dental fricative consonants was on voiced dental fricative in initial position, with 33%. From the pronunciation errors that occurred, it was found that there were three out of four types of pronunciation errors based on the surface taxonomy, namely misformation, omission, and misordering. As for the type of error, addition did not occur. The cause this pronunciation error occurs due to several factors, both internal and external. These factors were first, the lack of students' understanding in phonetic learning due to online learning during the COVID-19 pandemic. Second, lack of practicing pronunciation. Third, in the words tested, there were many new vocabularies for students. Fourth, the influence of mother tongue where students were accustomed to using Indonesian and regional languages in daily communication. Fifth, environmental problems that do not allow them to speak English every day. Sixth, lack of confidence when speaking in English. Last, the words being tested were too long, making it difficult for students to pronounce them.

B. Suggestion

Referring to the conclusion, the researcher suggests several things. Students need to understand that English and Bahasa Indonesia have different rules in pronunciation. So, the students need to practice and learn more about English, especially pronunciation. Then, students are also expected to realize the importance of being confident in speaking English as well as increasing vocabulary and knowing how to pronounce it. For teachers, the researcher also suggests paying more attention to students' pronunciation and emphasizing the practice of pronunciation.

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