An Analysis of Fricative Consonants of English Reading Used by the Fourth Semester of Manajemen Program Universitas PGRI Madiun

Theresia Budi Sucihati, S.S, M.Pd
Universitas PGRI Madiun
Email: theresia.bs@unipma.ac.id

ABSTRACT

This study examined incorrect spelling in fricative consonants, specifically the sounds [θ], [ʃ] and [ð] by twenty participants in Manajemen Program Universitas PGRI Madiun's fourth semester class A. The students had difficulty pronouncing a letter in a word, particularly consonants. They are chosen as research subjects to discover the difficulties they have in pronouncing fricatives consonants in their speech, as well as how far they have progressed in producing the sounds [θ], [ʃ] and [ð]. This study used a descriptive qualitative method to describe the English sounds that were causing the students' pronunciation problems. The information gathered served as a record for the students. The researcher used The Oxford Learner's Pocket Dictionary and the theory of English phonetics and phonology proposed by Peter Roach and George Yule to convey the accuracy of the analysis. The total spelling correctly by the research subject was 293 times sounds (53,4 %) and the total spelling incorrectly by the subjects were 255 times sounds (46,6 %), the highest spelling correctly by the student P is 95,8 % and the highest spelling incorrectly by the student L is 95 %, and 8 of 20 subjects could pronounce the sound [θ], [ʃ], and [ð] correctly.

Keywords: Pronunciation, Fricative Sounds, Reading

INTRODUCTION

Phonology is concerned with how sounds interact with one another in a language. Phonetics is a descriptive tool used to study the phonological aspects of a language. Phonetics is concerned with language sounds, whereas phonology is concerned with language sound systems. (Haman and Schimtz, 2005:3)

According to Collins and Mees (2013:38), the organs of speech are divided into three groups, which are shown here from top to bottom: head (articulatory system), throat (phonatory system), and chest (respiratory system). It is impossible to examine the anatomy of the respiratory system and difficult to examine the anatomy of the phonatory system. However, the majority of the articulatory system is easily visible.

On the way out, the air flow can be more or less obstructed, producing a consonant, or it can simply be modified, producing a vowel. Consonants are frequently labeled as VPM. VPM stands for Voicing, Place, and Manner. When they are produced, the places of articulation where there is the most obstruction in the mouth. Bilabial, labiodental, dental, alveolar, palatoalveolar, palatal, velar, and glottal are the various types.

The type of articulation is determined by the type of obstruction encountered by the air after it passes through the vocal folds. It may encounter a complete closure (plosives), an almost complete closure (fricatives), or a smaller degree of closure (approximants), or the air may

escape in more unusual ways, such as around the sides of the tongue (laterals) or through the nasal cavity (nasals).

They must be able to say words, phrases, or sentences as correctly as native speakers when learning English pronunciation. It is very important for a student because it allows them to hear and correct mistakes they made, as well as remember how to pronounce that word correctly.

The consonant, which is typical of fricatives, will allow air to flow out through the small passage. When the sound is pronounced, it sounds like a hissing sound, and we can feel the pushed air by putting our hand in front of our mouth. The fricatives sound is made up of the sounds [f], [v], [], [], [s], [z],[],[], and [h]. When they pronounce / in the word think, they pronounce /tink/, in the word she, they pronounce /si/, and in the word they, they pronounce /deɪ/. These are understood by looking at their different mother tongue backgrounds. They only know /t, d, s/ in Indonesian consonants. On the contrary, some fricatives in English consonants differ from those in Indonesian, such as: / ʃ /, /ð/ in think, she, and they.

Many studies have been conducted on the pronunciation problems of EFL learners from various language backgrounds, all of which point to the influence of the mother tongue. Keshavarz in 2015, Ercan in 2018, Metruk in 2017, and Sermsook in 2017. Keshavarz, The purpose of this research is to look into the pronunciation problems that Hausa English speakers in Nigeria face. This study's participants are 60 Hausa native speakers. The results revealed that Hausa native speakers had difficulty pronouncing certain English vowels (ie; /ʌ/, /ɔ:/ and /ɜ:/) and consonants (/f/, /v/, /θ/ and /ð/). The findings of this study are theoretically supported by the negative transfer idea that all errors are the result of mother tongue interference.

In this study, Halil Ercan (2018) investigated the pronunciation problems of Turkish EFL learners in public schools in Girne, TRNC. The results of this study revealed that Turkish EFL students have difficulty pronouncing some English sounds (for example(i.e., /θ/, /ð/, /w/, /v/, /ŋ/) as well as some English vowels and diphthongs (i.e., /ɪ/ , /ʊ/, /ɔ:/, /ƏƱ/, /aƱ/). The primary cause of this error is a mother tongue disorder, as they lack the majority of these sounds. Furthermore, the vast majority of the participants had never properly and correctly heard or rehearsed the sounds of the target language, which has the potential to cause them to make mistakes.

Rastislav Metruk (2017) focuses on the difficulty that Slovak EFL university students have pronouncing English dental fricatives. The issue for Slovak EFL students is that a large number of participants pronouncing voiced and voiceless dental fricative consonants incorrectly. Finally, this study emphasizes the significance of teaching English pronunciation in Slovakia.

The study's goal, according to Sermsook, was to look at language errors in the work of English major students at a Thai university and determine where they came from. Because the researcher discovered that flaws in Thai EFL students' sentence formation can lead to misinterpretation, this study concentrated primarily on sentences. The most common mistakes were found to be spelling, subject-verb agreement, capitalization, fragment, punctuation, and articles. The most common causes of errors are interlingual interference, intralingual interference, a total lack of understanding of English grammar and vocabulary, and student carelessness.

LITERATURE REVIEW

Pronunciation is the production of significant sound used by a particula language as part of the code of the language, and used to achieve meaning in context. Pronunciation is probably one of the hardest speaking skills in English to learn because learning pronunciation takes much time and effort to improve understanding how to pronounce correctly. When speaking English, the speakers and the listeners are having a mutual relationship of communication. They affect each other by means that in order that the listeners can grasp the message of what is said, the speakers have to speak with a correct pronunciation by means the English sounds are pronounced correctly. Otherwise, the listeners will undergo misunderstanding caused by the incorrect pronunciation. This is because speech sounds in a language are distinctive units that different sounds can lead to different meanings (Yule, 2010).

Crystal (2008: 102) defines consonant in terms of both phonetics and phonology. Phonetically, it is a sound coming from closure or narrowing in the vocal tract therefore the airflow is either completely blocked or restricted that audible friction is produce. Humans employ speech organs in producing consonants that the term 'articulation' is used to most to address consonant production (Daniel et al., 2014). Phonologically, consonants are those units which function at the margins of syllables, either singly or in clusters. There are 24 consonants: [p], [b], [t], [d], [k], [g], [l], [tʃ], [dʒ], [m], [n], [ŋ], [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [r], [h], [w], and [j]. Discussing about consonant classification will lead to three things: voicing, place of articulation and manner of articulation.

Halil Ercan, the purpose of this study is to look into the pronunciation issues of Turkish EFL students in Girne, TRNC's public schools. The researcher got the data from the pronunciation test and school visitations. There were as many as thirty participants who were recorded using video. Two natives were used to validate the results of this research their listened the recorder and assess which voices were wrong and correct. The studies revealed that Turkish EFL students struggle to pronounce certain English sounds. (ie, /θ/, /ð/, /w/, /v/, /ŋ/) also (ie, /ɪ/ , /ʊ/, /ɔː/, /ƏƱ/, /aƱ/). The main cause of errors that occur by Turkish EFL students is interference from the mother tongue, this is because English sound does not exist in the Turkish language which makes them wrong when producing the target language.

Rastislav Metruk, The aimed of this study is to investigate the difficulty that Slovak EFL university students have pronouncing English dental fricatives. The purpose of this study was to find out the pronunciation errors of [θ] and [ð] and which sound replaces the two consonants. In this study, 44 first-year Slovak students majoring in English Language and Literature Teaching took part. They gave an unplanned English monologue, which was later recorded on a computer. Furthermore, to find out the pronunciation errors by the participants, the file was sent for analysis by native English speakers from Canada. The results show that the sounds [θ] and [ð] pose a problem for Slovak EFL students because most of the participants mispronounce the sounds audibly and silently.

Sermsook, The study's goals were to look at language faults in the work of English major students at a Thai institution and to figure out where the errors came from. The study discovered that faults in Thai EFL students' sentence formation can lead to miscommunication, hence this study focuses on sentences. A total of 26 second-year English students enrolled in Writing II wrote 104 articles, which were gathered and assessed. According to the findings

Punctuation, articles, subject-verb agreement, spelling, capitalization, and fragments were the most common errors made by Thai EFL students. Interlingual interference, intralingual interference, insufficient grasp of English grammar and
vocabulary, and carelessness are also common reasons of errors.

M. Wildan Habibi, the student of Maulana Malik Ibrahim State Islamic University Malang, " English Pronunciation Problem Encountered by Indonesian Advanced Students" in 2016. He investigated English sound which are problematic incorrectly pronounced by his subject. This study revealed that the research subject encountered a number of segmental pronunciation problems consisting of consonants and vowels including pure vowels and diphthongs. The problem with consonant sounds were the substitution of the sounds [v], [ð], [θ], [tʃ], [ʒ], [ʃ] [z] and the deletion of the sounds [k], [g], [t], and [s]. The problem with pure vowel sounds were the substitution of the sound [ɪ], [iː], [ɛ], [ʊ], [ʌ], [ɜː], [ɒ], [ɔː] and [ə] and the insertion of the sound [ə] between two consonant sounds. The problem with diphthongs were: the monophthongization of the sound [aɪ], [aʊ], [eɪ], [ɪə], [əʊ], and the replacement of the sounds [eɪ] and [ɪə] with other diphthongs.

RESERACH METHOD

This research began on January 2022 and twenty participants of 4A Manajemen Class were taken as the data source. This study was conducted at Universitas PGRI Madiun at JL. Auri No. 14 -16 Madiun. This study used descriptive qualitative method to describe the English sounds which were becoming the pronunciation problems encountered by the the students. The data gathered served as a record for the students. In research intrument, the researcher used reading test in the form of delivering the speech is used to test the students skill in pronouncing fricatives sound. The students are asked to deliver their reading and the researcher recording in order to analyze the way the students produce fricatives sound. The collecting data, the researcher made a video recording in the students' performance. The recording was watched by the researcher to analyze, wrote down the transcription and marked every single English sound which was mispronounced.

RESULT AND DISCUSSION

The data was analyzed in three stages. The first stage was grouping the words, which consisted of the fricative consonants [θ], [ʃ], [ð] based on the student's performance and counting how many times the words appeared in their reading. The second stage was analyzing how the students pronounce words. To check the accuracy of the analysis, the researcher used The Oxford Learner's Pocket Dictionary and the theory of English phonetics and phonology proposed by Peter Roach and George Yule were used to convey the accuracy of the analysis. The third stage was to percentage the result to know how far the students mastered the fricative consonants [θ], [ʃ], [ð].

The sound [θ] was substituted with a sound [t] by the subject. Phonetically, the sound [θ] is described as a voiceless dental fricative sound. The tongue was placed between the front teeth, and the air escaped through the gaps between the tongue and the teeth. The words are gotten from their performance in the video recording. Then, the researcher analyzed the data word by word, which consisted of the sound [θ] in the subject's speech based on the phonetic transcription provided by The Oxford Learner's Pocket Dictionary. The researcher counted the

words consisting of the sound [θ], which was found in their speaking. The total sound [θ] is 113 sounds. Those words are *thanks, thing, with, think, something, thousand, health, path, earth, throwing, through, both*. The researcher found out that there existed between the subjects that had the same pronunciation. Student A has the same pronunciation as students J, M, and P. The student C equals student N, the student E with student I, the student F equals student O, and the student G is the same as student K and Q, the last student H with student.

The sound [ʃ] was substituted with a sound [s] by the subject. The sound [ʃ] is always phonetically marked as a voiceless palatal fricative sound. The researcher analyzed the data, word by word, which consisted of the sound [ʃ] in their speaking. The total sound [ʃ] is 106 sounds. Those words are *share, nation, institution, education, attention, garbage, shown, evaluation, socialize, punishment, generation, situation, social, organization, essentially, cooperation, foundation, constitution, globalization, action, condition.* The researcher found out that the subjects had the same pronunciation. Student A has the same pronunciation as students J, M, and P. The student C equals student N, the student E with student I, the student F equals student O, and the student G is the same as student K and Q, the last student H with student L.

The sound [ð] was substituted with a sound [d] by the subject. The English consonant sound [ð] is described as a voiced dental fricative sound that is produced. They fulfill those three main features of the [ð] sound. The researcher counted the word to consist of the sound [ð]. The total sound [ð] is 329 sounds. Those words *are the, this, there, that, their, therefore, rather, they, without, then, furthermore, within, those, them, gathered*. The researcher found out that the subjects had the same pronunciation. There are students A and B with students J, M, and P. The student C equals student N, the student E with student I, the student F equals student O, and the student G is the same as student K and Q, the last student H with student L.

Based on the result, it showed that the sounds [θ] produced by the subjects were 84% wrong. The total sound [θ] is 113 sounds. There were 95 sounds (84%) pronounced incorrectly, and 18 sounds (16%) pronounced correctly. From 18 sounds [θ] that they pronounced correctly, they were able to say the words thank, thing, with, think, something, and a thousand. Of the 20 subjects, 9 could correctly pronounce the sound [θ]. On the other hand, there were 95 sounds [θ] incorrectly. It can be found in the following areas: health, path, earth, throwing, and through. They read and said those words with an Indonesian accent. It made them pronounce the words incorrectly. because the research subject substituted the sound [θ] with [t]. When the researcher listens to the recording, none of the subjects can correctly say those words. The researcher clearly heard that they produced the sound [θ] with [t]. All of the subjects need to practice more and remember how to pronounce those words to prevent misunderstanding with the listener.

Compared to the sound [θ], the sound [ʃ] was spelled better. The correct sound in [ʃ] was 16% and the correct sound in [ʃ] was 59.4%. The total sound [ʃ] is 106 sounds. There were 63 sounds (59.4%) pronounced correctly, and 43 sounds (40.6%) pronounced incorrectly. From 63 sounds (59.4%) that the research subject produced correctly, they were able to say share, nation, and institutions. On the other hand, there were 43 sounds (40,6%) in the spell of [ʃ] that were incorrect. It can be found in the *words "education," "attention, and "rubbish."* They pronounced the sound [ʃ] in the word education /edʒukeiʃn/ with edukesen. They also

pronounced the word attention with attention. So, the research subjects pronounce and produce the sound [ʃ] in those words with their knowledge.

The sound [ð] was spelled the best. The correct sounds in the [θ] were 16%, the correct sound in [ʃ] was 59,4%, and the correct sound in [ð] was 64,4%. The sound [ð] was spelled 329 times. There were 212 sounds (64.4%) pronounced correctly and 117 sounds (35.6%) pronounced incorrectly. From the correct sounds [ð], they will be able to pronounce the words "the," "this, "there and "that." The research subject substituted the sound [ð] with [d] in the words *those, them, they, gather, and without*.

The total number of sounds correctly spelled by the research subjects was 293 (53,4%), while the total number of sounds incorrectly spelled by the subjects was 255 (46,6%). The total number of sounds [θ], [ʃ], and [ð] in the student's speech is 548 sounds. There were 8 out of 20 subjects that could master the fricative sounds, especially the sounds [θ], [ʃ], and [ð]. Half of the subjects can correctly pronounce the English words. They were students: B, D, I, K, M, O, P, and Q. The total percentage of the students' spelling the sounds [θ], [ʃ], and [ð] is more than 53,4%. The subjects spelled 95.8% of the words correctly, and 95% of the words incorrectly. It means that the students' reading skills, especially pronounced the fricative sounds [θ], [ʃ], and [ð] were good. But, they have to learn, practice, and remember how to pronounce English words.

CONCLUSION

The total number of sounds correctly spelled by the research subjects was 293 (53,4%), while the total number of sounds incorrectly spelled by the subjects was 255 (46,6%). The highest score correctly spelled by the student P is 95.8% and the highest score incorrectly spelled by the student L is 95%. Of the 20 subjects, 8 could pronounce the sounds [θ], [ʃ], and [ð] correctly. They were students: B, D, I, K, M, O, P, and Q. The research subjects replaced the sound [θ] with [t], the sound [ʃ] with [s], or they pronounced it based on the letter of the word, and then replaced the sound [ʃ] with [d]. Some of the research subjects pronounced the words as they were written and then produced the words with an Indonesian accent.

REFERENCES

Collins, Beverley and Mees, Inger M.. (2013). Practical Phonetics and Phonology: A Resource Book for Student (3rd Edition). London and New York: Routledge.

Crystal, David (2008). A Dictionary of Linguistics and Phonetics sixth edition. Oxford: Blackwell Publishing.

Daniel, A., Dawson, O., Dilip, A., Kahanda, I., Kris, G., & Ragel, R. (2014). Difference between articulation and pronunciation. Retrieved March 3, 2016 from http://www.differencebetween.com/difference-betweenarticulation-and-vs-pronunciation/

Ercan, H. (2018). Pronunciation Problems of Turkish EFL Learners in Northern Cyprus. International Online Journal of Education and Teaching, 5(4), 877- 893.

Habibi, M. Wildan (2016) *English pronunciation problems encountered by Indonesian advanced students.* Undergraduate thesis, Universitas Islam Negeri Maulana Malik Ibrahim.

Hamann, Cornelia and Schmitz, Carmen. (2005). Phonetics and Phonology: Reader for First Year English linguistics. University of Oldenburg.

Hayes, Bruce (2009). Introductory Phonology. Malden: Wiley Black-Bell
https://www.oxfordlearnersdictionaries.com/definition/english/dictionary

MacMahon, A .(2002). An Introduction to English Phonology. Edinburgh: Edinburgh University Press.

Metruk, R. (2017). Pronunciation of English dental fricatives by Slovak university EFL students. International Journal of English Linguistics, 7(3), 11-16

Putra, F. P. (2019). An Error Analysis of English Plosive and Fricative Consonants at Vocational High Schools. Wanastra: Jurnal Bahasa dan Sastra, 11(2), 141-150.

Roach, P .(2009). English Phonetic and Phonology : A Practical Course (4th Edition). New York: Cambridge University Press

Sermsook, K., Liamnimit, J., & Pochakorn, R. (2017). An Analysis of Errors in Written English Sentences: A Case Study of Thai EFL Students. English Language Teaching, 10(3), 101-110. doi: 10.5539/elt.v10n3p101

Situmeang, I. T., & Lubis, R. F. (2020). Students' Difficulties in Pronouncing Fricative Consonant. English Education: English Journal for Teaching and Learning, 8(01), 38-46.

Yule, George.(2010). The Study of Language 4th Edition. New York: Cambridge University Press.