

**ANALYSIS OF PHONOLOGICAL ERRORS IN
PRONOUNCING ENGLISH FRICATIVE CONSONANTS
PRODUCED BY THE TENTH GRADE STUDENTS OF SMA
NEGERI 1 TANJUNG BATU**

Thesis by:

Fahroza

Student Number: 06011181924013

English Education Study Program

Department of Language and Art Education



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

INDRALAYA

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Approved by:

Advisor,



Erlina, S.Pd., M.Pd., M.Ed.

NIP. 197409092600122001

Certified by

Head of English Education Study Program



Ervanyah, M.A., Ph.D.

NIP. 196907181995121001



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BATU

Fahroza

Student Number: 06011181924013

This thesis was defended by the writer in final program examination and was approved by the examination committee on:

Day : Monday

Date : June 26, 2023

EXAMINATION COMMITTEE APPROVAL:

1. Chairperson : Erlina, S.Pd., M.Pd., M.Ed

2. Member : Dr. Ismail Petrus, M.A.

Certified by,

Coordinator of English Education Study Program

Eryansyah, M.A., Ph.D.

NIP. 196907181995121001



DECLARATION OF PLAGIARISM

I, the undersigned,

Name : Fahroza

Student's Number : 06011181924013

Study Program : English Education

Certified that thesis entitled "Analysis of Phonological Errors in Pronouncing English Fricative Consonants Produced by the Tenth Grade Students of SMA Negeri I Tanjung Batu" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republik Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Indralaya, July 2023

The undersigned



Fahroza

NIM. 06011181924013

THESIS DEDICATIONS

I dedicate this thesis to my beloved parents, M.Nur Rauf and Nurhayati who always pray for me, give support, motivation, and everything for my life. My beloved brothers Fadli, Fandri, Farmansyah and My dearest sister Fera.

MOTTOS

“And to your Lord direct [your] longing”

(Q.S. Al-Insyirah: 8)

“You may delay but time will not and lost time is never found again”

-Benjamin Franklin

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Fahroza

NIM. 06011181924013

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ABSTRACT

In the process of learning English as a foreign language, learners may face many difficulties and produce some errors in pronouncing consonants especially fricative sounds which occur because there are some factors affecting the learners. The aims of the research were (1) to know the students' ability in pronouncing English fricative consonants, (2) to investigate the phonological errors made by the students in pronouncing English fricative consonants, (3) to describe the most frequent phonological errors made by the students in pronouncing English fricative consonants, and (4) to figure out the causes of phonological errors made by the students in pronouncing English consonants. The subject of this research was the Tenth Grade Students of SMA Negeri 1 Tanjung Batu. The writer used descriptive qualitative method in conducting this research. In collecting the data, this research applied pronunciation tests and interviews. The data were analyzed using Error Analysis and Kenworthy's theory (1987). The writer found that the ability of the Tenth Grade Students in Pronouncing English Fricative Consonants was fair. The phonological errors were the substitution and omission of fricative consonants. The errors occurred in all kinds of fricative consonants, namely labiodental /f/ and /v/, dental /θ/ and /ð/, alveolar /s/ and /z/, palatal-alveolar /ʃ/ and /ʒ/, and glottal /h/. Each of them has the following percentage: the /f/ sound 18%, the /v/ sound 63%, the /θ/ sound 90%, the /ð/ sound 85%, the /s/ sound 13%, the /z/ sound 33%, the /ʃ/ sound 50%, the /ʒ/ sound 98%, and the /h/ sound 17%. The factors affecting the errors are the native language and the amount of exposure. Meanwhile, age and motivation and concern for good pronunciation do not significantly reflected in the result of this research.

Keywords: *Analysis, Phonological error, Pronunciation, Fricative consonants, Tenth-grade students.*

A thesis by an English education study program student, faculty of Teacher Training and Education, Sriwijaya University

Name : Fahroza

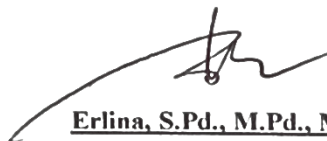
NIM : 06011181924013

Certified by,
Coordinator of Study Program,



Eryansyah, S.Pd., M.A., Ph.D.
NIP. 196907181995121001

Approved by,
Advisor,



Erlina, S.Pd., M.Pd., M.Ed.
NIP. 197409092000122001

CHAPTER I

INTRODUCTION

In this chapter, the writer introduces (1) the background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

1.1 Background of the Study

Pronunciation is a necessary component of language learning. This can help the listeners to understand what the speaker is saying. According to Murcia et.al (1996, p. 8), teaching pronunciation aims to help students become more fluent in speaking so that their pronunciation does not become a barrier when communicating. In Indonesia, English is not used as a means of communication in everyday life. Thus making it difficult for people to get an opportunity to practice to speak in English. This is in line with (Khamkhien et al., 2020) who stated that “Lack of opportunity to practice English pronunciation can hinder progress in English pronunciation”.

In the teaching and learning activities, many students may encounter difficulties in pronunciation when learning English as a foreign language. It may be due to differences in the linguistic and cultural background in their first language. English has many consonant sounds, which are classified as voice and voiceless. Based on the manner of articulation, consonants are separated into obstruent and sonorant. The class of obstruents includes stops, fricatives, and affricates. While the class of sonorants consists of, nasal, lateral, glide, and liquid (Devenport & Hannahs, 2005). Pronouncing consonant sounds is difficult for several learners due to the absence of those sounds in their first language.

Making an error is a common thing done by foreign language learners. Errors are unavoidable during the English language-learning period as a foreign language (Aziz et al., 2020). It usually occurs because students apply the rules, forms, and meanings of their first language to the target language. According to Corder stated by

Jabeen et al., (2015), errors are a consequence of inadequate learning and the learner's linguistic incompetence, which requires external correction. In students' pronunciation skills, there will always be errors that happen within the pronunciation made, particularly phonological errors. According to Umar (2017) errors and their effects must be eliminated for the second language learning process to be successful. Therefore, it is necessary for teachers to identify and analyse errors made by the students in pronunciation.

Error Analysis (EA) can be used as an appropriate method for analysing learners' errors. Error analysis (EA) is a study of language focusing on the linguistic errors produced by students of a second language (Al-Sobhi, 2019). Corder proposed by Al-Sobhi (2019) shows that error analysis is important for teachers, researchers, and students. First, to show the teacher how far his teaching affects the student's progress, consequently, what left for him to learn. Second, to provide researchers with results about how learners learn and acquire language, what strategies used in their discovery of language. Finally, to advice the students to know what to learn or improve based on the errors that they made. Therefore, it implies that error analysis is a very helpful means to discover the struggles faced by students in pronouncing words in English.

The study of patterns of speech sounds in language is called phonology. Phonology includes two studies: phonetics and phonemics. According to Devenport & Hannahs (2005). Phonetics concerns speech sounds themselves, which break up into three kinds: 1) Articulatory phonetics concerns with how the way they are produced. 2) Auditory phonetics concerns with how the way they are caught and clarified. 3) Acoustic phonetics deals with the physical embroidered. Whereas, phonemics is concerned with distinction units of sounds or what is known as phonemes. In other words, these three-term are related to the sounds. Therefore, an error that occurs in the field of phonology is called phonological error.

There have been many studies conducted to investigate the students' difficulties in EFL learning. A study done by Xiaoyan (2013) on pronunciation errors of consonant sounds made by Chinese EFL learners showed that most common pronunciation errors

produced by them in pronouncing consonant sounds are lateral and fricative. The result of his research also reveals that the errors are caused by three factors, namely: 1) Students made a negative transfer of their first language to the target language. 2) Students made overgeneralizations of patterns and features of the target language. 3) Students neglected patterns and regularities in English pronunciation. Another study conducted by Mafalees (2020) found that Yemeni secondary school students had difficulty pronouncing consonant sounds such as /p/, /b/, /f/, /v/, /tʃ/, /dʒ/, and /ʃ/. The findings of this study also revealed that the absence of problematic sounds in the Arabic phonological system is the main cause of the resulting errors. Alzinaidi & Latif (2019), in their research, concentrated on the difficulties and the causes of the difficulties of Arabic students in pronouncing English consonants. They found that Saudi EFL students made many mistakes in pronouncing consonant sounds such as sounds /ʒ/, /ŋ/, /p/, /ɪ/ and /tʃ/; /t/ and /d/ of the –ed morpheme regular past; and groups of consonants 4 and 3. The difficulties in their pronunciation influenced by the place of certain consonant sounds and the inner group. In addition, the results of this study also prove three factors that cause them to make mistakes in pronouncing consonants, namely affecting their first language phonological system, level of language proficiency, and lack of awareness. A study conducted by Zaw (2022) focused on adult Burmese EFL pronunciation errors. He found that Burmese EFL students had difficulty pronouncing consonants: /dʒ/, /ʒ/, /tʃ/ and /g/. The most difficult sound for them to pronounce out of the four consonants is /ʒ/ because there is no such sound in their first language. Other study conducted by Jehma & Phoocharoensil (2014) on errors in the pronunciation of English fricative and stop sounds made by Pattani Malay learners in Thailand discovered that there were six important consonant sounds that were the most difficult for them to pronounce, such as /v/, /ð/, /θ/, /z/, /ʒ/, and /ʃ/. Furthermore, the absence of English fricative consonant sounds /v/, /f/, /z/, /θ/, /ð/, /ʃ/, and /ʒ/ in Malay leads students to replace these sounds with other sounds that are almost identical in their first language. Meanwhile, Lan & Khang (2020) in their study of learners' capacity to pronounce fricative sounds, found that Vietnamese EFL adult learners had difficulty

pronouncing consonant fricative sounds: /v/, /f/, /θ/, /z/, /ð / and /ʒ/. The results also show that the error caused by a mismatch of cognitive knowledge about different sounds and their psychology in pronouncing sounds.

In Indonesian context, the same phenomenon occurred in the research conducted by Cahyono & Nugroho (2015). The study concentrated on the analysis of EFL students' errors in pronouncing English consonants. They discovered that the learners face difficulties in pronouncing consonant sounds, specifically the final position of plosive sounds /p/, /t/, /k/, /b/, /d/ and /g/, the final position of sibilant sounds /s/, /z/, /ʒ /, the initial position of affricate sounds /dʒ/, /dʒ/, and interdental fricative sounds /θ/or /ð/. The result of this study also indicated that the errors influenced by their native language.

The results of those previous studies showed that students as foreign language learners faced difficulty in pronouncing English consonant sounds. Moreover, the studies above also showed one or more of the fricative sounds appearing in each previous study as one of the types of consonant sound that is difficult for students to pronounce. Regarding the above aspects of studies about the pronunciation of English consonants, only a few have focused on the analysis of the difficulties in pronouncing fricative sounds. The writer concluded that further analysis is needed to achieve a clearer profile of difficulties in pronouncing fricative consonant sounds. Therefore, the writer would like to conduct an investigation on students' difficulties in pronouncing English fricative consonants. In this current study, the writer focused on all English fricative sounds to fill the gap in the previous study. Furthermore, this research also investigated the causes of errors in students' pronunciation of English fricative consonants.

The writer did an interview to an English teacher at SMA Negeri 1 Tanjung Batu. It was found that the tenth graders experienced some issues in learning English. The teacher explained that the students had pronunciation errors in pronouncing the English words, especially the sounds that do not exist in their first language. The teacher also explained that one of the most difficult English sounds to pronounce is

English consonants. Furthermore, the writer also conducted a preliminary test to several 10th grade students at SMA Negeri 1 Tanjung Batu, especially in pronouncing English consonant sounds. The outcomes of the initial test displayed that many students had difficulty in pronouncing fricative sounds in English words. For instance, when they pronounce the sound [θ] in the word think, they pronounce [tɪnk], the sound [f]. In the word face, they pronounce [pes], the sound [ð] in the word there, they pronounce [ter], the sound [v] in the word voice they pronounce [pois], the sound [ʃ] in the word sugar, they pronounce (sugar), the sound [ʒ] in the word genre, they pronounce (jenre/jen). This can be inferred that the difficulties occurred to the difference in consonant pronunciation system between the two languages. In Indonesian consonants, they only know the sounds of the fricative letters [f, s, t, and v]. Meanwhile, in English consonant sounds, there are several distinct fricative sounds from Indonesian, namely /θ/, /ʒ/, /ʃ/, /ð/ in the words think, genre, sugar, and there. In addition, even though the sounds of /f/ and /v/ exist in Indonesian, they still have difficulty pronouncing these sounds in English. Thus, they often replace them with /p/ sounds. They tend to mispronounce the words that contain fricative sounds because some fricative sounds do not exist in Indonesian. This means that phonological errors still often occur in pronouncing English fricative sounds in the tenth-grade students, due to the different pronunciation system between English and Indonesian.

Based on the background of the study, the writer is interested to conduct a study entitled "Analysis of Phonological Errors in Pronouncing English Fricative Consonants Produced by the Tenth Grade Students of SMA Negeri 1 Tanjung Batu."

1.2 The Problems of the Study

1. What is the students' ability in pronouncing English fricative consonants?
2. What phonological errors are produced by the tenth Grade Students of SMAN 1 Tanjung Batu in pronouncing English fricative consonants?

3. What are the most frequent phonological errors produced by the tenth Grade Students of SMAN 1 Tanjung Batu in pronouncing English fricative consonants?
4. What are the causes of phonological errors produced by the tenth Grade Students of SMAN 1 Tanjung Batu in pronouncing English fricative consonants?

1.3 The Objectives of the Study

1. To know the students ability in pronouncing English fricative consonants?
2. To investigate phonological errors produced by the tenth Grade Students of SMAN 1 Tanjung Batu in pronouncing English fricative consonants.
3. To find out the most frequent phonological errors produced by the tenth Grade Students of SMAN 1 Tanjung Batu in pronouncing English fricative consonants.
4. To figure out the causes of phonological errors produced by the tenth Grade Students of SMAN 1 Tanjung Batu in pronouncing English fricative consonants.

1.4 Significance of Research

Theoretically, the findings of this research can be beneficial as a reference for further phonological research. In practice, the results of this research are proposed to give awareness to students and readers about Phonological Errors in pronouncing English Fricative Consonants. More essentially, this research is expected to help readers and students understand the pronunciation of Fricative English consonants. It can also encourage English teachers, especially when teaching speaking, to pay attention to students' pronunciation in terms of linguistic features

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