

**PRONUNCIATION OF ENGLISH DENTAL FRICATIVES BY
THE FIRST YEAR STUDENTS OF ENGLISH EDUCATION
STUDY PROGRAM OF SRIWIJAYA UNIVERSITY**

A Thesis by

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FACULTY OF TEACHING TRAINING AND EDUCATION

SRIWIJAYA NEGARA

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By

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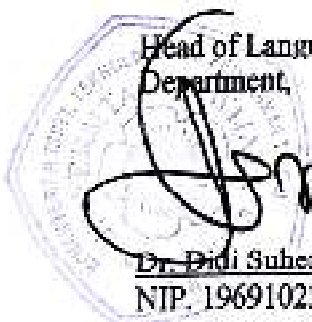
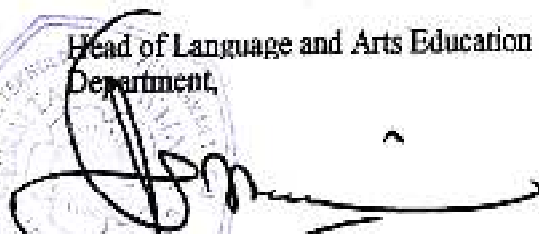
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DECLARATION

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Certify that the thesis entitled "Pronunciation of English Dental Fricatives by the First year Students of English Education Study Program of Sriwijaya University" 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 Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court and have my bachelor title revoked if I am found to have plagiarized other people's work.

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DEDICATIONS

This thesis is dedicated especially to **my beloved parents**, giving me everything until I finish this thesis.

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Finally, I hope this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated.

Palembang, December 2018

The Writer,
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PRONUNCIATION OF ENGLISH DENTAL FRICATIVES BY THE FIRST YEAR STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM OF SRIWIJAYA UNIVERSITY

ABSTRACT

English voiceless and voiced dental fricatives ([θ], [ð]) appear in high-frequency words like the, this, that or they. Thus, mastering their pronunciation is crucial in order to produce the spoken English as the native speakers. The objective of this study was to describe the pronunciations of English dental fricatives ([θ],[ð]) produced by the first-year students of English Education Study Program of Sriwijaya University. This descriptive study analysed the pronunciation of English dental fricatives by 2018-2019 first-year students of English Education Study Program of Sriwijaya University. The subjects whose voices were recorded and analysed were requested to pronounce 18 words containing the phonemes in onset, middle and coda positions. The results show that: (1) dental fricatives were pronounced correctly more than a quarter of the totals in most positions with the percentages were apparently around 43 – 83% of the totals, (2) there was a tendency that the subjects replaced dental fricatives with alveolar stops if they were not pronounced correctly, (3) the lowest frequency of correct pronunciation was in coda position of voiced dental fricative, (4) other variants of sounds also occurred in this study although the percentages are the minimum such as voiceless alveolar fricative and voiceless palatal affricate, and (5) there was the exchange between voiceless and voiced dental fricatives which the quantities were less than a quarter of the totals in every position. Finally, it is hoped that educators and learners notice and realize how important pronouncing English dental fricatives correctly is so that the mispronouncing of these two consonants can be decreased.

Keywords: English Dental Fricatives, Pronunciation, First-year Students

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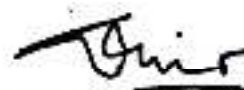
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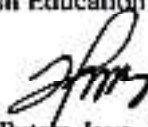


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CHAPTER I

INTRODUCTION

This chapter provides: (1) background, (2) research question, (3) research objective and (4) significance of the study.

1.1 Background

Speaking is the action of conveying information or expressing one's thoughts and feelings in oral communication. In Speaking, pronunciation plays the important role for creating the effective communication without any missed information. Someone should produce sounds that have to be heard and interpreted in order to complete an act of communication (Cruttenden, 2014). Moreover, when someone speaks in a foreign language, pronunciation is the aspect that often creates the first impression of the speaker and his language skills (Tergujeff, 2013). Therefore, having a good pronunciation is one of the key factors for EFL learners in English Education Study Program of Sriwijaya University who are trained to be teachers of English. These prospective English teachers must try to input the correct acquaintance in the discipline of English to their students in the future. As Akyol (2012) stated that for the prospective English teachers, the accurate pronunciation plays important role for both communicative skills and perfect modelling for their students. Thus, one of the indicators of the ability in English speaking is the ability in pronouncing the phonemes that do not appear in the learners' native language as the fact that one language might be different from others.

The sound system of a language might be different from others with its own features. Five differences were described by Chan and Li (2000) if languages are compared; their phoneme inventories, the characteristics of the phonemes, the distributions of the phonemes, the syllable structure, and the function of tones and their respective rhythmic patterns. Accordingly, English also has its own sound

system different from other languages. Therefore, pronouncing the phonemes appeared in English but not in an EFL learner's native language can be difficult because of the differences between English and his native language sound system. Weinberger (1997) argues that the errors of the pronunciation occur when there are sounds appear in the foreign language but not in the native language of the learners, thus the learners replace those sounds with the similar sounds in their native language. This is the general case that can be found around the world. Carruthers (2006) described that Japanese Speakers of English (JSE) tend to produce central alveolar liquid ([r]) for both English central and lateral alveolar liquid ([l]) and ([r]). Similarly, Hanulikova and Weber (2010) stated that German and European-French learners of English often replace voiceless dental fricative ([θ]) with voiceless alveolar fricative ([s]), while Dutch and Canadian-French speakers prefer voiceless alveolar stop ([t]) as the replacement of voiceless dental fricative ([θ]). Last, EFL learners in Bali Star Academy tend to replace voiceless dental fricative ([θ]) with voiceless alveolar stop ([t]), voiceless labiodental fricative ([f]), or voiceless alveolar fricative ([s]), and voiced dental fricative ([ð]) with voiced alveolar fricative ([z]) or voiced alveolar stop ([d]) (Mnao, 2015).

Dental fricative consonants are two sounds that are special. Only 47 out of 566 languages in inventory of UPSID (UCLA Phonological Segment Inventory Database) have voiceless and voiced dental fricatives ([θ] and [ð]) (Kurniawan, 2016). With these data, it was assumed that the EFL learners whose native languages do not have voiceless and voiced dental fricatives ([θ] and [ð]) in their inventories have chance to produce errors in pronouncing these phonemes. Even if a group of EFL learners have the same native language, more than one substitution of voiceless and voiced dental fricatives ([θ] and [ð]) can occur (Hanulikova & Weber, 2010). On the other hand, since voiceless and voiced dental fricatives ([θ] and [ð]) appear in high-frequency words like *the*, *this*, *that* or *they*, mastering their pronunciation is crucial for creating the spoken English as the native speakers. Accordingly, it is also

the crucial thing for Indonesian EFL learners whose language does not have these phonemes in its own consonant inventory.

English and Indonesian are the two languages that have different phoneme inventories. In English, there are voiceless and voiced dental fricatives ([θ] and [ð]), the phonemes that do not appear in Indonesian. Generally, EFL learners whose native languages do not have voiceless and voiced dental fricatives ([θ] and [ð]) usually replace these sounds with voiceless and voiced alveolar fricatives ([t] and [d]) (Cruttenden, 2014). Therefore, this is also the common case that might be found in Indonesian EFL learners as the fact that Indonesian doesn't have these two special phonemes in its inventories. Moreover, the length of study of the learners can influence the pronunciation of voiceless and voiced dental fricatives ([θ] and [ð]). Kurniawan (2016) found that the longer the length of study, the less error occurred in the pronunciation of voiceless and voiced dental fricatives ([θ] and [ð]) of students of English Education Study Program of Sriwijaya University. This is related to the amount of input received by the students. The input hypothesis of Krashen's monitor model theory states that the learner's understood will increase after he get the comprehensible input (Ellis, 1985). Therefore, it is enticing to know whether this case also happens in the first-year students of English Education Study Program of Sriwijaya University.

The first-year students of English Education Study Program of Sriwijaya University are the students that have not completed any pronunciation subject as the course of the comprehensible input of their knowledge in term of pronunciation in university level. They might have received the input regarding to the pronunciation at each of their high schools courses, but the differences can occur between them. In acquiring a new language, each of the learners have their own levels due to the differences in personality, motivation, learning style, aptitude, age, also attitudes to the teacher and course materials (Ellis, 1985). Therefore, some variants of sounds could occur since one individual is different from others.

Finally, this study which analysed the pronunciation of voiceless and voiced dental fricatives ([θ] and [ð]) of first-year students of English Education Study Program of Sriwijaya University who were just studied at English Education Study Program of Sriwijaya University less than a year is important since the result can be an insight of what needs to be improved resulting the better teaching and learning strategy so that the occurrence of mispronouncing these two phonemes is to be decreased. “Learning speaking skills is very challenging for students in FL contexts, because they have very few opportunities to use the target language outside the classroom” (Bailey, 2003, p.54). Therefore, the courses given by the formal institution becomes very crucial since English is not the language of communication in Indonesian society. Then, the accurate pronunciation plays important role for these prospective English teachers in both communicative skills and perfect modelling for their students in the future since they are expected to input the correct acquaintance in the discipline of English.

1.2 Research Question

The research question was:

What were the variants of sounds produced by the first-year students of English Education Study Program of Sriwijaya University in pronouncing English dental fricatives ([θ] and [ð])?

1.3 Research Objective

The research objective was:

To describe the variants of sounds produced by the first-year students of English Education Study Program of Sriwijaya University in pronouncing English dental fricatives ([θ] and [ð]).

1.4 Significance of the Study

This study was hoped to be one of worthwhile sources in the discipline of education, especially in English teaching and learning. It was hoped that analysing first-year students' pronunciation could be the assistance of developing the proper technique in teaching pronunciation. It was also hoped that this study could be the encouragement for the students of English Education Study Program of Sriwijaya University for improving their pronunciation. Then, this study was hoped to be one of the references for the next related studies.

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