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AN ANALYSIS OF ERROR IN PRONOUNCING DENTAL FRICATIVE SOUNDS BY THE FIRST YEAR STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM

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ABSTRAK

Penelitian ini bertujuan untuk mendapatkan bunyi dental fricative yang paling bermasalah untuk diucapkan dan untuk menentukan faktor apa yang menyebabkan siswa melakukan kesalahan dalam mengucapkan bunyi dental fricative. Peneliti menerapkan deskriptif qualitatif dengan teknik purposive sampling untuk memilih partisipan. Ada 15 partisipan yang diambil dari siswa semester pertama tahun ajaran 2020/2021. Instrument yang digunakan untuk mengambil data adalah dokumen dan wawancara. Dokumen tersebut berupa vidio berbicara dari partisipan, digunakan untuk menganalisa pengucapan siswa dan wawancara digunakan untuk menentukan faktor kesalahan siswa. Hasil dari penelitian ini menunjukan frekuensi kesalahan siswa adalah 15 persen untuk bunyi /θ/ dan 85 persen untuk bunyi /ð/. Sebagian besar siswa mengganti bunyi /θ/ dengan /t/ dan bunyi /ð/ dengan /d/. Mereka membuat kesalahan karena terinterfrensi dari bahasa ibu mereka. Dengan demikian, bunyi dental fricative yang paling bermasalah adalah bunyi /ð/ dan faktor yang menyebabkan siswa melakukan kesalahan adalah interlingual.

Kata Kunci : Pengucapan, Kesalahan, Dental, Fricative

ABSTRACT

This research was aimed to obtain the most problematic dental fricative sounds to pronounce and to determine the factor caused by the students to produce error in pronouncing dental fricative sounds. The researchers applied descriptive qualitative design by purposive sampling technique to choose the participants. There were 15 participants taken from the first-year students of English Education Study Program 2020/2021. The instruments of data collection were documents and interview. The document is in the form of video speaking from the participant, used to analyze students pronunciation and the interview used to decide the factor of students error. The result of the research showed that the frequency of students error were 15 percent in /θ/ sound and 85 percent in /ð/ sound. Most of the students substituted sound /θ/ with /t/ and sound /ð/ with /d/. They made the error because they have interference from their mother tongue. Thus, the most problematic dental fricative sound is /ð/ sound and the error caused by the students is interlingual error.

Keywords : Pronunciation, Error, Dental, Fricative

INTRODUCTION

Pronunciation is an act of how we pronounce words and create meaning when we communicate. Pronunciation is one of the most challenging speaking skills, almost all words in English are not spoken by following their spelling. Pronunciation becomes an

important component to help learners study English as a foreign language. In this pandemic, students find it difficult to apply the concept of pronunciation correctly because of the limited number of partners who donate the intensity of practice to speak. Students also get influence from the dominant mother tongue, thus the pronunciation process is very rigid. Further, English spelling is different from its pronunciation compared to Indonesia, which is quite consistent between spelling and pronunciation.

For University students, making errors when pronouncing English words can be embarrassing, specifically when they have to make presentations or oral reports of their assignments. As a result, many are self-conscious and this, in turn, affects their confidence when do presentation. The students at English department in Tadulako University still difficult to pronounce English words correctly even they have already learned about pronunciation and phonology. Most of the students made an error when they pronounce dental fricative sounds such as /θ/ and /ð/, for example in initial position, the word “that” most of the students will pronounce /ded/ but it should be /ðæt/, sound /ded/ has a different meaning with “that”. Further in medial position, the word “blather” commonly students will pronounce /ˈblæd.ɚ/ but it should be /ˈblæð.ɚ/, sound /ˈblæd.ɚ/ has a different meaning with “blather”. For the final position is the word “math” commonly students will pronounce /mæt/, but it should be /mæθ/, the same as before /mæt/ and /mæθ/ has a different meaning. Hence, we have to pronounce words clearly. The researchers conducted this research about an analysis of error in pronouncing dental fricative sounds by the first-year students of English education study program. The researchers want to find out the most students problematic dental fricative consonant sounds to pronounce and to indentify factors cause the error in pronouncing dental fricative sounds.

METHOD

In this research, the researchers applied descriptive qualitative research. The researchers applied the purposive sampling technique to select participants they judge to be thoughtful, informative and experienced with the research problem and setting. The researchers used existing document to become one of the main data in this research. In this research, the researchers used students speaking videos as physical evidence to prove the validity of the data. The researchers also conducted semi structure interview

to get information about participants factor of errors. The researchers used smart phone (Samsung A11) became a recorder when interviewed the participants and interview guideline as an instrument in this researchers.

After the data collected, the research analyzed it to find out the answer to the research questions. The researchers analyzed the data with the following steps :

1. Identifying error, after watching and listening to students speaking videos, the researchers identified the errors made by the students.
2. Classifying errors. The researchers analyzed the words that consisted of the dental fricative consonant sound (/θ/ and / ð/), made by the students.
3. Quantifying errors, in this step, the researchers calculated the data error by using Fox and Levin (2009) formula.
4. Drawing conclusion, The last step is to conclude the data based on the analysis. The researchers made a valid conclusion based on the result of quantified data and the data from interviewed the participants in the form of a short description of the errors.

FINDINGS AND DISCUSSION

FINDINGS

After the research, the researchers found the result of students' errors in pronouncing dental fricative sounds. The result of the study was analyzed by students speaking video and the data from interview.

4.1.1 The Most Problematic Dental Fricative Sound

The percentage of error for each dental fricative sound was obtained based on the students' speaking video. In analyzing the errors percentage of the result, the researchers calculated the amount in each fricative sound of errors pronounced by 15 students. The number of errors for each sound is divided by the total number of errors, and multiplied by 100. The number of errors in fricative sounds pronounced by each student is showed in the following table.

Table 4.1
The Number and Percentage of the Errors

No	Initial	Errors					
		Dental Fricative					
		/θ/			/ð/		
		The Number of Sounds	The Number of Correct Pronunciation	The Number of Errors	The Number of Sounds	The Number of Correct Pronunciation	The Number of Errors
1	SR	4	2	2	56	22	34
2	MR	10	0	10	98	5	93
3	PH	6	0	6	46	0	46
4	AFR	6	0	6	33	0	33
5	BS	18	0	18	30	0	30
6	ZK	11	3	8	109	0	109
7	DPW	5	0	5	27	0	27
8	NKJ	5	0	5	23	0	23
9	BP	13	7	6	27	8	19
10	FPL	7	0	7	19	0	19
11	EJT	9	3	6	18	1	17
12	GL	3	0	3	24	9	15
13	SYS	3	0	3	16	0	16
14	PT	6	0	6	25	0	25
15	ND	7	0	7	31	0	31
Total		113	15	98	582	45	537
Percentage of Error			15%			85%	

From the table, it is shown that fifteen participants had a problem pronouncing dental fricative sounds. The participants got 15 percent errors in /θ/ sound and 85 percent errors in /ð/ sound. Further, to present detailed data, the pronunciation of each sound and its deviation will be offered in table below.

Table 4.2
The Deviation of Sound /θ/

Words	Dictionary Transcription	Students pronounced	Deviation
three	/θriː/	/triː/	/θ/ → /t/
think	/θɪŋk/	/tɪŋk/	/θ/ → /t/
thing	/θɪŋ/	/tɪŋ/	/θ/ → /t/
anything	/ˈen.i.θɪŋ/	/ˈen.i.tɪŋ/	/θ/ → /t/
both	/boʊθ/	/boʊt/	/θ/ → /t/
truth	/truːθ/	/truːt/	/θ/ → /t/
throw	/θroʊ/	/θroʊ/	/θ/ → /t/
thank	/θæŋk/	/tæŋk/	/θ/ → /t/

strength	/streŋθ/	/streŋ/	/θ/ → /t/
birth	/bɝːθ/	/bɝːd/	/θ/ → /d/
something	/ˈsʌm.θɪŋ/	/ˈsʌm.tɪŋ/	/θ/ → /t/
bath	/bæθ/	/bæt/	/θ/ → /t/
everything	/ˈev.ri.θɪŋ/	/ˈev.ri.tɪŋ/	/θ/ → /t/
health	/helθ/	/helt/	/θ/ → /t/
nothing	/ˈnʌθ.ɪŋ/	/ˈnʌt.ɪŋ/	/θ/ → /t/
throughout	/θruːˈaʊt/	/truːˈaʊt/	/θ/ → /t/

The table shown that participants produce errors in sound /θ/ with deviation /θ/ become /t/ and /θ/ become /d/ sound. In the first deviation, the participants pronounced the word "three" as /triː/ instead of /θriː/. They changed sound /θ/ with sound /t/. Almost all students made the same errors. The second deviation, in word "birth", participants pronounced that as /bɝːd/ instead of /bɝːθ/, they replaced sound /θ/ became sound /d/.

Table 4.3
The Deviation of Sound /ð/

Words	Dictionary Transcription	Students pronounced	Deviation
that	/ðæt/	/dæt/	/ð/ → /d/
the	/ðə/	/də/	/ð/ → /d/
them	/ðem/	/dem/	/ð/ → /d/
this	/ðɪs/	/dɪs/	/ð/ → /d/
these	/ðiːz/	/diːs/	/ð/ → /d/
they	/ðeɪ/	/deɪ/	/ð/ → /d/
although	/ɑːlˈðoʊ/	/ɑːlˈθoʊ/	/ð/ → /θ/
there	/ðer/	/der/	/ð/ → /d/
clothes	/kloʊðz/	/kloʊds/	/ð/ → /d/
their	/ðer/	/der/	/ð/ → /d/
mother	/ˈmʌð.ɚ/	/ˈmʌd.ɚ/	/ð/ → /d/
father	/ˈfɑː.ðɚ/	/ˈfɑː.dɚ/	/ð/ → /d/
brother	/ˈbrʌð.ɚ/	/ˈbrʌd.ɚ/	/ð/ → /d/
other	/ˈʌð.ɚ/	/ˈʌd.ɚ/	/ð/ → /d/
another	/əˈnʌð.ɚ/	/əˈnʌd.ɚ/	/ð/ → /d/
together	/təˈgeð.ɚ/	/təˈged.ɚ/	/ð/ → /d/
weather	/ˈweð.ɚ/	/ˈwed.ɚ/	/ð/ → /d/
though	/ðoʊ/	/doʊ/	/ð/ → /d/
then	/ðen/	/den/	/ð/ → /d/
those	/ðoʊz/	/doʊz/	/ð/ → /d/
therefore	/ˈðer.fɔːr/	/ˈder.fɔːr/	/ð/ → /d/
within	/wɪˈðɪn/	/wɪˈtɪn/	/ð/ → /t/
without	/wɪˈðaʊt/	/wɪdaʊt/	/ð/ → /d/
with	/wɪð/	/wɪt/	/ð/ → /t/

The pronunciation errors in sound /ð/ occurred with more deviation. The first deviation is, in the word "that" participants pronounced it as /dæt/ instead of /ðæt/, they changed sound /ð/ became /d/. The second deviation is, there was a participant who pronounced word "although" as /ɑːlˈθoʊ/ instead of /ɑːlˈðoʊ/. He pronounced sound /ð/ become sound /θ/. The third deviation was participants pronounced word "with" as /wɪt/ instead of /wɪð/, their replace sound /ð/ became sound /t/.

4.1.1 The Cause of Error

Based on the result of the interviews, the researchers collected some data to find out what factor cause the errors that showed in the following table.

Table 4.4
The Result of Interview

Participants	Problems in Pronouncing Dental Fricative Sound
SR	"For me, not I don't have problem to pronounce it, but sometimes when I talk my friend says i'm medok so maybe the pronunciation is a little bit different."
MR	"I don't have any problem."
PH	"No"
AFR	"I'm a little hard to pronounce these two sounds, usually I forget and my tongue is not used to produce these sounds."
BS	"It's still difficult for me to understand the sounds material, and for those 2 sounds, I forgot how to pronounce them. In English, there are accents. If the accent is different, the pronunciation is also different, which makes me confused. My tongue is not used to saying it. But from your explanations about how to pronounce those sounds, I think If we describe it as a letter sound /t/ in Java it looks like medok but I'm not sure, so when we say letters, vowels are also mentioned even though they are consonants, so I think how to read sound /θ/ like "t-h-e" and sound /t/ like "t-e-h"."
ZK	"No"
DPW	"For me, I have a problem, because I'm still a little forgetful, I'm sure if I want to mention it seems like it's been mixed up. If in words you are still confused and my tongue is also hard to pronounce."
NKJ	"I don't have problem, I can say that. I just forget sometimes."
BP	"For me, it's not because I already have my own provisions from self-taught learning."
FPL	"It's hard to tell the differences between them and it's hard for my tongue to pronounce it."
EJT	"If I just pronounced the sound I don't have problem but maybe I often makes mistake when I'm talking."
GL	"For me, if I produce the sound, I don't have a problem, but I forget it sometimes."

SYS	“It's hard for me to pronounce it and I only know how to pronounce this sound (/ð/), if this sound (/θ/) I find it difficult to pronounce, it's hard for my mouth to produce it. I haven't been able to find a way to say it correctly.”
PT	“It's hard for me to pronounce it and I often forget what sound is it.”
ND	“If just pronounced it, I don't have a problem, I forget sometimes if just the sound.”

The participant's interview has shown that 4 of 15 participants said they did not have any problems with pronounced dental fricative sounds. A participant said he did not get any difficulties when pronounced dental fricative sounds because he was often self-taught on various online platforms and practiced it, so he was used to the sound. Furthermore, 3 of 15 participants said they could pronounce dental fricative sounds, but they sometimes forgot, they know how to produce those sounds, but sometimes, if they were asked to pronounce it again, they forgot it. 6 of 15 participants explained they have a problem to pronounce dental fricative sounds. Most participants toward find it challenging to produce sound. Their tongues were hard to pronounce because they felt strange to the sounds even, there was a participant did not know the sounds at all. And 2 of the 15 participants explained not being sure about their pronunciation when they were talking. One of them felt insecure when pronouncing the sounds because she had a pretty Javanese solid accent. Another one felt she could pronounce the sound correctly, but if she pronounced it in a word or sentence, she maybe definitely made a mistake.

DISCUSSION

This part presents the discussion based on the findings of the research. The discussion concerned with the most problematic dental fricative sounds and what factor cause the error of the first-year students of the English department Tadulako University. The researchers found that the most problematic dental fricative sound was /ð/ sound from the findings above. Most students could not produce words that contain with /ð/ sound correctly. The total of student’s errors in pronouncing /ð/ sound was 537 errors with 85 percentages. Most of them substituted sound /ð/ with sound /d/. The word “the” and “that” are the dominant words that always be mistaken by the students. It is similar to the data findings from Mnao (2015). This research showed the data from learners at Bali Star Academy that has 23,08 percent error made for /θ/ sound and 43,59 percent for /ð/ sound. The result showed /ð/ sound was higher percentage than /θ/ sound.

For answering the second research question, the researchers used a semi-structured interview. Based on the result from data interview and data from participants speaking video, the researchers found there are 9 of 15 participants made mistakes related to their data. One of the participant said he did not have a problem to pronounce dental fricative sound and from the result of analysis of speaking video shown he got 6 errors of 13 words in /θ/ sound and 19 errors of 27 words in /ð/ sound. Slightly different from another participant, she got 7 errors of 7 words in /θ/ and 31 errors of 31 words in /ð/. And 6 of 15 participants are errors. From the results of their video analysis, none of them pronounced /θ/ and /ð/ sounds correctly, and supported by the interview results, they all admitted that they had difficulties mentioning the sound. The researchers also tried to explain how to produce the sounds, but they were still cannot pronounce them correctly. Brown (2007) states that error refers to a performance that occurs when a failure happens due to a lack of information.

One of the participants said he was difficult to understand about sounds material in English, he described sounds in English same as alphabet in Indonesia. He understood the pronunciation of sounds in English is also followed by vowels like pattern in Indonesian, for example the pronunciation of the letter “b” in Indonesia where the pronunciation is followed by the vowel “e”, so he understood how to pronounce sounds /θ/ like "t-h-e" and sounds /t/ like "t-e-h". Beside that while other participants said their mouth and tongue find difficult to produce /θ/ and /ð/ sounds, because the sound was strange for them, they substituted sound /θ/ and /ð/ became /t/ and /d/ sound, because they were more used to saying it. In language acquisition commonly learners frequently do not produce output that simply reproduces the input. For example, when one of the participants talked about one of his favorite band, he said "But most of the music credits claim that to be their top tree" but what he actually meant was, "But most of the music credits claim that to be their top three". We can directly observe asynchronously between input and output, the systematic nature of their errors demonstrates that they are actively involved in constructing their own rules, rules that sometimes bear little resemblance to the patterns of language modeled in the input. It is supported by Brown (1980), most of the learners’ errors in the second language result primarily from the learner’s assumption that the second language forms are similar to

the native language. From the explanation above, the factor that cause the error in pronouncing dental fricative sound is an interlingual error.

The structure of sounds in Indonesia language is relatively simpler than English. Many students replaced the sound /θ/ and /ð/ with the sound /t/ and /d/ because they think the pronunciation of the sound /θ/ and /ð/ was the same as the sound /t/ and /d/ in Indonesian. This distinction affects learners' language acquisition. Once or twice they have to deal with the interference of their first language linguistic system. They were interfered from their mother tongue. Chaer and Agustina (2004) states, Interference in phonology occurs when a speaker of two languages produces phonemic sounds of the first language across the second language while using the second language. Students make transfers or move the first language element into the second language. As a result, there is a change in structure and language codes from the first language to the second language used. The influence of the mother tongue can be a barrier in acquiring the target language. The result of this research is similar to kurniawan (2016). He states the factor caused by the students of English education study program faculty of teacher training and education Sriwijaya University is interlingual. Furthermore, he explained the tendency that made the students in Sriwijawa University might be a linguistic system developed by the learner that was in between The English language and Indonesia language system. As Selinker (1972) states, in the second language acquisition process, the learner can acquire a language system between the source language and the target language. Thus, it can be seen that the process of acquiring a second language is affected by the first language. The first language's influence on the learning process of a second language can also be observed from what happened to the participants in this study. The participants were unable to completely leave their habits in the first language and not yet fully mastering the second language.

CONCLUSION

In accordance with the research finding and data analysis in the previous chapter the researchers draws conclusions as follow: firstly, the most problematic dental fricative sound that faced by the first year students of English Education Study Program at Tadulako University 2020/2021 is /ð/ sound. The percentage of error in pronouncing /θ/ sound is 15 percent while /ð/ sound is 85 percent. Secondly, the factor of error

caused by the students is interlingual error. The students made error because they have interference of their mother tongue.

The researchers hopes this research can be useful for the lecturers and other researcherss, The result of this research is expected to be able to provide information about students' problematic consonant sound and the influencing factors. Therefore, the lecturers can use this result to find out students' problems and factors cause the error in pronouncing dental fricative sounds. Moreover, for other researcherss, the result becomes the input of specific information for the next researcherss who wants to study similar research.

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