

An Analysis of Students' Difficulties in Pronouncing English Fricative Consonant at the Eleventh Grade of SMA Negeri 1 Kota Jambi

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ABSTRACT

This research was aimed to find out the students' difficulties and factor causes students difficult to pronounce English fricative consonant at the Eleventh Grade of SMA Negeri 1 Kota Jambi. The research methodology of this study was quantitative descriptive research which involved population and sample. The total population of this research was the XI MIPA 1 students of SMAN 1 Kota Jambi, which consisted of 36 students. In collecting the data, the researcher gave test and interview at the class. The result of the research showed that the eleventh grade students of SMA Negeri 1 Kota Jambi got difficulties in pronouncing English fricative consonant sounds of dental and labiodental. The students' difficulties in pronouncing fricative consonant are producing sound (/θ/, /ð/, and /v/). The highest percentage of the students score was 95% and the lowest was 15%. Where the mean score of the students' test was 42,28% with a fair categories and percentage of students score test were /θ/ 76,11%, sound /ð/ 77,78%, /f/ 5%, and sound /v/ 57,22%. The factors of students' difficulties in pronouncing English fricative consonant are; the influence of students' mother language, the lack of students' knowledge about English sound system and the unsuccessful in using borrowed English words.

Key Words: *Students Difficulties, Pronouncing, Fricative Consonant.*

INTRODUCTION

English becomes a compulsory lesson in Indonesia students start from junior high school, senior high school and college. The students should master the four basic skills in English start from listening, speaking, reading and writing. Speaking is an activity where people can communicate with each other that are involved a speaker and a listener. Furthermore, speaking is the productive skills that can deliver an utterance and give a meaning. According to Leong and Ahmadi (2017: 34), speaking is a mean of effective communication that important to be developed and enhance. Therefore, speaking in English is more crucial need to learn by non-native learners like the students in Indonesia.

There are some elements of skill in terms of speaking. One of them that important is pronunciation. It means that pronunciation is a field that crucial to learn properly and having a good pronunciation of the language is essential for effective communication and particular intelligibility. However, many English language learners confront difficulties in learning English pronunciation. One of the

reasons is English language teaching and learning in Indonesia schools more focuses on the written component at the expense of the spoken component than how to pronounce the word itself. Therefore, it is understandable if the students will produce a lot of mistakes and difficult in pronouncing the words. Thus, from the correct pronunciation, we can achieve the goal of speaking.

Pronunciation itself includes many features for instance, supra-segmental aspects which consist of stress, intonation, and pitch. In segmental aspects consist of vowels, diphthongs, consonants, manner of articulation, and place of articulation. There are some elements in manner of articulation. One of them is fricative. Kelly (2000: 50) says that fricative is a sound that can occur when the movement of the air attracts to the mouth and lips come close together. It means that fricative consonants are made by squeezing air in a small gap of a throat and leaves it in the front mouth. The sounds are articulated by forming a nearly complete stoppage of the airstream. In short, English fricative consonants are the sound that is articulated by hissing the

voice that attract to the mouth and lips simultaneously.

PRONUNCIATION DIFFICULTIES

Ramelan (1999: 7) says that there are five pronunciation difficulties faced by Indonesian students when they learn English pronunciation, they are:

1. Transfer of Linguistic Habit

In English learning process, most of foreign language students found the difficulties in speaking skill. In fact, learning process in Indonesia more focus on receptive skills than productive skills. Speaking is rarely to teach by teachers in a school when they learn English. Whereas, speaking is very crucial parts and needed by mostly students when they learn English, because the students have many difficulties background for pronouncing the words. One of the backgrounds is mother tongue. Mother tongue is language that has been used by students since childhood. It becomes a part of habit and has been embedded for the students. The movements of the students' speech organs have been set for producing the speech sounds of his/her own language. In this case, it is difficult for the students to change their habit for moving the speech organs when they produce the foreign sound. That is why for transferring a linguistic habit in the English context is difficult to do for some of Indonesian students.

2. Different Elements between Native Language and Target Language

There are many kinds of sounds in English. The English sounds are separate in initial, medial, and final. For instance, the medial sound of the English fricative consonant sound word "birthday" /'bɜ:(r)θdeɪ/. Indonesian students will find difficult to pronounce that sound since their speech organs have never been trained or moved to produce it. Others example is on the sound of /ð/. So, instead of pronouncing /ð/ as in father [fʌðə] they will say /de/ [fader]. Automatically, it can make misunderstanding between the speaker and the listener because most of Indonesian people clueless and familiar with some sounds in English.

3. Same Phonetic Feature in Both Language but Differ in Their Distribution

Phonetic feature in English and Indonesian are same, however both have a different in their distribution. That is where and when they may occur in an utterance. For instance sounds /b.d.g/ which are found in both English and Indonesian, but differ in their distributions. In English those sounds occur at utterance initial, medial, and final position such as in the following words: "book" [bʊk], "ago" [ə'gəʊ], "sad" [sæd]. However, in Indonesia, they occur only at word initial and medial position, but never at word final position, for instance in the words: beras, kabar, bubur. In Indonesian orthography the letters b, d, g, are sometimes found at word final position such as in: sebab, abad, grobag, but they are pronounced as "voiceless stops" that is /p/, /t/, and /k/ respectively. Therefore, not surprising that Indonesian students have difficulty in pronouncing final voiced stops as in the words "bed" [bed], "pig" [pɪg], and "cab" [kæb],

4. Similar Sounds in Two Languages Which Have Different Variants or Allophones

Sounds that have the same qualities in both languages may constitute some learning problem if they occur in a cluster or sequence of sounds. The sounds /s/ and /p/, for instance, are familiar in both Indonesian and English. It is no wonder that Indonesian students will have difficulty in pronouncing a cluster of sounds such as found in the following English words: speak, spring, stand, street, sky, scream, twelfth, worlds, etc. From the brief explanation above, we can see that the Indonesians usually tend to use the vowel sound after the consonant or in contrary. The example can be seen in the word "school" [sku:l], In Indonesian, we call this one with "sekolah" or in English we say "loud speaker" in Indonesian we say "sepeker". Once again, consonant-vowel sequence appears in this case.

5. Similar Sounds in Two Languages Which Differ Only Slightly in Their Phonetic Features

In the following English words the italicized letters represent sounds in English with slight phonetic differences from their Indonesian counterparts: no [nəʊ], may [meɪ], bad [bæd], tie [taɪ], now [naʊ], she [ʃi:], chain [tʃeɪn], Jane [dʒeɪn], very [veri], hard [ha:d], etc. In Indonesian usually apply one letter- one sound, although there is a letter that has two sounds, in this case letter "e". It can be written [e] and [ɛ]. Whereas in English, there is a possibility at one letter has some specific sounds, for example letter „a“. This letter has some specific sound, they are: [eɪ] as in "pain" [peɪn], [æ] as in "bad" [bæd] and [a:] as in "task" [ta:sk].

Based on above explanation the researcher conclude that there are five difficulties faced by Indonesian students when they learn English pronunciation, they are: Transfer of linguistic habit, the existence of the phonetic alphabets from the foreign sounds, the different distributions of sounds that similar in phonetic features, a cluster of sounds in some English words, two languages have similar sounds which differ only slightly in their phonetic features.

PRONUNCIATION DIFFICULTIES FACTOR

According to Donal (2016: 20-21), there are some factors influencing students have difficulties in pronouncing English consonant sounds, as follow:

1. The Influence of Students Mother Language

The first language or mother tongue affects learners in learning second language especially pronouncing the sounds such as English sound. It is considered as the major cause of the students problems in mastery the new language. The students often use the mother language when they communicate in daily activity, either it with friend, family, or neighbor. So that, when the students face with the foreign language, they difficult to pronounce the word

properly more when they speaking with English.

2. The Lack of Students Knowledge About English Sound System

The sound system between Indonesian and English is different. In Bahasa Indonesia, the letter or word tends to have similarity with its sound. So it makes Indonesian students have many difficulties in pronouncing English word.

3. Unsuccessful in using borrowed English words

On this modern era, one language can easily take from other languages. It also happens to Indonesian that borrows some words from other languages to enrich its vocabulary especially from English. When Indonesian uses that word they constantly pronounce it with Indonesian pronunciation.

FRICATIVE

According to Rouch (1983: 37), fricatives are continuant consonant where as long as person has enough air in a lung, he/she can continue make a sound without interruption. It means that fricatives consonant will let the airflow out through the small passage. And then, when the sound is pronounced, it is like a hissing sound and person can feel the air push out when he/she puts the hand in front of mouth. Fuchs and Birkholz (2019: 77) say that fricatives are a sound that results from narrowing of the vocal track. Meanwhile, Corder (1978: 63) says that fricatives are sounds which are made by forming almost full stoppage of the airstream. As claimed by Katamba (1996: 7), fricative is kind of articulators that brought very close together leaving only a very narrow through the air squeezes on its way out, in the process turbulence is produced. There are nine fricative consonants in English: /f/, /v/, /s/, /z/, /θ/, /ð/, /ʒ/, /ʒ/, /h/.

LABIODENTAL FRICATIVE

According to Rouch (1943: 49), Labiodental is a consonant that articulated with contact between the lower lip and the upper teeth. Further, Yule (2006: 244) defined labiodental as a consonant

produced with the upper teeth and the lower lip. The sounds formed when the air is obstruction by lower lips against upper front teeth. Similar with the first and second expert definition, Kelly (2000: 45) stated that labiodental is produced by using the lower lip and the upper teeth. It can be inferred that the main key of labiodentals pronunciation is using of the lower lip and upper teeth.

The lower lip of labiodental fricatives is near contact with the upper front teeth resulting in labiodental friction. In pronouncing the sounds, the friction is created at the lips and teeth, where a narrow passage permits the air to escape. That is why they are called labiodental fricatives. Labiodental consist of /f/ and /v/ symbol. Both symbols do not have a very different sound from each other and there is no variety of English exploits the difference because /f/ and /v/ are made without involvement of the tongue. Fortis /f/ has potential voiceless and lenis /v/ has potential voiced. For both /f/ and /v/ the speech organ are in the position shown below.

DENTAL FRICATIVE

According to Rouch (1943: 67), dental fricatives are described as if tongue actually placed between the teeth. The tongue position is normally placed inside the front of teeth and the blade touching inside the upper teeth. . It means that dental fricatives are wide area at the front of the tongue. Meanwhile, Kelly (2000: 22) explained that the condition where the tongue tip is used either between the teeth or close to the upper teeth is called dental. In this sound, the tongue is the active articulator. Another definition stated by Yule (2006: 244), dental is a consonant that produced with the tongue tip between the upper and lower teeth. Based on many definitions of interdental sounds that stated by linguists above, it can say that dental fricatives is a consonant that produce with the place between or close to the lower and upper teeth.

The dental fricatives symbol consists of /θ/ and /ð/. In other hand, the friction of dental are generated against the

back of the teeth and the tongue is held relatively flat so that the air escapes through quite a wide channel. For both /θ/ and /ð/ the speech organ are in the position shown below.

RESEACRH METHODOLOGY

This research chose quantitative as a research design and descriptive as research methodology of this study. According to Creswell (1994: 117), quantitative research is a research design that provides a numerical description trough the data collection process by asking the people of the population and sample. Meanwhile, according to Gay (1981: 217), descriptive is focused on the current status of the subject of the study for involving collecting data to test hypothesis and answer the questions. Based on the expert opinions, the researcher concluded that the descriptive quantitative research is the research design and methodology that apply the collection of data as accurately as possible numerically. In this research, the researcher used descriptive research because the researcher described the students' difficulties in pronouncing English fricative consonants sounds that mostly made by the students. Six classes of XI MIPA SMA Negeri 1 Kota Jambi are taken as a population of the research. This study used "simple random sampling". Based on Kerlinger (2006:188), simple random sampling a research method which every member of the population has equal opportunity to be the participant. The sample was XI MIPA 1 of SMA Negeri 1 Kota Jambi for the test and six students lowest score of the class that interviewed.

The techniques of data collection for this research were test and interview. This research measured the students' transcript pronunciation by using test and collected the data by using interview to know factors caused students difficulties in pronouncing English fricative consonant at the Eleventh Grade of SMA Negeri 1 Kota Jambi. In this research, pronunciation test such a list of words which contained of English fricative dental and labiodental consonant sound. The test contained of 20

words. In dental sound /θ/ had five words (Think, Thumb, Birthday, Math and North). In dental sound /ð/ also had five words (this, they, breathe, clothes, father). In labiodental sound /f/ had five words (fire, fan, effect, leaf enough). In labiodental sound /v/ had also five words (voice, available, government, have, service). These words were randomly taken by the researcher based on the initial, middle and final sounds in Longman Dictionary and online phonetic dictionary. In this research, the interview gave to 6 students at the XI MIPA 1 of SMA Negeri 1 Kota Jambi. The interview contains of nine questions which have been included environmental influences and personal background question to interview the XI MIPA 1 of SMA Negeri 1 Kota Jambi.

The interview data were analyzed in the transcription form of interview questions and pronunciation test. The data of the interview collected in recording respondents' answers in Bahasa Indonesia. This research used a manual mathematic formula to elaborate the percentage. This research provided a rubric as the tool for defining mistakes in participants. This research compared the participants' pronunciation with the standardized pronunciation such as Longman online dictionary as the English standard pronunciation. Then, transcribed the data according to the participants' voices in phonetic transcription or International Phonetic Alphabet (IPA). To get quantitative result, the data would calculate and drew up in the table as follow:

$$\text{Score} = \frac{\text{correct pronunciation} \times 100}{\text{number of test/question}}$$

This research used the formula for counting the students' percentage. In the step, the data carried out by using formula from Sudjono (1989: 3) as follow:

$$P = \frac{F}{N} \times 100$$

N

P: Percentage

F: The total number of subjects made mistakes

N: The total number of the subjects

This research enlighten the students pronunciation and calculating the score, the researcher had to account the mean of the students score, the Mean (X) formula as follow:

$$\bar{X} = \frac{\sum X}{n}$$

X bar: Mean of the score

Sigma X: The sum of the students score

n: The total number of students

This research used certain criterion based on Best's (1981) criterion in order to know how well the students pronounce the English vowel. The criterion as follows:

Table 1
The Criterion of Students Difficulties

Categories	Number Correct In Percentage
Excellent	76-100%
Good	51-75%
Fair	26-50%
Poor	0-25%

The data quantitatively to find out the students' difficulties in pronouncing English fricative consonant sounds. The research is made the transcripts all of the interview result, summarize the interview result and classifies the data to analyze based on kinds of pronunciation difficulties.

FINDINGS

The percentage of the students difficulties is based on the result in pronunciation tests. In analyzing the percentage of the students score, this research calculated the amount in each English fricative dental and labiodental sounds of correct pronounced by 36 students. The result of the students pronunciation test in English fricative

dental and labiodental sounds describe in the following table:

Table 2
Percentage of English Fricative Sound

English Fricative Sound	Number of Correct	%	Number of False	%	Total Sounds
/θ/	43	23,89%	137	76,11%	180
/ð/	40	22,22%	140	77,78%	180
/f/	171	95%	9	5%	180
/v/	77	42,28%	103	57,22%	180
Total	331	183,39%	389	216,11%	720

From the thirty six respondents, the table shows that respondents revealed the percentage of the sound /θ/ as much as 23,89% correct and 76,11% false, the sound /ð/ as much as 22,22% correct and 77,78% false. The sound /f/ as much as 95% correct and 5% false, and the sound /v/ as much as 42,28% correct and 57,22% false. The false percentage is 216,11% and correct percentage is 183,3%. Moreover, the total numbers of false that students did are higher than a total numbers of correct.

The statistic data using a manual process. From the test that the student did to pronounce 20 words, it found that the highest score was the student number 36 where he got the score 19 with the percentage 95% and the lowest score was the student number 10 where she got the score 3 with the percentage 15%. The Mean (X bar) was 43,19 where it was a fair categories. From this evidence, it can conclude that the students are difficult to pronounce the English fricative dental and labiodental consonant sounds properly. Further, to present detailed data, the pronunciation of each sound and its deviation presented below.

The Production of Sound /θ/

The sound /θ/ is called dental voiceless fricative sound. This sound is

produced between the teeth of the forefront. The air escapes from tongue to teeth through the cracks. A mispronounced of the sound /θ/ are the largest, this occurred in five words of the sound tested as much as 76,11% of thirty six students that false and just 23,89% students that correct in pronouncing the sound /θ/.

Table 3
The Deviation of Sound /θ/

Position	Words	English Phonetic Transcription	Respondent Phonetic Transcription	Deviation
Initial	Think	/θɪŋk/	/tɪŋ/	/θ/ - /t/
Initial	Thumb	/θʌm/	/tʌm/	/θ/ - /t/
Medial	Birth day	/'bɜ: rθ deɪ/	/'bɜ: rdd eɪ/	/θ/ - /d/
Final	Math	/mæθ/	/met/	/θ/ - /t/
Final	North	/nɔ: rθ/	/nɔ: rt/	/θ/ - /t/

The students tended to produce mistakes in all positions regarding the absence of sounds. From the table, it could be perceived the deviation produced is frequently the changing of sound /θ/ with sound /t/ such as in ‘think’ that pronounced as /tɪŋ/ instead of /tɪŋk/, ‘birthday’ that pronounced as /tʌm/ instead of /θʌm/, ‘math’ that pronounced as / met/ instead of /mæθ/. The second deviation is the replacing of sound /θ/ with sound /d/ such as in word ‘birthday’ then pronounced as /'berdeɪ/ instead of /'bɜ: rθdeɪ/. This sound cannot be found in Indonesia phonetic system. The cause might be the sound is unfamiliar for the participants since there is no such sound in their mother language.

The Production of Sound /ð/

The sound /ð/ is produced the same as sound /θ/, this sound also does not exist in Indonesia phonetic system. What differentiates it from sound /θ/ are the vocal cord vibration and the position of the tongue in a back of upper teeth. This sound

is produced with more vibration of vocal cords. Sound /ð/ is called dental voiced fricative sound. As could be seen in Table 3, the sound /ð/ produced as sound /d/ in initial and medial positions.

Table 4
The Deviation of Sound /ð/

Position	Words	English Phonetic Transcription	Respondent Phonetic Transcription	Deviation
Initial	This	/ðɪs/	/dɪs/	/ð/ - /d/
Initial	They	/ðeɪ/	/deɪ/	/ð/ - /d/
Medial	Father	/'fɑ:ðər/	/'fɑ:dər/	/ð/ - /d/
Final	Clotches	/kləʊðz/	/kləʊtʃz/	/ð/ - /tʃ/
Final	Breathe	/bri:ð/	/bred/	/ð/ - /d/

The pronunciation of sound /ð/ occurred in ten words of the sound tested as much as 77,78% students did a false pronunciation and then just 22,22% students can able to pronounce it correctly. For example, 'they' is pronounced as /'deɪ/ instead of /'ðeɪ/ and 'father' is pronounced as /'fɑ:dər/ instead of /'fɑ:ðər/. In line with the previous sound, sound /ð/ also cannot be found in the participants' native language. The sound /ð/ pronounced as /d/. The participants often pronounce it as /d/due to their mother tongue language nearest sound. These mistakes seemed to be a problem for the participants.

The Production of Sound /f/

Sound /f/ categorized as voiceless labiodentals fricative sound. This sound can be found in Indonesia phonetic system. Table 4 showed that the participants tended less to make mistakes in pronouncing /f/ in initial, medial, and final positions. The deviation from the sounds /f/ didn't replace with any words, it just 5% students did the false pronunciation and 95% is a total percentage whose can pronounce this sound properly.

Table 5
The Deviation of Sound /f/

Position	Words	English Phonetic Transcription	Respondent Phonetic Transcription	Deviation
Initial	Fire	/faɪər/	/faɪər/	-
Initial	Fan	/fæn/	/fen/	-
Medial	Effect	/ɪ'fekt/	/ɪ'fekt/	-
Final	Leaf	/li:f/	/lɪf/	-
Final	Enough	/ɪ'nʌf/	/ɪ'nʌf/	-

Due to this result, Only 5% mistake in the sound /f/ pronounced by thirty six students. This might be because /f/ sound can easily found in the Indonesian phonetic system.

The Production of Sound /v/

Sound /v/ categorized as voiced labiodentals fricative. This sound cannot be found in Indonesia phonetic system. Table 5 showed that the participants tended to make mistakes in pronouncing this sound in all positions. They merely made one kind of deviation, that is sound /v/ replaced by sound /f/.

Table 6
The Deviation of Sound /v/

Position	Words	English Phonetic Transcription	Respondent Phonetic Transcription	Deviation
Initial	Voice	/vɔɪs/	/fɔɪs/	/v/ - /f/
Initial	Available	/ə'veɪləbəl/	/ə'feɪləbəl/	/v/ - /f/
Medial	Government	/'gʌvərment/	/'gʌfərment/	/v/ - /f/
Final	Have	/hæv/	/hef/	/v/ - /f/
Final	Service	/'sɜ:rvis/	/'serfɪs/	/v/ - /f/

As mentioned earlier, the mistakes found in pronouncing this sound have one deviation. It is the deviation of sound /v/ to sound /f/. /v/ sound does not exist in the Indonesian phonetic system. The occurrences of these score are ten words out of thirteen words tested. The false pronunciation of this sound occurred 57,22% and then 42,28% that did a correct of the pronunciation by the thirty six students. This assumed that the students have a problem in pronouncing this sound because the mispronounced happened in all positions of sound.

All in all, from the sounds /θ/, / ð /, and /v/ that tested, scoring shows that the percentage level of the students pronunciation is still below 60%. It means that the students are difficult for pronouncing those words. Nevertheless, the sound /f/ got a high score percentage of correct pronunciation because this sound is available in Bahasa Indonesia alphabet.

The Students Difficulties Factors

Based on the interview that has been done, there were several factors that made students difficult to pronounce English fricative sounds. The factor described below;

In the first question, “Do you often practice and learn about pronunciation in English?” mostly the students said that they were quite often to practice pronunciation in English but they were rarely to learn about knowledge of pronunciation. The students argue that they were practice pronunciation mostly from listening to music and watching movie. However, even though they were often to practice the pronunciation, the way to learn was very monotonous. Listening music and watching movie were not the proper answer for those who want to be the media to practice the pronunciation. As a result of the method, they were get the difficulties and some mistake in pronouncing dental and labiodental sounds. In case, they could use the media YouTube to watch the native speaker pronounce the word properly. So, the students know their ability in pronunciation and also the students can

know how the way to pronounce the words correctly. Moreover, even the students often to practice pronunciation without they know the correct one, they can continuously do the mistake in pronunciation. However, there is 1 student that never practices pronunciation. The student number 29 says,

“I never practice pronunciation miss, and then also with the learning of pronunciation”.

From the answer it can be the answer why the student number 29 was got a lower score in pronouncing dental and labiodental sound, because he never practices pronunciation. In the next question, all the students answer that their teacher is ever taught about pronunciation, but the teacher is seldom to teach it. It was the reason why many students are difficult to pronounce dental and labiodental sounds because not only from the students side that monotonous in the way practicing pronunciation but the teacher also provides the background why the students faced it. In case, the teacher must be aware not only in receptive skills but also the productive skill like pronunciation. The effect of the both side, the students mostly are difficult to pronounce dental and labiodental sounds.

Next is the question number 3, “Before this test is held, have you ever known about dental and labiodental?”, the total of the students said that they were never know about dental and labiodental. The factor that influenced this answer was in the previous questions.

All in all, from the first until third question the section of the interview proofed that the difficulties factor number 2 in chapter 2 about the lack of the students knowledge about English sound system is valid.

After that, question number 4, “After you knew about pronunciation of dental and labiodental sounds correctly, do you feel any difficulties to pronounce dental and labiodental? Five students answered difficult but one of them says,

“It is not really difficult miss”

It means that from the first time the students do not know the correct pronunciation, they felt easy to pronounce it

and after they knew the proper pronunciation, they felt difficult.

Next is question number 5, "What are the difficulties factors when you pronounce the dental sound changed into /t/ or /d/, mostly the students answered the difficulties of pronouncing dental sounds because of less of knowledge about the dental sounds and the habitual of students itself in daily activity use their first language that effect to the target language.

Question number 6, What are the difficulties factors when you pronounce the labiodental sound changed from /v/ into /f/, the students mostly said that the difficulties factors of labiodental sounds because of the student habitual in Bahasa Indonesia which is v is pronounced same like f. It is come from the unsuccessful in using borrowed English words.

Next is question number 7, "Are your tongue, mouth and teeth difficult in places to the proper position for pronouncing dental and labiodental sound?" the students all answered that yes, the tongue, mouth and teeth are difficult to places in proper position. The reason of this answered actually came from the mother tongue of the students that unfamiliar with the sound of the dental and labiodental in English.

Question number 8, "Are you always use mother language on your daily communication?" and then all the students also said that yes, the students were always use mother tongue on their daily communication either it with family or friends. The first language or mother language affects the students in learning English which considered as the major cause of students problems in mastery new language.

And the last questions, Are your mother language that you use for communicating in your daily is affected into your difficultness in pronouncing dental and labiodental sounds?" five students answered yes but student 20 says,

"It is not really effect miss. I think that it is because of the lack of knowledge in pronunciation so that it is difficult, we just make this

habitual to pronounce English words properly."

It means that not only the mother tongue that effected to the ability of the students pronunciation, but the habitual of the students communication using their own mother language also effecting the students difficulties in pronouncing dental and labiodental sounds. In short, the influence of mother language is the answered of the question number 7,8 and 9.

DISCUSSIONS

Based on the findings, it was shown that there are three kinds of English fricative consonant difficulties that mostly made by the students. According to the result of the pronunciation test, it found that the sound which occupies the first place as the most frequently encountered error in students' pronunciation is the /ð/ sound. The total of students who made an error in pronouncing these sounds is about 77,78% students, where most of the students who made mistake in this sound changed it with another fricative consonant that sounds similar /d/.

Meanwhile, the second place as the most error made by the students was followed by the /θ/ sound. Where about 76,11% of difficulties are found in this dental voiceless fricative sounds. Most of the students mispronounced the word changed the /θ/ to be the /t/ sound, in other words, they pronounce it based on it written form. The same cases also happened in the sounds /v/, where the most mistake in this sounds occurs because the students pronounce this sound same like the sound of /f/, it is the students habitual because of in Bahasa Indonesia, those two sounds /f/ and /v/ are pronounced in the same way, nothing differentiation. This kind of mistake could be happening because of the lack of the students' knowledge in understanding the rules of pronouncing fricatives sounds. Therefore, the students still got confused and made some mistake when pronounced the sound that do not exist in the students' mother tongue.

After analyzed the result of the interview session, this research got

information about the factor causes of difficulties by the students in pronouncing English fricative consonant sounds. As stated in chapter II, the influenced of students' mother language were factor caused of the interference of the students' mother tongue or native language. There was a strong relationship between the students' native language and target language which causes them intertwined with one another. In other words, comparing the language system that exists in students' mother tongue and apply them in the foreign language which has been learning already becomes a common fact. As a result, interference of this matter will bring up a new problem. Of course, it comes from the lack of understanding the foreign language.

The evidence could be seen at the most errors found in the pronunciation test, where the errors have mostly happened in the sounds that do not exist in either Indonesian or their regional language. The voiceless /θ/ sound does not exist in Bahasa Indonesia, therefore some students changed the consonant /θ/ into plosive /t/. Others the sound voiced /ð/ that also does not exist in Bahasa Indonesia, so that the most students changed the consonant /ð/ into /d/.

For the last, the students also made an error in fricative /v/ sound because of the fricative /v/ do not exist in the students native language. From this result, it can be seen that the absence of certain sounds in students native language was being replaced with similar sounds. In other words, a mistake occurs because of the differences between the students native language and target language.

From the interview session, this research found that the students who got high score in pronunciation test admitted that they are quite often to speak English with their friends or practice their pronunciation by using a media like an App, watching some videos or movies to increasing their skill while the students who got the lower score admitted that they did not have any specific time to study pronunciation and occasionally to use

English in their daily conversation. As stated by Miller (1999: 39), non-linguistic factors related to the individual personality and learning goals, attitude towards the target language, culture, native speakers, and type of motivation which are beyond the teacher control. In this respect, changing and not changing speech patterns is affected by how much responsibility the student takes, how much the student practices outside of class, and how ready the student is. In other words, the more often their study or practice time the better their pronunciation would be. Although there are still several aspects which might be the effect of their skill, such as situation and process including students learning environment, curriculum, educators, facilities, etc. furthermore, this cannot always be the determining aspect.

Almost all the respondents involved on this study stated that pronunciation is one of difficult subjects but they were rarely to learn this skill in a school so that they have a lack in pronunciation knowledge. As stated by Aliaga (2019, 52) English pronunciation is one of the most difficult skills to acquire and learners should spend lots of time to improve their pronunciation. Besides, understandable pronunciation is one of the basic requirements of learners competence because with good pronunciation leads to learning while bad pronunciation promotes to great difficulties in language learning. According to Abbas and Mohammad on their research, there are several factor that effecting pronunciation to become one of the most difficult parts for a language learner, such as; the interference of students accent; stress, intonation, and rhythm; different sounds and features; students' motivation and exposure towards the subject; the attitude of students to the target language, and many more. However, many teachers still are not aware of the importance of pronunciation. Mostly teachers only pay enough attention to grammar and vocabulary in learning a foreign language or only help learners to become skillful in listening and reading. As the result, this becomes one of the major

reasons for the students pronunciation errors because they did not have enough knowledge about this skill.

In the same way the students perfective on the subject are also suspicious to be one of their lacks in pronunciation. Their thought of pronunciation to be one of difficult subject indirectly could limitations their ability, because they program their brain to think so. Therefore, the students have to monitor their self-talk, if the students keepthink and go around to telling people that pronunciation is so difficult for them or their pronunciation is so horrible, etc. It will surely inhibit the development of their pronunciation, as a consequence they can not improve their self-more. In conclusion, both teachers and students has important role in developing student pronunciation skill. The teachers expected to give more attention on this subject because expert guidance is extremely needed in this case. Likewise, the students also have to be more confident with their ability and most importantly they should take care with their self-talk because the way they think could effects their ability

Isnarani (2016) in her research found the similar difficulties with this research, they were the replacement of [ð] with [d], [θ] with [t], [v] with [f], [s] with [z] and [ʃ], [z] with [s], [ʃ] with [s], and replacement of [ʒ] with [ʃ] and [z]. Whereas, the factors of the difficulties were different. She stated the several factors causing students mistakes in pronouncing fricatives consonants; there 61 were no examples to read the words correctly, the unfamiliarity of students to say it in daily conversation, the inconsistency between the written words in English to the sounds.

This research also encouraged by Ilham Syarifuddin (2017) about Makassarese student in English program. The respondent encountered difficulties to pronounce ð, θ, ʃ, and ʒ. The factor of these difficulties is because Makassar language only has two fricative consonant. He did a bit different research, he attempted the research only focused on dental fricative consonants (/θ/ð/) by students of English Education Study Program Faculty of

Teacher Training and Education Sriwijaya University on the onset, in the middle and coda of a word. His research showed the most difficulty that arised were replacement of /t/, /d/ which is the closest equivalent of the consonants in Bahasa. While other sounds /s/, /d/, /θ/, /ð/, also occurs but in much lower frequency.

CONCLUSIONS AND SUGGESTIONS

After doing the research, the researcher concluded that the students' difficulties in pronouncing English fricative consonant at the Eleventh Grade of SMA Negeri 1 Kota Jambi as follow:

1. The students' difficulties in pronouncing fricative consonant are producing sound (/θ/, /ð/, and /v/). The highest percentage of the students score was 95% and the lowest was 15%. Where the mean score of the students test was 42,28% with a fair categories and percentage of students score test were /θ/ 76,11%, sound /ð/ 77,78%, /f/ 5%, and sound /v/ 57,22%.
2. The factors of students' difficulties in pronouncing English fricative consonant are; the influence of students mother language, the lack of students knowledge about English sound system and the unsuccessful in using borrowed English words.

Based on the above conclusions, the researcher gave some suggestions, teacher suggested that he/she must more pay attention to teach speaking and pronunciation, do not only focuses on writing and reading skills, the students had have a picture of what difficulty they might face in acquiring pronunciation, especially in individual sounds. It is hoped the students should be aware of their ability in pronunciation and then try to overcome their problems or difficulties, future researcher is suggested that further research to focus not only on the segmental aspect but also in supra segmental aspects in all parts of English fricative consonant sounds. The researcher expects that there will be other researchers who will investigate the different types and causes relating to English difficulties pronunciation. The

researcher also hopes that this research can be used as a reference to others.

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