



STUDENT'S DIFFICULTIES IN PRONOUNCING
FRICATIVE CONSONANT
THE FOURTH SEMESTER PERIOD 2018/2019
ENGLISH DEPARTMENT STUDENTS
IAIN PADANGSIDIMPUAN

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidempuan as
a Partial Fulfillment of the Requirement for the Graduate Degree of
Islamic Education (S.Pd) in English*

Written By :

IMAM TARMIZI SITUMEANG
Reg No . 15 203 00103

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2019



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**TARBIYAH AND TEACHER TRAINING FACULTY
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LETTER OF AGREEMENT

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Padangsidempuan, 12 September 2019
To:
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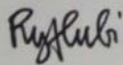
Assalamu 'alaikum.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Imam Tarmizi Situmeang** entitled "**Students' Difficulties in Pronouncing Fricative Consonant the Fourth Semester Period 2018/2019 English Department Students IAIN Padangsidempuan**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Educational Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalamu 'alaikum wr. wb.

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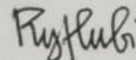
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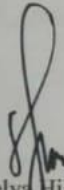
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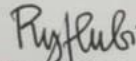


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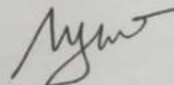
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Consonant The Fourth Semester Period 2018/2019
English Department Students IAIN Padangsidimpuan**

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The Thesis had been accepted as a partial fulfillment of the requirement for the degree of
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ABSTRACT

This thesis is a research about the Pronunciation of English Fricative by the students in the fourth semester of English Department in Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan academic year 2018/2019. The research question is what the students' difficulties in pronouncing fricative consonant and what makes it difficult. The objective of this research is to know the students' difficulties in pronouncing fricative consonant and the difficulties factor.

The method used in this research is descriptive qualitative method. The research is done at State Institute For Islamic Studies (IAIN) Padangsidimpuan which addressed on Jl. H. Tengku Rizal Nurdin KM.4,5 Sihitang, Padangsidimpuan Tenggara, Kota madya Padangsidimpuan, North Sumatera, Indonesia. The participants consist of 9 students at the fourth semester of TBI-2 in Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan in academic year 2018/2019.

The data present that the students' difficulties in pronouncing English fricative consonant sounds are; the different elements between native language and the target language (/θ/,/ð/,/ʃ/), the same phonetic feature in both language but differ in their distributions (/v/,/f/,/ʒ/,/z/,/s/and/h/). The dominant difficulty in producing English Fricative sounds are sound /ð/- voiced dental fricative in initial word position and /θ/- voiceless dental fricative in initial word position. 9 out of 9 students mispronounce sound /ð/ and 9 out of 9 students mispronounce sound /θ/. All of the students pronounce sound /ð/ and /θ/ inappropriately. Whereas, the factor of its difficulties are the affect of mother tongue or first language, unsuccessful in using borrowed English words, lack of knowledge about English fricative sounds, prefers to speak Batakness rather than English and less of pronunciation practice.

Key Word: Fricative, Consonant, Difficulties.

Name : Imam Tarmizi Situmeang
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Thesis Title : Students' Difficulties in Pronouncing Fricative Consonant the Fourth Semester Period 2018/2019 English Department Students IAIN Padangsidimpuan

ABSTRACT

Skripsi ini adalah sebuah penelitian tentang pelafalan bunyi *fricative* dalam bahasa Inggris pada mahasiswa semester empat jurusan Tadris Bahasa Inggris di Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan tahun ajaran 2018/2019. Rumusan masalah penelitian ini adalah apa saja kesulitan siswa dalam melafalkan bunyi *fricative consonant* dan apa faktor kesulitannya. Tujuan penelitian ini adalah untuk mengetahui kesulitan siswa dalam melafalkan bunyi *fricative consonant* dan faktor yang membuatnya menjadi sulit.

Metode yang digunakan pada penelitian ini adalah deskriptif kualitatif. Penelitian ini dilakukan di IAIN Padangsidimpuan yang beralamat di Jl. H. Tengku Rizal Nurdin KM.4,5 Sihitang, Padangsidimpuan Tenggara, Kota madya Padangsidimpuan, Sumatera Utara, Indonesia. Informan penelitian ini terdiri dari 9 siswa semester empat TBI-2 Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan tahun ajaran 2018/2019.

Data menunjukkan bahwa kesulitan siswa dalam melafalkan bunyi *fricative consonant* adalah; perbedaan elemen antara bahasa penutur dan bahasa target (/θ/,/ð/,/ʃ/), fonetik yang sama pada kedua bahasa namun berbeda pada distribusinya (/v/,/f/,/z/,/z/,/s/ dan /h/). Kesulitan yang menonjol dalam melafalkan bunyi *fricative* adalah bunyi /ð/- *voiced dental fricative* di awal kata, dan /θ/- *voiceless dental fricative* di awal kata. 9 dari 9 siswa salah dalam melafalkan bunyi /ð/ dan 9 dari 9 siswa salah dalam melafalkan bunyi /θ/. Semua siswa melafalkan bunyi /ð/ dan /θ/ secara tidak tepat. Adapun faktor kesulitan dalam melafalkan bunyi *fricative consonant* adalah; pengaruh bahasa ibu, kegagalan dalam menggunakan kata serapan, kurang pengetahuan tentang *English fricative sounds*, lebih suka berbahasa Batak dari pada bahasa Inggris dan kurang latihan dalam pelafalan bunyi *English fricative*.

Kata Kunci: Fricative, Consonant, Difficulties.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah lord of the world who has bestowed upon me in completing this thesis, peace and blessing upon prophet Muhammad SAW, his families, his companies, and his followers. This thesis can not be completed without a great deal of many people, who always give valuable help, guidance, correction, and suggestion for completion of this thesis.

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2. Mr. Zainuddin, S.S, M.Hum., as the second advisor who has lead all my steps finishing this research.
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5. Ms. Fitri Rayani Siregar, M.Hum., as the chief of English Education Department.
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12. For all my friend in IAIN Padangsidempuan , especially to all members of UKM Hadits, DEMA IAIN, CEAS, DEMA FTIK, and all the people that I can not mention one by one.

May Allah, The almighty bless them all, Amin.

Padangsidempuan, September 2019

Declaration Maker,

Imam Tarmizi Situmeang
Reg. No. 15 203 00103

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CHAPTER I

INTRODUCTION

A. Background of The Problem

Language is considered as a tool of communication and it cannot be separated from the community because people can communicate with each other by using language as a mean to communicate. However, language is used to express inner thought and emotions, make sense of complex and abstract thought, to learn and communicate with others, to fulfill human wants and needs, as well as to establish rules and maintain culture. Further more, language is not only for communication but also for getting science and technology in advance. Therefore, the researcher believes that the language is very important part in human life to communicate with other people.

English is acknowledged as an international language. All countries are demand to communicate using English. Some countries acknowledge that English is the second language and others just use it as foreign language. Indonesia is a country where the inhabited communicate by using Indonesian and vernacular. They are difficult to use English in oral and written communication because the spelling and pronunciation of English are not always same. It is very different with Indonesian which is spelling and pronouncing always same.

In Indonesia English becomes an obligation subject that must be learnt by students from high school level up to university level. Students will learn language competence. But in reality, most of Indonesian students do not apply

or use English as media in their daily communication in school or university. English as foreign language is still a difficult language to be learnt by most of students. English and Indonesian are different in structure and grammar, vocabulary and sounds such as vowel, and consonant.

In learning English, students learn about basic language skill such as listening, speaking, reading and writing. Speaking includes in productive skill and it can not be separated from listening skill. While speaking people produce utterance and it should be meaningful. Speaking is an activity where people can communicate each other at least there are two persons who are involved in this activity as a speaker and as a listener.

In terms of speaking, there are some micro skills. One of them is pronunciation. Pronunciation is the way a certain sound or sounds are produced and pronunciation stresses more the way sounds are perceived by the hearer. Pronunciation is the way we make sounds of the language how and where we place the stress, and how we use pitch and intonation to show how we are feeling and what we mean.

In pronunciation, there are so many aspects or elements to be known. In supra-segmental aspects, there are stress, intonation, and pitch. In segmental aspects consist of vowels, diphthongs, triphthongs, and consonants. In terms of consonants, there are some things have to see. They are the manner of articulation, the place of articulation, and the force of articulation.

There are so many manner of articulation. One of them is fricative. The English fricative sounds are articulated by forming a nearly complete stoppage

of the airstream. The sounds /f/ and /v/ are referred to as labiodentals sounds. In pronouncing them, sometimes the students got confused. They find many problems in learning English especially to pronounce fricative sounds. They didn't understand well about them. In reading and speaking the difficulties are more influential since mispronouncing can change the meaning of the word. Students are difficult to place speech organ in the right place and manner.

Furthermore, most of the students at the fourth semester of English Department want to sound like natives, however this dream has yet to be achieved by the students and majority of them are under the impression that they speak English intelligibly, but the truth is the majority of English Department students make numerous errors. For examples, when they pronounced fan [fæn] and van [væn] are same, fine [fam] and vine [vam], defeat [di'fi:t] and device [di'vais], golf [gɒlf] and drove [drəʊv] etc. They pronounced all of them with the same voice. In addition they want to know how to understand and practice the good pronunciation.

According to interview of the researcher and Rahmad¹ as the student of the fourth semester of English department, he said that “the students can not distinguish pronunciation of fricative consonant and find many difficulties everywhere. Next, they were lack of transcription and it is voiced in words.” The problem is students can not overcome the difficulties because it mostly occurs in learning process. Based on the above problems the researcher focuses the research on **“Students’ Difficulties in Pronouncing Fricative Consonant**

¹ Rahmat Setiabudi, *Private Interview*, on 30 January 2019., 13:45 WIB, in FTIK Faculty IAIN Padangsidempuan.

the Fourth Semester Period 2018/2019 English Department Students IAIN Padangsidempuan”

B. Focus of The Research

Base on the above background of the problem, the students want to sound like natives, and they are under the impression that they speak English intelligibly, but the truth is students pronounced most of the sounds with the same voice. However, there are so many features of pronunciation such as, segments, (includes the particular consonants and vowels of language), supra segmental aspect, (such as intonation, phrasing, stress, timing, rhythm) and voice quality, which refers to how the voice is projected. So, because of the limitation of time and knowledge, the researcher focuses the research just on students’ difficulties in pronouncing Fricative consonant at the fourth semester English Department IAIN Padangsidempuan.

C. Definition of The Terminology

To avoid ambiguity and misunderstanding between the researcher and the reader, the researcher made defenition of operational variables below:

1. Students’ Difficulties

Hornby says “Student is person who is studying at collage, polytechnic or university”.² The researcher concluded that the students in this research are the students who studies at the fourth semester of TBI-2 IAIN PADANGSIDIMPUAN. Difficulty is the state or quality of being

² A.S. Hornby, *Oxford Advanced Learner’s Dictionary* (New York: Oxford University Press, 2000), p.859.

difficult.³ So, based on above definition students' difficulties are state of being difficult in learning that faced by students.

2. Fricative

Peter Roach stated fricatives are consonants with the characteristic that, when they are produced, air escapes through a small passage and makes a hissing sound.⁴ From this definition the researcher takes conclusion that fricative produced by forming a nearly complete stoppage of the airstream and causes a hissing sound.

D. Formulation of The Problem

The researcher formulates the problems of the research as follows:

1. What are students' difficulties in pronouncing fricative consonants at the fourth semester of TBI-2 in IAIN Padangsidimpuan?
2. What are students' dominant difficulties in pronouncing fricative consonants at the fourth semester of TBI-2 in IAIN Padangsidimpuan?
3. What makes students difficult to pronounce fricative consonants at the fourth semester of TBI-2 in IAIN Padangsidimpuan?

E. Objectives of The Research

1. To know students' difficulties in pronouncing fricative consonants at the fourth semester of TBI-2 in IAIN Padangsidimpuan?
2. To know students' dominant difficulties in pronouncing fricative consonants at the fourth semester of TBI-2 in IAIN Padangsidimpuan?

³ Hornby, p.1100.

⁴ Peter J. Roach, *English Phonetics And Phonology A Practical Course*, Fourth Edi (Cambridge: Cambridge University Press, 2012), p.39.

3. To know students' difficulties factor in pronouncing fricative consonants at the fourth semester of TBI-2 in IAIN Padangsidempuan?

F. Significances of The Research

1. Theoritically

Fricative will be useful to review the students mastery in pronunciation practice which belong to the consonant sounds. Consonant refers to the segmental aspect of pronunciation. In terms of consonants, there are some things have to be seen. They are the manner of articulation and the place of articulation. There are so many manner of articulation. One of them is fricative. The English fricative sounds are articulated by forming a nearly complete stoppage of the airstream. There are five forms of English fricative sound; labio-dental fricatives, dental fricatives, alveolar fricatives, palato-alveolar fricatives and glottal fricative. However, fricative consonant needs to be learnt, because it can influence human's English pronunciation quality and closer to be sound like a native.

2. Practically

This research is also expected to be useful for;

- a. The chief of English Department, to encourage lecturers to do the best in teaching.
- b. Lecturers, to develop their capability in teaching fricative consonants.
- c. Students, to broaden their knowledge about fricative consonants.
- d. Researchers, to further the same topic of the research.

G. Outline of The Research

The systemic of this research is divided into five chapters. Each chapter consist of many sub chapters with detail as follow:

Chapter one, consists of introduction, they are : *first*, the background of the problem. *Second*, the focus of the research. *Third*, the defenition of therminology. *Fourth*, the formulation of the problem. *Fifth*, the objectives of the research. *Sixth*, the significanses of the problem. *Seventh*, the outline of the research.

Chapter two, consists of theoritical description involve; pronunciation, English consonant, fricative and students' difficulties in pronouncing fricative. This chapter explained clearly about fricative, example and also the form of fricative.

Chapter three, consists of kind of research, place and time of the research, sources of the data, instrument of collecting the data, and analysis of the data. The kind of research is qualitative approach, the research done in Institut Agama Islam Negeri Padangsidempuan, the instrument of collecting data that used by researcher were interview and recording.

Chapter four, consists of analysis of discussion and result of the research consist description of difficulties in pronouncing fricative consonant, the factors that make students have difficulties to pronounce fricative consonant and students' dominant difficulties.

Chapter five, consists of conclusion and suggestion. The conclusion include the result of the research, dominant difficulties that faced by the students and the factors of the difficulties.

CHAPTER II

THEORITICAL DESCRIPTIONS

A. Theoretical Description

1. Pronunciation

Yates said that “Pronunciation refers to the production of sounds that we use to make meaning.”¹ Burder as cited in Gilakjani defined pronunciation is the production of a sound system which does not interfere with communication either from the speakers’ or the listeners’ view point.² Pronunciation is the way of uttering a word in an accepted manner. It is learnt by repeating sounds and correcting them when produced inaccurately.

Dyah stated that in the process of communication, pronunciation has great importance because successful communication takes place only with proper pronunciation.³ Bad pronunciation can affect the process of communication. According to Yates there are three features that can be distinguished when a speaker produces an utterance.⁴ They are as follows;

¹Lynda Yates and Beth Zielinski, *Give It a Go : Teaching Pronunciation to Adults* (Australia: AMEP Research Centre, 2009), 11, www.ameprc.mq.edu.au/_data/assets/pdf_file/0006/276135/interactive_sm.pdf.

²Abbas Pourhosein Gilakjani and Lahijan Branch, “English Pronunciation Instruction : A Literature Review,” *International Journal of Research in English Education* 1, no. 1 (2016): p.2., <http://ijreeonline.com/article-1-21-en.pdf>.

³Dyah Indri and Fitri Handayani, “Teaching English Pronunciation Using Film,” *Journal of English and Education* 5, no. 2 (2017): p.196., <http://ejournal.upi.edu/index.php/L-E/article/view/10198>.

⁴Yates and Zielinski, *Give It a Go : Teaching Pronunciation to Adults*, p.11.

1. Segments, which refer to sound unit arranged in a segmental order, includes the particular consonants and vowels of language.
2. Supra Segmental Aspect, include aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm.
3. Voice Quality, which refers to how the voice is projected.

So, pronunciation is production of sounds to make meaning consist of segments, supra segment, voice quality and its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.

2. English Consonant

a. Consonant

Consonant is speech sound which produced with some kind of closure in the mouth, restricting the escape of air. According to David Crystal, “consonant is one of the two general categories used for the classification of speech sounds, the other being vowel”.⁵ So, general classification of sounds are vowel and consonant.

Abercrombi in Bagariang stated that “a consonant is a marginal part, associated with the beginning and ending of the movement of air

⁵David Crystal, A Dictionary of Linguistics and Phonetics, sixth editi (Malden: Blackwell Publishing, 2008), 103., www.academia.edu/23349059/A_Dictionary_of_Linguistics_and_Phonetics_David_Crystal.

engendered by the chest-pulse.”⁶ The stream of air expelled by the chest- pulse can be both released and arrested by accessory articulatory movements. These movements produce the consonants of the syllable.

Maria Yoshida said that consonants are sounds in which the air stream meets obstacles in the mouthy on its way up from the lungs.⁷ So, researcher can conclude that consonants are sounds produced by stopping of air moving in speech organ. Consonant are based on the human articulatory system (lungs to pump air in and out, vocal folds, oral cavity including tongue, teeth and lips).

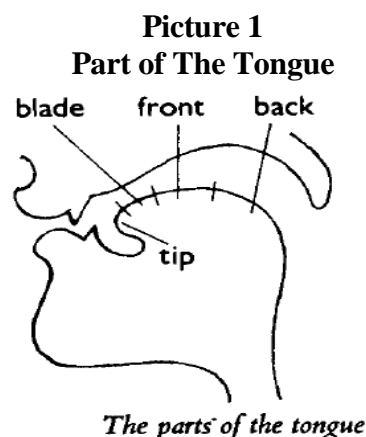
Anas Syafei stated the English consonants which are twenty-four in number are classified according to the place of articulation and the manner of articulation.⁸ These two factors, along with the state of glotis (voicing), classifies the form of consonant sound that is produced.

Here is part of the tongue to pronounce the sounds;

⁶Tri Oktaviani Bagariang, “A Contrastive Analysis Of Phonemes In English And Toba Batak Language,” 2016, 5., <http://repository.usu.ac.id/handle/123456789/62968>.

⁷Marla Yoshida, “The Consonants of American English,” 2012, 1, www.ocw.edu/upload/files/consonants.pdf.

⁸Anas Syafei, *English Pronunciation, Theory And Practice* (Jakarta: Departemen Pendidikan Dan Kebudayaan Direktorat Jenderal Pendidikan Tinggi Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan, 1988), p.18.



9

Based on the location, the tongue is divided into tip of tongue, blade of tongue, front of tongue, and back of tongue.

b. Place of Articulation

The place of articulation is the location in our mouth that produced consonant sounds. The location in the mouth refers to speech organ. The speech organ which is used in producing consonant sounds are lips, tongue, teeth, alveolar ridge, and palate. Collins classifies them according to the place which it articulates and distinguishes eight main classes:¹⁰

1) Bilabial

Consonant sounds which are produced by putting two lips together.

The lips are brought together, e.g. [b], [p], [m] as in *buy, pie, my*.

⁹J.D.O'Connor, [J. D. O'Connor] *Better English Pronunciation* (Cam (BookFi). pdf, second edition (London: Cambridge University Press, 1998), p.18.

¹⁰Beverly Collins and Inger Mess, *Practical Phonetics And Phonology*, Second Edition (New York: Routledge, 2013), p.42.

2) Labiodental

Consonant sounds which are produced by contacting the lower lip and upper teeth. The lower lip is raised against the upper teeth, e.g. [f], [v] as in *fat* and *vat*.

3) Dental

Consonant sounds are produced when tongue tip for sounds [θ] or tongue blade for sounds [ð] contacts upper teeth. The tip of tongue is raised against the upper teeth, or inserted between the upper and lower teeth. As in *that* and *think*.

4) Alveolar

Consonant sounds are produced when the tongue tip contacts the alveolar ridge. The tip of tongue is raised against the ridge. e.g. [t], [d], [l], [n], [s], and [z] as in *tie*, *die*, *lie*, *night*, *size*, *zoo*.

5) Palate-Alveolar

Consonant sounds are produced when the blade of the tongue approaches or touches the alveolar ridge and the main body of the tongue approaches the hard palate in the mouth. The front of tongue (and not just the tip) is raised towards the back of the ridge, e.g. [ʒ], [ʃ], [r] as in *measure*, *she*, *row*.

6) Palatal

Consonant sounds are produced when the front of the tongue touches the hard palate. The front of tongue is raised towards the palate, e.g. [dʒ], [tʃ], [j] as in *general*, *chair*, *yes*.

7) Velar

Consonant sounds are produced when the back of tongue touches the soft palate. The back of tongue is raised towards the velum, e.g. [k], [g], and [ŋ] as in *cook, good, banking*.

8) Glottal

Consonant sounds are produced when the flow of air stopped by the glottis with some constriction of the glottis closing, and then released, e.g. [h] as in *high*.

c. Manner of Articulation

Manner of articulation is a various configurations of lips, tongue, and glottis to produce different sound types by positioning in different ways.¹¹ Avery classify consonants according to the manner in which the organs articulate them, it distinguish into six main classes:¹²

1) Stops or Plosives

Consonant sounds are produced by stopping air that passes from lungs into mouth because the lips or the tongue actually touch some part of the upper mouth. Consonants that involve this complete blockage of the airstream are called stop, e.g. [p], [b], [t], [d], [k], and [g].

¹¹Mark Aronoff and Janie Rees-Miller William O'Grady, John Archibald, *Contemporary Linguistics, An Introduction*, ed. William O'Grady, Fifth Edit (New York: Bedford/St.Martin, 2005), p.24.

¹²Peter Avery and Susan Ehrlich, *Teaching American English Pronunciation* (New York: Oxford University Press, 2012), p.18-24.

2) Fricative

Consonant sounds are produced by blocking the airstream in the mouth, but not making closure. The lips or tongue coming closer to some parts of the upper mouth, e.g. [f], [v], [θ], [ð], [s], [z], [ʒ], [ʃ], [h].

3) Affricatives

Consonant sounds are produced by blocking the airstream briefly with the tongue in the mouth, but in contrast to stop, the blocked airstream is suddenly not released, but is slowly released and causes audible friction, e.g. [tʃ] and [dʒ].

4) Nasals

Consonant sounds are made with air passing through the nose. Air blocked in the mouth in the same way as it is for stop consonants. e.g. [m], [n], and [ŋ].

5) Lateral/ Liquid

The initial sounds in led and red are described as liquids. Both are voiced. The /l/ sound is called a lateral liquid and it is formed by letting the air stream flow around the sides of the tongue as the tip of the tongue makes contact with the middle of alveolar ridge. The /r/ sound at the beginning of red is formed with the tongue tip raised and curled back near the alveolar ridge, e.g. [l], [r].

6) Glides

Hana stated that glides are made by the positioning of articulators close to the other articulator (proximity), but never really making the

full contact.¹³ Glides sounds are produced with little turbulence in the airstream, e.g.: [w], and [y]. Furthermore, these two sounds are often called semi-vowels because they are made with a relatively wide opening in the mouth.

The table of the English consonants below arranges the consonants according to the place and manner of articulation.¹⁴

Table 1
Table of English Consonant

Manner of articulation	Place of articulation						
	Bilabial	Labiodental	Dental	Alveolar	Palatal	Velar	Glottal
Stop							
<i>Voiceless</i>	p			t		k	
<i>Voiced</i>	b			d		g	
Fricative							
<i>Voiceless</i>		f	θ	s	ʃ		
<i>Voiced</i>		v	ð	z	ʒ		h
Affricative							
<i>Voiceless</i>					tʃ		
<i>Voiced</i>					dʒ		
Nasal							
<i>Voiced</i>	m			n		ŋ	
Liquid							
<i>Voiced</i>				l	r		
Glide							
<i>Voiced</i>	w				y		

So, in the production of any given consonant, the place and manner of articulation figure in determining which sound is produced. By

¹³Hana Vančová, "Phonetics and Phonology, A Practical Introduction to Pronunciation and Transcription," 2016, p.26.

¹⁴Marianne Celce Murcia, *Teaching Pronunciation, A Course Book and Reference Guide*, Second Ed (New York: Cambridge University Press, 2011), 61.

combining the relevant articulatory features we human accurately describe English consonant sounds.

3. Fricative

Fricatives are sounds which are made by forming a nearly complete stoppage of the airstream.¹⁵ Air is forced through a narrow passage way in the mouth or throat, creating continuous friction. As claimed by Francis Katamba, fricative is the articulators which is brought very close together leaving only a very narrow channel through which the air squeezes on its way out, producing turbulence in the process.¹⁶ The fricative consonants are [f], [v], [θ], [ð], [s], [z], [ʃ], [h]. The opening through which the air escapes is so small that friction is produced.¹⁷ If you put your open hand in front of your mouth when making these sounds, [f] and [s] in particular, you should be able to feel the stream of air being pushed out.

Meanwhile, Shrikant S. Narayanan point out that fricatives are sounds produced by the formation of a narrow supra glottal constriction in the vocal tract and the generation of turbulence in the region downstream the constriction when air flows through the vocal tract.¹⁸ English has a large inventory of fricatives, some articulated in front of /s/ and /z/ and others behind. In pronouncing the first sound in the words *thin* and the final sound in *teeth*, notice that the tongue tip is placed between the upper and lower

¹⁵Syafei, *English Pronunciation, Theory And Practice*, p.18.

¹⁶Francis Katamba, *Learning About Language An Introduction to Phonology*, eight edit (USA: Longman Group, 1996), 7.

¹⁷George Yule, *The Study of Language*, fourth edition (New York: Cambridge University Press, 2012), 32.

¹⁸Alwan, "A Nonlinear Dynamical Systems Analysis of Fricative Consonants," p.2512.

teeth, where the airstream is most constricted and makes its articulation.¹⁹

The tip of tongue is raised against the upper teeth.

Most languages have fricatives, the most commonly found being something like **s**. Fricatives are continuant consonants, which means that you can continue making them without interruption as long as you have enough air in your lungs. You can demonstrate the importance of the narrow passage for the air in the following ways:

- 1) Make a long, hissing **s** sound and gradually lower your tongue so that it is no longer close to the roof of the mouth. The hissing sound will stop as the air passage gets larger.
- 2) Make a long **f** sound and, while you are producing this sound, use your fingers to pull the lower lip away from the upper teeth and lip suddenly stops.

English has quite a complex system of fricative phonemes. They can be seen in the table below:

Table 2
Fricative Consonant Sounds
Source : Peter J. Roach

PLACE OF ARTICULATION					
	labiodental	Dental	Alveolar	Palatal	glottal
Fortis “voiceless”	f	θ	s	ʃ	h
Lenis “voiced”	v	ð	z	ʒ	

¹⁹Edward Finegan, *Language Its Structure and Use*, Fifth Edit (USA: Thomson Wadsworth, 2008), 86.

With the exception of glottal, each place of articulation has a pair of phonemes, one fortis and one lenis. This is similar to what was seen with the plosives. The fortis fricatives are said to be articulated with greater force than the lenis, and their friction noise is louder. The lenis Fricatives have very little or no voicing in initial and final positions, but may be voiced when they occurs between voiced sounds. The fortis fricatives have the effect of shortening a preceding vowel in the same way as fortis plosives do. Thus in a pair of words like ‘ice’ /ais/ and ‘eyes’ /aiz/, the /ai/ diphthong in the first word is considerably shorter than /ai/ in the second. Since there is only one fricative with glottal place of articulation, it would be rather misleading to call it fortis or lenis (which is why there is a line on the chart above dividing **h** from the other fricatives).²⁰ The researcher can conclude that fricative consonant produced with strong breath force, in other word air is aspirated.

Some consonants in English do not involve a complete stoppage of the airstream but rather a partial obstruction. This partial obstruction results from the lips or the tongue coming close to some parts of the upper mouth. These consonants are called fricatives because the close approximation of the articulators causes turbulence or friction in the airflow. The initial sounds of ‘fat’ and ‘vat’, ‘high’ and ‘thy’, ‘sip’ and ‘zip’ and the final sounds of ‘wish’ and ‘beige’ are all fricatives.

²⁰Roach, *English Phonetics And Phonology A Practical Course*, 48–50.

Compare the initial consonant of the words 'tip' and 'sip'. Both of these sounds are made at the same place of articulation. They differ, however, in their manner of articulation. The /t/ is made with complete blockage of the airstream while the /s/ is made with only partial blockage of the airstream. Air continues to pass through the mouth in the pronunciation of /s/ (a fricative) which means that the sound can be prolonged in a way that the /t/ cannot be. Try to prolong the /t/ and notice the impossibility of prolonging a stop consonant.

English as Second Language (ESL) students will sometimes substitute stops for fricatives. The students who pronounce 'Think' [θɪŋ] as 'ting' [tɪŋ] is making an error in terms of manner of articulation. The initial sound of 'think', /θ/ is a fricative sound but the /t/ sound is a stop. Therefore, in order to correct this pronunciation problem, the students must place the tip of the tongue between the teeth and allow air to move out of the mouth during the pronunciation of the sound.

English as Second Language (ESL) students may also substitute fricatives for stops. Students will often produce fricatives at the beginning of a word rather than the appropriate stops, for example. 'ferform' [fɜːfo:m] instead of 'perform' [pɜːfo:m]. A /p/ (the initial sound of 'pe') is substituted for a /f/ in this word. In order to produce the correct sound, the speaker must make sure that there is contact between the tip of the tongue and the tooth ridge so that a /p/ rather than a /f/ is pronounced.

The fricative consonants of English

Lower lip / upper teeth (labiodental)	/f/ and /v/
Teeth (interdental)	/θ/ and /ð/
Tooth ridge (alveolar)	/s/ and /z/
Hard palate (palatal)	/ʃ/ and /ʒ/ ²¹

Table 3
English Fricative According to The Place of Articulation
 Source : Susan Ehrlich

Bilabial	Labiodental	Interdental	Alveolar	Palatal	Velar
	f	θ	s	ʃ	
	v	ð	z	ʒ	

The eight fricatives of English are not the only fricatives that we find among the languages of the world. For example, many languages have velar fricatives or bilabial fricatives. We sometimes use a velar fricative in English in the pronunciation of the name ‘bach’ rather than pronouncing the final sound of this word as a /k/, we do not block the air completely but bring the back of the tongue close to the soft palate.²² Causing partial obstruction of the airstream.

²¹Ehrlich, *Teaching American English Pronunciation*, 19–20.

²² Ehrlich, 20.

Table 4
Classification of Fricatives in Terms of Voicing
Source : Susan Ehrlich

	Labiodental	Interdental	Alveolar	Palatal
Voiceless	f (fish)	θ (think)	s (sale)	ʃ (pressure)
Voiced	v (veal)	ð (these)	z (zone)	ʒ (pleasure)

There are eight fricatives sounds in English, four of these are voiced and the rest of them are voiceless.

Peter Avery stated that there is some plural words pronounced /z/ after nouns that ends with vowels since all vowels are voiced and the plural suffix is voiced after voiced sounds. Following rule is applicable for all regular plural nouns:

- a) If a noun ends with /s/, /z/, /ʃ/, /ʒ/, /tʃ/, or /dʒ/ (sibilant sound), the plural is pronounced /əz/, otherwise,
- b) If a noun ends with a voiced sound, the plural is pronounced /z/

Example:

Table 5

Noun ends with a voiceless sound
robes [rəʊbz]
cads [kædz]
dogs [dɒgz]
reeves [ri:vz]
clothes [klaʊðz]

- c) If the noun ends with a voiceless sound, the plural is pronounced /s/.²³

Example:

Table 6

Noun ends with a voiced sound
Ropes [rəʊps]
Cats [kæts]
Docks [dɒks]
Reefs [ri:fs]

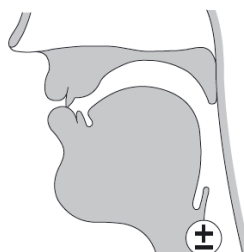
a. The Forms of Fricatives

All fricatives, except /h/, occur in fortis/lenis pairs. Fortis is a strong voiceless articulation, and lenis is a weak potentially voiced articulation.²⁴

1) Labio-Dental Fricatives /f/v/

The lower lip is near contact with the upper front teeth resulting in labio-dental friction. Lenis /v/ has potential voice. For both /f/ and /v/ the speech organ are in the position shown below,

Picture 2



English /f/ and /v/

²³Ehrlich, 50.

²⁴Mess, *Practical Phonetics And Phonology*, 92.

Example /f/;

Table 7

Initial	Medial	Final
Five [faiv]	Heifer [hefə]	Knife [naif]
Fair [feə]	Office [ɒfis]	Rouhg[rʌf]

Example /v/;

Table 8

Initial	Medial	Final
Vine [vain]	Clover[kləuvə]	Give[giv]
Vow[vau]	Having[hæviŋ]	Move[mu:v]
Voice [vois]	Given[givən]	Live[lɪv]

2) Dental Fricatives /θ/ð/

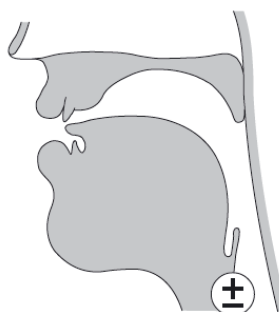
The tongue-tip makes near contact with the rear of the upper teeth resulting in dental friction. Lenis /ð/ has potential voice, and often has the tongue withdrawn, being realized as a type of weak dental approximant.

Initial /ð/ occurs only in the following function words: *the, this, that, these, those, then, than, thus, there, they, their, them, theme*: also in the archaic words *thou, thee, thy, thin, thither*.

Indonesian and English in general have such differences, including different phonemic inventory and distribution of phonemes. Only 47

out of the 566 languages in inventory by UPSID (UCLA phonological Segment Inventory Database) have /θ/ and /ð/ in their inventory²⁵ English and Arabic are examples of languages that have them, and Indonesia is not one of them.

Picture 3



English /θ/ and /ð/

Example /θ/;

Table 9

Initial	Medial	Final
Thank [θæŋk]	Either [aiθə]	Bath [b]
Thick [θik]	Myt hic [miθik]	Teeth [ti:θ]
Thought [θɔ:t]	Breathy [breθi]	Cloth [klɒθ]

²⁵Dedi Kurniawan, "The Error Analysis of The Pronunciation of Dental Fricative Consonants by The Students of English Education Study Program Faculty of Teacher Training and Education Sriwijaya University" 3, no. 2 (2016): 158., http://eprints.unsri.ac.id/6882/1/05_dedi_k_157-163.pdf.

Example /ð/;

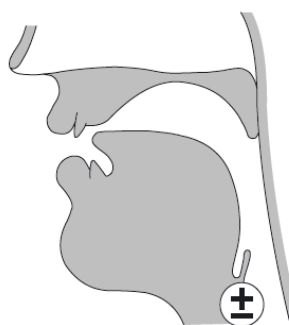
Table 10

Initial	Medial	Final
The [ðə:]	Mother [mʌðə]	Bathe [beɪð]
This [ðɪs]	Teething [ti:ðɪŋ]	Teeth [ti:ð]
Then [ðen]	Worthy [wɜ:ði]	Writhe [raɪð]

3) Alveolar Fricatives /s/z/

The tip / blade of the tongue makes near contact with the alveolar ridge. Air is channeled along a deep groove in the tongue, producing alveolar friction characterized by sharp hiss. These are sometimes termed grooved fricatives.

Picture 4



English /s/ and /z/

The initial sound of word zoo and sue are identical in the term of place of articulation and manner of articulation (fricatives). However, they differ in terms of voicing. The /s/ is a voiceless sound and /z/ is

voiced sound. The vibration that is heard with the voiced sounds is caused by the vocal cords. Sounds made with the vibrating vocal cords are voiced and sounds made with no vibration of the vocal cords are voiceless. The vocal cords are bands of muscle attached to the walls of the larynx. When they are close together, the air passing from the lungs into the mouth cause them vibrate. When they are apart the passing through air causes no vibration.

Example /s/;

Table 11

Initial	Medial	Final
Sang [saŋ]	Classic [klæsik]	Bus [bʌs]
Cinder [sɪndə]	Passive [pæsɪv]	Loss [lɒt]
Sorry [sɒri]	Adjacent [ədʒeɪsnt]	Face [feɪs]

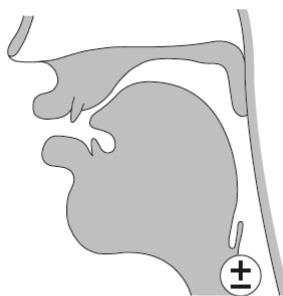
Example /z/;

Table 12

Initial	Medial	Final
Zoo [zu:]	Cousin [kʌzn]	Buzz [bu:z]
Zinc [zɪŋk]	Busy [bɪzi]	Choose [cu:z]
Zap [zæp]	Fazes [fæzɪs]	Lose [lu:z]

4) Palato-Alveolar Fricatives /ʃ/ ʒ/

A large portion of the tongue (tip/blade/front) makes near contact with the alveolar ridge and the front of the hard palate. The airstream is channelled through a shallower groove than for /s/z/. In addition, /ʃ/ ʒ/ have strong trumpet-shaped lip-rounding similar to that of /tʃ/ ʒ/. The resulting hiss is **graver** than that of /s/z/.

Picture 5

English /ʃ/ and /ʒ/. Note trumpet-shaped lip-rounding

/ʒ/ is notably restricted in its distribution, occurring mainly in medial position, e.g. usual pleasure, etc. In initial and final position it is found only in recent French loanwords, e.g. *genre*, *beige*. In most cases, there are alternative pronunciations with /dʒ/.

Example /ʃ/;

Table 13

Initial	Medial	Final
Shoe [ʃu:]	Issue [iʃu:]	Clash [klæʃ]
Sugar [ʃugə]	Nation [neiʃn]	Bush [buʃ]
she [ʃi:]	Glacial [glæiʃl]	Lush [lʌʃ]

Example/ʒ/;

Table 14

Initial	Medial	Final
Genre [ʒɑ:nrə]	Azure [æzjuə]	Rouge [rəuʒ]
	Pleasure [pleʒə]	Beige [beɪʒ]
	Lesion [leʒn]	Garage [gæra:ʒ]

5) Glottal Fricative /h/

Phonetically, /h/ is like a voiceless vowel. The articulators are in the position for the following vowel sound and a strong airstream produces friction not only at the glottis but also throughout the vocal tract. Consequently, there are as many articulations of /h/ as there are vowels in English. In English, /h/ occurs only preceding vowels.

When we produce a /h/ sound, you breathe and your tongue and lips assume the position whatever vowel follows it. Thus, /h/ is made differently depending on the nature of the following vowel. Let's check how we pronounce /h/ from some words below:

- a) Heat
- b) hat
- c) hoot
- d) hot

In this case, the /h/ sound takes the position of vowel /iy/, /ae/, /uw/ and /a/ in sequence. We can find why /h/ is often described as a voiceless

vowel.²⁶ The mouth is in the position of the following vowel, but there is no vibration of the vocal cords as there is with vowels.

Example /h/;

Table 15

Initial	Medial	Final
Humble [hʌmbəl]	Ahead [əhed]	
Hue [hju:]	Rehabilitate [ri:əbilitetʃn]	
Hoot [hu:t]	Behind [bihaind]	

4. Students' Difficulties in Pronouncing Fricative

a. Definition of Students Difficulties

A.S Hornby stated a difficulty is the state or quality of being difficult.²⁷ Difficulties are situation which are not good. In addition difficulties are something hard which deals with understanding. In other words, difficulties are something which is not easy to understand or a thing that is hard to do.

Student is person who is studying at a college or university, person studying at secondary school, any person interested in particular subject.²⁸ Student is a person who studies, or investigates or person who is enrolled for

²⁶Ehrlich, *Teaching American English Pronunciation*, 35.

²⁷Hornby, *Oxford Advanced Learner's Dictionary*, p.1100.

²⁸Hornby, 202.

study at school or collage.²⁹ Students mean anyone who studies or who carries out educational activities. So, based on above definition the researcher concludes that students' difficulties are unusual quality or not got situation which deals by the students in pronouncing English fricative sounds.

b. Pronunciation Difficulties

There are some pronunciation difficulties faced by Indonesian students when they learn English. According to Nunung as quoted in Ramelan, there are five pronunciation difficulties, they are:

1. Transfer of Linguistic Habit

Foreign language students find many difficulties in their learning process. Students have been speaking with mother tongue since childhood. It has been embedded and become part of the habit. The movements of his speech organs have been set to produce the speech sounds of his own language; of course, it is difficult for him to change the habit of moving his speech organs in such way as to produce the foreign sounds.

2. Different Elements Between Native Language And The Target Language

The foreign sound is completely new to the student, such as the medial sound of the English word 'father' [fɑðə]. Indonesian students will find difficult to pronounce that sound since their speech

²⁹Victoria Neufelst and Davi B. Ralmic, *Webster's New World Collage Dictionary* (USA, 1995), p.2.

organs have never been trained or moved to produce it. So, instead of pronouncing /ð/ as in father [fʌðə] they will say /de/ [pader]. Automatically, it can make misunderstanding between the speaker-hearer. Other English sounds which are not found in Indonesian are, for instance, those that are represented by the italicized letters in the following words: *veal*, *then*, *choke*, *joke*, *she*, *pleasure*, etc.

3. The Same Phonetic Feature In Both Language But Differ In Their Distributions

Another learning problem is the sounds which have the same phonetic features in both languages but differ in their distributions. That is when and where 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**” [bɒk], “**ago**” [ə'gəʊ], “*sad*” [sæd]. In Indonesian, however, they occur only at word initial and medial position, but never at word final position, for instance in the words: *beras*, *kabar*. 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 The 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*, *twelfths*, *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* [hɑ: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 [ɑ:] as in "task" [tɑ:sk].³⁰

Based on above explanation the researcher conclude that there are five difficulties faced by Indonesian students when they learn English, 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.

c. Difficulties Factor

There are some factors influencing students have difficulties in pronouncing English consonant sounds, they are; the influence of students' mother language, the lack of students' knowledge about English sound system, and unsuccessful in using borrowed English words.³¹

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 a learner's problem in mastery the new language.

³⁰Nunung Setiyo Rini, "Improving The Students' Mastery in Pronouncing Consonant /f/ and /v/," *Journal of English Language Teaching* 5, no. 1 (2016): p.3., <https://journal.unnes.ac.id/sju/index.php/elt/article/view/9886/6326> .

³¹Andri Donal, "Indonesian Students' Difficulties In Pronouncing English Diphthongs," *Journal of English Education* 2, no. 2 (2016): p.60-61., http://e-journal.upp.ac.id/index.php/jee/article/viewFile/1305/pdf_.

2) The lack of students' knowledge about English sound system

The sound system between Indonesian and English is different. In bahasa, 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.

B. Review of Related Finding

The researcher presents some preview finding, which related or relevant with this research as follows:

First, a research conducted by Jeni Isnarani, the research attempts to know the possible factors causing the students' errors in pronouncing fricatives consonants. The research revealed that the respondents made 11 deviations of all. The replacement of [ð] with [d], [t] and [θ], the replacement of [θ] with [t], the replacement of [v] with [f], the replacement of [s] with [z] and [ʃ], the replacement of [z] with [s], the replacement of [ʃ] with [s], the replacement of [ʒ] with [ʃ] and [z]. There were several factors causing students errors in pronouncing fricatives consonants; there 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, the high level of anxiety, the lower grade they got, the low level of motivation, they never been taught to pronounce the word correctly at Senior High School.³²

The Second, Ilham Syarifuddin involves Makassarese students as his respondents. He found that Makassarese student in English program stay in the low level of pronouncing English fricative consonant in all position. They encountered difficulties to pronounce δ , θ , \int , and $ʒ$. The factor of these difficulties is because Makassar language only has two fricative consonant.³³

The Third research is done by Dedi Kurniawan, his research focuses on dental fricative consonants only. The research attempts to find pattern in error of the pronunciation of dental fricative consonants ($/\theta/\delta/$) 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. The research revealed in pronouncing the two consonants, the most errors that arise are that they were pronounced as $/t/$, $/d/$ which is the closest equivalents of the consonants in Bahasa. While other sounds $/s/$, $/d/$, $/\theta/$, $/\delta/$, also occurs but in much lower frequency.³⁴

³²Jeni Isnarani, "An Analysis of Fricatives Consonants Pronounced by The Sixth Semester Students of English Education Department of IAIN SALATIGA in Academic Year of 2017/2018," 2018, 122, http://e-repository.perpus.iainsalatiga.ac.id/2287/1/SKRIPSI_CD.pdf.

³³Ilham Syarifuddin, *The Pronunciation of English Fricative by Makassarese Students in Second Semester of English and Literature Department of Adab and Humanities Faculty Academic Year 2013-2014*, 2014, http://repositori.uin-alauddin.ac.id/7572/1/ilham_syarifuddin.pdf.

³⁴Kurniawan, "The Error Analysis of The Pronunciation of Dental Fricative Consonants by The Students of English Education Study Program Faculty of Teacher Training and Education Sriwijaya University."

The fourth, Minna Marika Timonen tried to compare between English and Finnish fricative system. The research conducted in order to exemplify the pronunciation errors made by Finnish speakers in an actual speech. The differences between the systems are presented along with the possible mispronunciations resulting from the divergence in the fricative charts.³⁵

The fifth, M Wildan Habibi attempted a study to find out the English sounds which are problematic even to those who have been seriously studying English. This study revealed that research subject encountered a number of segmental pronunciation problems consisting of consonant sounds and vowels including pure vowels and diphthongs. Dominant problems with consonant sounds were the substitution of the sounds /v//θ/ð/ʒ/ ʒ/ tʃ/z/ where all of these sounds are fricative consonant sounds.³⁶

In another research, Nizamuddin involves learners whose mother tongue is Hindi. He found that the fricatives of English /f , v , θ, ð z, ʒ,/ do not have their existence in Hindi. Fricatives /θ, ð/ of English are missing from Indian English. Some speakers of English in India are unable to articulate the phoneme /f , v, z, ʒ,/ in their spoken English. The reason of their using these fricatives may be given as there are other languages like Urdu, Arabic and Panjabi which are also spoken in India so the subjects might have acquired these sounds from these languages as the Urdu has /f z, ʒ,/ in its phonemic

³⁵Minna Marika Timonen, "Pronunciation of the English Fricatives : Problems Faced by Native Finnish Speakers," no. May (2011): 36, https://skemman.is/bitstream/1946/8304/1/Minna_Timonen_final_final_final_thesis.pdf.

³⁶M Wildan Habibi, "English Pronunciation Problem Encountered by Indonesian Advanced Students," *English Pronunciation Problem Encountered by Indonesian Advanced Students*, 2016, <http://etheses.uin-malang.ac.id/4094/1/12320063.pdf>.

system. But most of the time, a majority of the speakers is found deviating from it. Although Hindi language has two fricatives which are similar to /s/ and /ʃ/ of RP yet the speakers face problem in maintaining distinction between /s/ and /ʃ/ in their reading of the words likeship, shop, bishop, wash, fishsing, sea, see and simple.³⁷

Finally, the researcher will create a new research for adding as achievement for studying and completing the previous research. Therefore, the researcher wants to do a research about the difficulties to pronounce fricative sounds that faced by the students of TBI-2 English Education Department IAIN Padangsidempuan academic year 2018/2019.

³⁷Nizamuddin, "Teaching English Fricative Sounds to The Learners Whose Mother Tongue Is Hindi," *Research Journal of English Language and Literature (RJELAL)* 3, no. 1 (2015): 243–47, http://www.rjelal.com/3.1.15/243-247_NIZAMUDDIN.pdf.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Methodology

1. Location and Schedule of the Research

This research was done at State Institute For Islamic Studies (IAIN) Padangsidempuan which addressed on Jl. H. Tengku Rizal Nurdin KM.4,5 Sihitang, Padangsidempuan Tenggara, Kota madya Padangsidempuan, North Sumatera, Indonesia. The subject of the research was the fourth semester of TBI-2 in IAIN Padangsidempuan. Time of this research started on January 2019 until September 2019 at State Institute for Islamic Studies (IAIN) Padangsidempuan.

2. Research Design

Base on the data analysis, the research used qualitative research. Based on the method, this research was descriptive method. So, the research included in descriptive qualitative method because the collected data was in the form of utterances which contained pronunciation errors included slip of the tongue and the pronunciation difficulties which was spoken by the fourth semester students of TBI-2 IAIN Padangsidempuan in academic year 2018/2019.

3. Subject of The Research

This study studied about the difficulties of students' pronunciation in fricative consonant sounds. The subject of this research was conducted at the fourth semester students of TBI-2 IAIN Padangsidempuan academic year 2018/2019. This research focused on 9 students to know the difficulties in

pronouncing fricative sounds. All of the participants were involved to collect the data needed in conducting this research.

4. Data Sources

In qualitative research, the researcher took the data by himself and met the informants to collect the valid data. To collect the data the researcher must involve with the subject of research. The researcher was the real instrument in this research. The instruments of collecting the data that was used by the researcher as follows:

a) Recording

In this research, the researcher used recording as instrument collecting data, which was used to record students pronunciation. A list of words also presented to get data. The words contained of fricatives consonants. The list of word was about expressing fricative sounds in initial, medial and final position. The researcher gave 10 sentences, in that sentences there were 25 words and 9 English fricative consonants in the initial, medial and final position. So total of the words were 25, they were from initial, medial and final position of the English fricative consonants. Recording also used to record students' interview. The instrument that was used in this final project consisted of a smart phone, which was used to record the students' pronunciation and students' interview.

b) Interview

Interview is oral questions and answer between two or more people directly. Interview was done for getting data about student's difficulties in pronouncing fricative sounds. There were some structures of interview; unstructured interview and structured interview. In this case, the researcher gave structured interview to minimize the time and to reach the target of interview. Which meant the researcher prepared the list of interview first before doing it with the informant. Interview was given to a number of students at the fourth semester of TBI-2 and it was recorded to help the researcher analyzing the data.

5. Technique of Data Collection

For the data collection, the researcher used the recording when the fourth semester students pronouncing the given list. First, the researcher tried to get the recording while the students pronounce the sentences. Then, the researcher reviewed and listened the record in order to observe the students when presenting the given list contained fricative sounds. Then, the researcher started to transcribe the utterance which contained some pronunciation errors made by the students in order to make it easy in analyzing them. The next step was doing the interview with the students to get the factors of students difficulties in pronouncing fricative sounds. The last step was analyzing them.

6. Techniques of Checking Trustworthiness

Trustworthiness in qualitative research was very important because checking to the trustworthiness of the data. There were several strategies that can be used to check the trustworthiness of the data. Lexy J. Melong stated that checking trustworthiness of the data suggested several strategies as follows:

- a) Participations Prolongation
- b) Observing
- c) triangulated
- d) checking with friends by discussing
- e) references sufficiency
- f) member checking
- g) description detail
- h) Auditing.¹

Based on above several techniques the researcher only took triangulated as a technique to check the trustworthiness of the data.

7. Technique of Data Analysis

In analyzing the data, the researcher used a descriptive qualitative to find the results. The researcher got the data from the fourth semester students of TBI-2 IAIN Padangsidempuan in academic year 2018/2019.

Data in qualitative research was a time, consuming, and difficult process because typically the researcher faced massive amount or field

¹Lexy J Moleong, *Metode Penelitian Kualitatif* (Bandung: Remaja Rosda Karya, 2009), p.126.

notes, interview, transcript, audio, video data, reflection, recording, information from document, all of which must be examined and interpreted. It meant the data analysis of qualitative research was not about numerical. The goal of qualitative descriptive was to comprehend and summarize in every day term, specific, event, and experience by individual or group.

There were many theories to analyze the qualitative data, including those presented by W.Best, Donald Ary, Cresswell, and Moleong. In this case, the data was analyzed by using W.Best theory. He presented some steps such as organizing, describing and the last was interpreting.² The researcher used those steps to analyze the data.

a. Organizing

The first step in analyzing qualitative data involves organizing. The researcher played the recording and replayed it to get the utterance that produced. And next, the researcher transcribed the utterance that produced by informant.

b. Description

The researcher moved to the second step, description. The researcher described the transcription of the given recording list that had been given previously, and compared the informant's utterance with the correct one, whether it was properly or not.

²John W.Best, *Research in Education*, Tenth Edit (USA: Pearson Education, 2006), p.270.

c. Interpretation

The last step was interpretation. After checking transcription of the informant utterances, the researcher made the interpretation that contained the pronunciation errors that happened in list of words that given to the informants and connecting all pronunciation errors that produced by the informants with the pronunciation difficulties theory based on Ramelan. Then deciding the factor of its difficulties, whether it was because mother tongue, lack of students' knowledge about English sound system or unsuccessful in using borrowed English words.

CHAPTER IV

RESEARCH RESULT

A. Findings

1. General Findings

There are 5 form of English fricative Consonant that are analyzed in this research. They are Labio-Dental Fricatives, Dental Fricatives, Alveolar Fricatives, Palato-Alveolar Fricatives and Glottal Fricative. All of these fricative sounds can be find in initil, medial and final position. They were analyzed by recording the words, then researcher collected their record to analyze their fricative pronunciation.

Based on the result of the record, the researcher found many students' difficulties in pronouncing fricative sounds are found. Researcher only focuses on indicator of pronunciation difficulties written by Ramelan. Those are Transfer of Linguistic Habit, Different Elements Between Native Language And The Target Language , The Same Phonetic Feature In Both Language But Differ In Their Distributions, Similar Sounds In The Two Languages Which Have Different Variants or Allophones and Similar Sounds In Two Languages Which Differ Only Slightly In Their Phonetic Features. the detail description of the research result are described below:

a. Labio-Dental Fricatives

Labio-Dental Fricatives consist of /f/ and /v/. as can be seen on table;

Table 1
Word Transcription

Sound	Initial	Medial	Final
/f/	F avorite [feivərit]	Prof es sional [prəfeʃənl]	Half [hɔ:f]
/v/	V egetable [vedʒtəbl]	Fav o rite [feivərit]	Have [hæv]

based on the record, the researcher analyzed as the following;

1) /f/

Table 2
Students Utterance

No	Students	Initial	Medial	Final
1	SS	[fa:forit]	[frəfeʃənl]	[halp]
2	AM	[fa:forit]	[frəfeʃənl]	[hɔ:f]
3	IR	[pa:vorit]	propesənl	[həlp]
4	RA	[fa:forit]	[prəpeʃənl]	[help]
5	SK	[fəforit]	[prəfeʃənl]	[hɔ:p]
6	IW	[fa:vərit]	[prəpeʃənl]	[hɔ:f]
7	ES	[feivərit]	[prəfeʃənl]	[hɔ:f]
8	AH	[fa:forit]	[prəfeʃənl]	[hɔ:p]
9	AA	[fa:vərit]	[prəpeʃənl]	[hɔ:f]

Based on above students' utterance can be seen that word favorit /f/ in initial, there are 8 students pronounce /f/ in initial properly and just 1 student misspronounce. IR misspronounce favorite [pa:vorit] where it should be pronounce [feivərit] as SS, AM, RA, SK, IW, ES, AH, and AA pronounced.

Word professional /f/ in medial, 5 informants are correct in pronouncing professional [prəfeʃənl] they are SS, AM, SK, ES, AH and 4 informants are misspronounce it. IR, RA, IW, AA pronounce /p/ [prəpeʃənl] where it could be /f/ [prəfeʃənl].

Word half /f/ in final, SS, IR, RA, SK, and AH misspronounce half [hɒ:p], they pronounce /p/ not /f/. It should be [hɒ:f]. AM, IW, ES, and AA are correct.

2) /v/

Table 3
Sudents Utterance

No	Students	Initial	Medial	Final
1	SS	[fedʒtəbl]	[fa:forit]	[hæp]
2	AM	[pidʒitəbl]	[fa:forit]	[hæp]
3	IR	[pedʒtəbl]	[pa:vorit]	[hæf]
4	RA	[vidʒitəbl]	[fa:forit]	[hæp]
5	SK	[feʒtəbl]	[fəforit],	[hæp]
6	IW	[vedʒtəbl]	[fa:vorit]	[hæf]
7	ES	[vedʒtəbl]	[feivorit]	[hæv]
8	AH	[vedʒtəbl],	[fa:forit]	[hæp].
9	AA	[fedʒtəbl]	[fa:fərit]	[hæp].

Based on above students' utterance can be seen that from 9 students, word Vegetable /v/ in initial, there are 5 students made mistake in pronouncing it. Word favorite /v/ in medial, 6 out of 9 students misspronounced. And 8 students out of 9 made mistake in pronounce have /v/ in final.

Word Vegetable /v/ in initial, SS, AM, IR, SK, AA mispronounce it. They replace /v/ to be /f/ or /p/. And 4 out of 9 students pronounce [vedʒ təbl] which means it is correct. Word favorite /v/ in medial, SS, AM, RA, SK, AH, AA are mispronounced, they pronounce /f/ instead of /v/. 3 out of 9 students are correct pronouncing [feivorit]. Word have /v/ in final, just one student out of 9 pronounce have [hæv] properly. 8 students mispronounced [hæp] or [hæf], it should be [hæv].

b. Dental Fricatives

Dental Fricatives consist of /θ/ and /ð/. as can be seen on table;

Table 4
Word Transcription

Sound	Initial	Medial	Final
/θ/	Think [θɪŋk]	Every th ing [ɛvriθɪŋ]	With [wiθ]
/ð/	They [ðei]	Fa th er [fa:ðə:]	Teeth [ti:ð]

based on the record, the researcher analyzed as the following;

- 1) /θ/

Table 5
Sudents Utterance

No	Students	Initial	Medial	Final
1	SS	[tɪŋ]	[ɛvritɪŋ]	[wit]
2	AM	[tɪŋ]	[ɛvritɪŋ]	[wiθ]
3	IR	[tɪŋ]	[ɛvriθɪŋ]	[wit]
4	RA	[tɪŋ]	[ɛvritɪŋ]	[wit]
5	SK	[tɪŋ]	[ɛvritɪŋ]	[wit]
6	IW	[tɪŋ]	[ɛvriθɪŋ]	[wid]
7	ES	[tɪŋ]	[ɛvriθɪŋ]	[wid]
8	AH	[tɪŋ]	[ɛvritɪŋ]	[wit]
9	AA	[tɪŋ]	[ɛvritɪŋ]	[wit]

Based on above students' utterance can be seen that word think /θ/ in initial, all the students are mispronounced think /θ/ no one pronounce it properly. They pronounce [tɪŋ] instead of [θɪŋ].

Word everything /θ/ in medial, 3 students are correct in pronouncing everything [ɛvriθɪŋ] they are IR, IW and ES and 6 informants are

misspronounce it. SS, AM, RA, SK, AH and AA pronounce /t/ [evritɪŋ] where it should be /θ/ [evriθɪŋ].

Word with /θ/ in final, 8 students out of 9 are made mistake pronouncing it. SS, IR, RA, SK, IW, ES, AH, and AA pronounced [wit] or [wid] instead of [wiθ]. Only one student is correct by pronouncing [wiθ].

2) /ð/

Table 6
Sudents Utterance

No	Students	Initial	Medial	Final
1	SS	[dei]	[fa;də:]	[ti:θ]
2	AM	[dei]	[fa:ðə:]	[ti:ð]
3	IR	[dei:]	[fa:ðə:]	[ti:t]
4	RA	[dei]	[fa:ðə:]	[ti:t]
5	SK	[dei]	[fa;də]	[ti:t]
6	IW	[dei]	[fa:ðə:]	[ti:θ]
7	ES	[dei]	[fa:də:]	[ti:t]
8	AH	[dei]	[fa;də:]	[ti:ð]
9	AA	[dei]	[fa:dər]	[ti:t]

Based on above students' utterance can be seen that from 9 students, word They /ð/ in initial, All students made mistake in pronouncing it. Word father /ð/ in medial, 5 out of 9 students misspronounced. And 7 students out of 9 made mistake in pronounce teeth /ð/ in final.

Word they /ð/ in initial, All students mispronounce it. They replace /ð/ to be /d/, no one pronounce it properly. Word father /ð/ in medial, 4 out of 9 students pronounce [fa:ðə:] which means it is correct. SS, SK, ES, AH, and AA are mispronounced, they pronounce /d/ instead of /ð/. Word teeth /ð/ in final,

just two students out of 9 pronounce teeth [ti:ð] properly. 7 students mispronounced [ti:t] or [ti:θ], it should be [ti:ð].

c. Alveolar Fricatives

Alveolar Fricatives consist of /s/ and /z/. as can be seen on table;

Table 7
Word Transcription

Sound	Initial	Medial	Final
/s/	Same [seim]	Seismic [saismik]	Sickness [siknəs]
/z/	Zebra [zi:brə]	Business [biznəs]	Freeze [fri:z]

based on the record, the researcher analyzed as the following;

1) /s/

Table 8
Sudents Utterance

No	Students	Initial	Medial	Final
1	SS	[seim]	[seismik]	[siknəs]
2	AM	[seim]	[seismik]	[sik]
3	IR	[sam]	[seismik]	[siknəs]
4	RA	[seim]	[sismik]	[siknəs]
5	SK	[seim]	[seismik]	[siknəs]
6	IW	[seim]	[seismik]	[siknəs]
7	ES	[seim]	[seismik]	[siknəs]
8	AH	[seim]	[seismik]	[siknəs]
9	AA	[seim]	[seismik]	[siknəs]

Based on above students' utterance can be seen that from 9 students, word same /s/ in initial, 9 of 9 students are correct in pronouncing /s/, no one make mistake. Word seismic /s/ in medial, all students also did not make mistake, all of them pronounce it properly. Word sickness /s/ in final, only one student

made mistake by pronouncing [sik] instead of [siknəs]. SS, IR, RA, SK, IW, ES, AH, and AA are correct and just AM did not pronounce it properly.

2) /z/

Table 9
Students Utterance

No	Students	Initial	Medial	Final
1	SS	[zebrə]	[biznis]	[fri:zi:]
2	AM	[zebrə]	[bisnis]	[vri:z]
3	IR	[zebra]	[basnis]	[fri:zi]
4	RA	[ʒebra]	[bisnis]	[fri:z]
5	SK	[zebra]	[bisnis]	[fri:s]
6	IW	[zebra]	[bisnis]	[fri:zi:]
7	ES	[zebra]	[busnəs]	[frə:z]
8	AH	[ʒepɾa]	[bisnis]	[fraitʃ]
9	AA	[ʒepɾa]	[basinis]	[fri:tʃ]

Based on above students' utterance can be seen that from 9 students, word zebra /z/ in initial, there are 3 students made mistake in pronouncing it. Word business /z/ in medial, 8 out of 9 students misspronounced. And 8 students out of 9 made mistake in pronounce freeze /z/ in final.

Word zebra /z/ in initial, RA, AH and AA mispronounce it. They replace /z/ to be /ʒ/. And 6 out of 9 students pronounce [zi:brə] which means it is correct. Word business /z/ in medial, AR, AM, IR, SK, IW, ES, AH, and AA are mispronounced, they pronounce /s/ instead of /z/. Just 1 out of 9 students pronounce [biznəs]. Word freeze /z/ in final, just one student out of 9 pronounce freeze /fr:z/ properly. 8 students mispronounced [fri:s], [fraitʃ], [fri:zi:], [vri:z], and [fraitʃ].

d. Palato-Alveolar Fricatives

Alveolar Fricatives consist of /ʃ/ and /ʒ/ as can be seen on table;

Table 10
Word Transcription

Sound	Initial	Medial	Final
/ʃ/	Shy [ʃai]	Affection [əfekʃn]	Wash [wɒʃ]
/ʒ/	-	Measure [miʒə:]	Garage [gæra:ʒ]

based on the record, the researcher analyzed as the following;

1) /ʃ/

Table 11
Sudents Utterance

No	Students	Initial	Medial	Final
1	SS	[sai]	[əfekʃn]	[wɒʃ]
2	AM	[si:]	[əfeksn]	[wɒs]
3	IR	[ʃai]	[əfekʃn]	[wɒʃ]
4	RA	[ʃai]	[əfekʃn]	[wɒʃ]
5	SK	[ʃai]	[əfekʃn]	[wɒʃ]
6	IW	[ʃai]	[əfekʃn]	[wɒʃ]
7	ES	[sai]	[əfekʃn]	[was]
8	AH	[sai]	[əfekʃn]	[was]
9	AA	[sai]	[əpekʃn]	[was]

Based on above students' utterance can be seen that from 9 students, word shy /ʃ/ in initial, there are 5 students made mistake in pronouncing it. Word affection /ʃ/ in medial, 1 out of 9 students misspronounced. And 4 students out of 9 made mistake in pronounce wash /ʃ/ in final.

Word shy /ʃ/ in initial, SS, AM, ES, AH, and AA mispronounce it. They replace /ʃ/ to be /s/. And 4 out of 9 students pronounce [ʃai] which means it is correct. Word affection /ʃ/ in medial, 8 out of 9 students are correct

pronouncing [əfekʃn]. Only one student made mistake pronouncing [əfeksn] instead of [əfekʃn]. Word wash /ʃ/ in final, 5 students out of 9 pronounce wash [wɑʃ] properly. 4 students mispronounced [was], it should be [wɑʃ].

2) /ʒ/

Table 12
Sudents Utterance

No	Students	Initial	Medial	Final
1	SS	-	[miʒə:]	[grə:ʒ]
2	AM	-	[mizə:]	[ʒrə:ʒ]
3	IR	-	[miʒə:]	[grəiʒ]
4	RA	-	[miʒə:]	[gæra:ʒ]
5	SK	-	[məʒə:]	[gæra:ʒ]
6	IW	-	[miʒə:]	[gæra:ʒ]
7	ES	-	[məʃur]	[ʒræʒ]
8	AH	-	[miʒə:]	[grətʃ]
9	AA	-	[mi:zur]	[grətʃ]

Based on above students' utterance can be seen that from 9 students, word measure /ʒ/ in medial, there are 3 students made mistake in pronouncing it. Word garage /ʒ/ in final, 3 out of 9 students pronounced it properly.

Word measure /ʒ/ in medial, AM, ES and AA mispronounce it. They replace /ʒ/ to be /ʃ/ and /z/. And 6 out of 9 students pronounce [miʒə:], which means it is correct. Word garage /ʒ/ in final, 3 out of 9 students are correct pronouncing [gæra:ʒ]. AH and AA change /ʒ/ [gæra:ʒ] become /tʃ/ [grətʃ]. SS, AM, IR, and ES are correct in sound /ʒ/ but made mistake in vocal sound.

e. Glottal Fricative /h/

Glottal Fricative consists of /h/ as can be seen on table;

Table 13
Word Transcription

Sound	Initial	Medial	Final
/h/	Horse [hɔ:s]	Rehabilitate [ri:əbilitet]	-

based on the record, the researcher analyzed as the following;

1) /h/

Table 14
Sudents Utterance

No	Students	Initial	Medial	Final
1	SS	[hɔ:z]	[ri:habiliti]	-
2	AM	[hɔ:s]	[reha:bilit]	-
3	IR	[hɔ:z]	[reha:bilitet]	-
4	RA	[hɔ:s],	[rihəbilit]	-
5	SK	[hɔ:s]	[reha:bilitet]	-
6	IW	[hɔ:s]	[rəhabilit]	-
7	ES	[hɔ:s]	[reha:bilitet]	-
8	AH	[hɔ:s]	[rəhabiliti]	-
9	AA	[hɔ:s]	[reha:bilit]	-

Based on above students' utterance can be seen that from 9 students, word horse /h/ in initial, there are 9 students out of 9 pronounce it properly, no one make mistake. Word Rehabilitate /h/ in final, no one is correct. 9 out of 9 students are misspronounced. They pronounce [ri:habiliti], ; [reha:bilit], [reha:bilitet], [rihəbilit], [rəhabilit], and [rəhabiliti] instead of ri:əbilitet.

2. Specific Findings

a. Students' Difficulties in Pronouncing Fricative Consonant

1) Different Elements Between Native Language And The Target Language

Every language absolutely have different segments between one and another. The foreign sound is completely new to the student. Different elements can be found when sound in the target language (second and foreign language) nothing or completely different with first language or native language. Based on the research analysis, it is found that students get difficulties in pronouncing /θ/ , /ð/ in initial, medial and final position. It also occurs on sound /ʃ/ in initial, medial and final position.

However, there are many students found difficulties to pronounce those sounds (/θ/, /ð/, /ʃ/). The research data shows that in produce sound /θ/, in initial all the students mispronounce the word think [θiŋk]. No one can pronounce it properly. Majority of students substitute sound /θ/ to be /t/ as in [tiŋ]. In medial, just 3 of 9 students are correct in pronouncing sound /θ/ properly. The rest of 6 are mispronounced. They produce sound /t/ instead of sound /θ/ as in word everything [evriθiŋ]. In final position, only 1 student correct. There are 8 out of 9 students who pronounced it not properly. They substitute sound /θ/ with sound /t/ and /d/ as in word with [wit] and [wid].

Furthermore, it is also occur in sound /ð/. The research data shows that in produce sound /ð/ in initial position, all of the students produce

sound /d/ instead of sound /ð/. They substitute sound /ð/ with sound /d/ as in word they [dei]. This difficulties are also occurs in the final position as in word teeth [ti:ð], most of the students substitute sound /ð/ with sound /t/ and /θ/ as in [ti:t] or [ti:θ]. The students pronounced the words inappropriate way like the applicable rules. this rule was when pronouncing the sound / ð/-voiced dental fricative the air was obstructed bt the tip of tongue ang the upper teeth. It was happened because their speech organs have never been trained or moved to produce it.

The difficulty also found when the students pronounce sound /ʃ/. There is nothing neither the same nor similar sound /ʃ/ with bahasa sounds as the first language or mother tongue of the students. Students confuse how to produce the sound in good place and manner of articulation. The students substitute sound /ʃ/ with sound /s/ because in their first language (Indonesian) there is no the same sound.

Students mispronounce the sound almost in every position, initial, medial and final position. Can be seen from the research analysis from 9 students, word shy /ʃ/ in initial, there are 5 students made mistake in pronouncing it. Word affection /ʃ/ in medial, 1 out of 9 students misspronounced. And 4 students out of 9 made mistake in pronounce wash /ʃ/ in final. In the word She [ʃi:] affection [ə'fekʃn] and wash [wɒʃ], there are voiceless palato-alveolar fricative /ʃ/. whereas in the word [sai] [ə'feksn] [wɒs] there are voiceless alveolar fricative.

2) The Same Phonetic Feature In Both Language But Differ In Their Distributions

Another pronunciation problem is the sounds which have the same phonetic features in both first language and the target language but differ in their distributions. The focus is when and where (initial, medial, final position) they may occur in an utterance. There are several sounds actually which have the same phonetic in English and bahasa, for instance sound /f/ /v/ /ʒ/ /z/ and /s/.

The students made mistake when they pronounced the word vegetable [vedʒtəbl], Favorite [feivərit], and Have [hæv]. The students could not pronounce the sound /v/ correctly based on its pronunciation in English. Since the /v/ was a consonant in English sound system that also exist in the Indonesian language, but the students of which an Indonesian were having trouble for uttering the word [vedʒtəbl], Favorite [feivərit], and Have [hæv] in the utterance. they tended to pronounce the words that consisting with /v/- voiced labiodental fricative sounds seems like sound /f/- voiceless labiodental fricative.

The problem also coccured when the stuents pronounced sound /f/. it can be seen when students pronounced words Favorite [feivərit], Professional [prəfeʃənəl], Half [hɑ:f]. Students got the problem to decided whether it /f/- voiceless labiodental fricative or /v/-voiced labiodental fricative or /p/-voiceless stop.

Furthermore, problem also occurred when the students pronounced sound /z/ as in **Zebra** [zi:brə] **Business** [biznəs] and **Freeze** [fri:z]. Student made mistake in every position, but most of students mispronounce sound /z/-voiced alveolar fricative in medial position as in **Business** [biznəs]. The students pronounce business as [bisnis] it was absolutely inappropriate. Whereas the students should pronounce it as [biznəs]. From 9 students, only one student pronounced [biznəs] correctly and the rest 8 of them did not pronounce it properly.

b. Students' Dominant Difficulties in Pronouncing Fricative Consonant

Based on the research analysis, there are two types of students difficulties, they were different elements between native language and the target language, the same phonetic feature in both language but differ in their distributions. From these difficulties, the students' dominant difficulty was the different elements between native language and the target language. It was indicated from quantity of the students that made mistake in pronouncing /θ/-voiceless dental fricative, /ð/-voiced dental fricative, and /ʃ/-voiceless palato alveolar fricative in various position sound in the word (initial, medial and final position).

c. Students' Difficulty Factors

Based on the interview that has been done by the researcher and the fourth semester students of TBI-2, there are several factors that made students difficult to pronounce English fricative sounds. The factor will be describe below;

SS said that the difficulty is because many English fricative consonant sounds almost same such as sound /f/ and /v/. SS argue the factor is because he do not master about English fricative consonant sound so he can not distinguish and do not know the different among all the fricative sounds.

According to the interview with ES. She said that the factor of students' difficulties in pronouncing fricatives sounds is influence of students' mother language. In indonesian sound system there is no different between one letter to other letter, so it makes our mouth and speech organ difficult to pronounce fricative sounds. Indonesian and English sounds are completely different.

RA mentioned the difficulties in pronouncing fricatives consonant sound is the pronunciation of the alphabet in English is hard to pronounce. The factor of its difficulties is because of our mother tongue is absolutely different with English and RA unusual to hear those sound or alphabet.

AM said that he confuse to different all the sounds because many sounds almost same in pronunciation. The factor is because he does not

have enough ability and knowledge about English sounds especially fricative sounds. He prefers to speak in Batakness rather than English.

SK mentioned that the difficulty in pronouncing fricative sounds is the limit of knowledge about those sounds. He did not really know kinds of fricative consonant. SK said that the factor of his difficulty is the fricative sounds is not too familiar with his lips rounding and tongue. The mother tongue has meaningful effect to his speech organ to produce English fricative sounds appropriately.

Based on interview with AA, the difficulties is because the spelling and the pronunciation are really different. It was not like Indonesian sounds which is the written and the sound same. According to AA, the factor of this difficulty is the lack of knowledge and lack of training to pronounce the English sound as how it should be.

According to interview with IR, she said the same problem with AA. The difficulties occur because she practiced rarely, it was hard to say the words and the last is confused to determine and distinguish the sounds. IR said factor of her difficulty are the spelling and the pronunciation in English sound system are really different.

AH said the difficulty is because English word contains many sound /f/ and /v/. Because these two sounds are similar. She often produced its sounds same and she also often listened those sounds similar. According to AH the factor are the lack of knowledge about

English Fricative sounds, seldom practice and confuse to determine the sounds.

IW also gave the same reason with AA, AH and IR. she argue that the difficulty occur because she practiced rarely, it was hard to say the words and the last is confused to determine and distinguish the sounds. IW said the factor of her difficulty is the spelling and the pronunciation in English sound system really different.

B. Discussions

Based on instrument that has been used in this research, recording. It was found that TBI-2 students at the fourth semester have three dominant difficulties in pronouncing fricative sounds. It was difficulty of producing sound /θ/-voiceless dental fricative, /ð/-voiced dental fricaive, and /ʃ/-voiceless palato alveolar fricative in various position sound in the word (initial, medial and final position). On Interview result, this research found the factors of pronunciation difficulties, they are; the influence of students' mother language and the lack of students' knowledge about English sound system.

Relating to the early researches which relevant with this resaerch, Jeni Isnarani in her research found the similiar 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 factor of the difficulties was different. Jeni stated the several factors causing students errors in pronouncing fricatives consonants; there

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 about Makassar student in English program. The respondent encountered difficulties to pronounce θ , θ , \int , and $ʒ$. The factor of these difficulties is because Makassar language only has two fricative consonant.

Dedi Kurniawan did a bit different research, he attempted the research only focused on dental fricative consonants ($/\theta/\delta/$) 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 arise were replacement of $/t/$, $/d/$ which is the closest equivalents of the consonants in Bahasa. While other sounds $/s/$, $/d/$, $/\theta/$, $/\delta/$, also occurs but in much lower frequency. Furthermore, Nizamuddin in a study with learners whose mother tongue is Hindi. The difficulty was maintaining distinction between $/s/$ and $/ʃ/$. Factor of these difficulty was fricatives of English $/f, v, \theta, \delta, z, ʒ/$ do not have their existence in Hindi. Fricatives $/\theta, \delta/$ of English are missing from Indian English.

While M Wildan Habibi in a study to find out the difficulties of English sounds, the result was problem consisting of consonant sounds and vowels including pure vowels and diphthongs. Dominant problems with

consonant sounds were the substitution of the sounds /v//θ/ð/ / ʒ/ tʃ/z/ where all of these sounds are fricative consonant sounds.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After doing the research and giving recording for 9 students, the researcher concluded that the students' difficulties in pronouncing fricative consonant at the fourth semester English department students IAIN Padangsidempuan as follow:

- 1) The students' difficulties in pronouncing fricative consonant are producing sound (/θ/, /ð/, /ʃ/, /f/, /v/, /ʒ /, /z/, /s/ and /h/). The reasons for these difficulties are: different elements between native language and the target language and the same phonetic feature in both language but differ in their distributions.
- 2) The students' dominant difficulties in pronouncing fricative consonant are producing sound /θ/ and sound /ð/ in various position sound in the word (initial, medial and final word position).
- 3) The factors of students' difficulties in pronouncing fricative consonant are; the influence of students' mother language, the lack of students' knowledge about English sound system, unsuccessful in using borrowed English words, prefer to speak Batakness rather than English and less of pronunciation practice.

B. Suggestions

Based on the above conclusions, the researcher gave some suggestions as follow:

1. English Department students at the fourth semester IAIN Padangsidempuan, to broaden their knowledge about English sound system specifically for fricative consonant sounds and practicing more.
2. The chief of English Department, to encourage lecturers to do the best in teaching.
3. Pronunciation lecturers, to motivate the students to improve their capabilities mastering English pronunciation and English sound system and to foster students' confidence practicing good pronunciation.

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APPENDIX I
Recording List of Fricative Consonant

Produce the below sentences and articulated the sounds properly.

1. My **fath**er has two **fav**orite animals. They are **h**orse and **z**ebra.
2. I have big **affecti**on to my father.
3. He is **prof**essional teacher.
4. **W**ave **sei**smic is one of the effects of earthquake.
5. **Everyth**ing is same **with** business.
6. **They wash** the car.
7. I **th**ink we can **meas**ure the student in the **half** of this semester.
8. She is **shy** to take vegetable in my garden.
9. My dog is so difficult to **breathe**, so we **have** to take him to **rehabilitate** because of his sickness.
10. When winter comes, the weather is **freeze** in **garage** of my house.

APPENDIX II
Position of Fricative Consonant Sound

Table 25
Fricative Consonant in Initial Word Position

No	Fricative Consonant	Initial Position	Meaning
1	F	F avorite	Favorit
2	v	V egetable	Sayuran
3	h	H orse	Kuda
4	z	Z ebra	Zebra
5	s	S ame	Sama
6	ð	T hey	Mereka
7	θ	T hink	Mengira
8	ʃ	S hy	Malu
9	ʒ	-	-

Table 26
Fricative Consonant in Medial Word Position

No	Fricative Consonant	Medial position	Meaning
1	f	Profession a l	Ahli
2	v	Fav o rite	Favorit
3	h	Rehab i litate	Rehabilitasi
4	z	Bus i ness	Bisnis
5	s	Seis m ic	Seismik
6	ð	Fath e r	Ayah
7	θ	Every th ing	Seluruhnya
8	ʃ	Affec ti on	Kasih Sayang
9	ʒ	Meas u re	Mengukur

Table 27
Fricative Consonant in Final Word Position

No	Fricative Consonant	Finalposition	Meaning
1	f	Half	Pertengahan
2	v	Have	Mempunyai
3	h	-	-
4	z	Freeze	Membeku
5	s	Sickness	Penyakit
6	ð	Teeth	Gigi
7	θ	With	Dengan
8	ʃ	Wash	Mencuci
9	ʒ	Garage	Garasi

APPENDIX III
Words' Transcription

Table 28
Labio-Dental Fricatives /f/ & /v/

No	Sound	Words					
		Initial	Transcription	Medial	Transcription	Final	Transcription
1	/f/	Favorite	[feivərit]	Professional	[prəfeʃənl]	Half	[hɑ:f]
2	/v/	Vegetable	[vedʒtəbl]	Favorite	[feivərit]	Have	[hæv]

Table 29
Dental Fricatives /θ/ & /ð/

No	Sound	Words					
		Initial	Transcription	Medial	Transcription	Final	Transcription
1	/θ/	Think	[θɪŋk]	Everything	[evriθɪŋ]	With	[wiθ]
2	/ð/	They	[ðei]	Father	[fa:ðə:]	Teeth	[ti:ð]

Table 30
Alveolar Fricatives /s/ & /z/

No	Sound	Words					
		Initial	Transcription	Medial	Transcription	Final	Transcription
1	/s/	Same	[seim]	Seismic	[saismik]	Sickness	[sɪknəs]
2	/z/	Zebra	[zi:brə]	Business	[biznəs]	Freeze	[fri:z]

Table 31

Palato-Alveolar Fricatives /ʃ/ & /ʒ/

No	Sound	Words					
		Initial	Transcription	Medial	Transcription	Final	Transcription
1	/ʃ/	S hy	[ʃai]	Affec ti on	[əfekʃn]	W ash	[wɒʃ]
2	/ʒ/	-	-	Measur e	[miʒə:]	Gar age	[gæra:ʒ]

Table 32

Glottal Fricative /h/

No	Sound	Words					
		Initial	Transcription	Medial	Transcription	Final	Transcription
1	/h/	H orse	[hɔ:s]	Re h abilitate	[ri:əbilitɛɪt]	-	-

APPENDIX IV
Students' Utterance

Table 33
Students' Utterance /f/

No	Students' Initial	Transcription		
		Initial	Medial	Final
1	SS	[fəforit]	[frəfe]ənl	[həlp]
2	AM	[fa:forit]	[frəfe]ənl	[hə:f]
3	IR	[pa:vorit]	prəpəsənl	[həlp]
4	RA	[fa:forit]	[prəpe]ənl	[help]
5	SK	[fəforit]	[prəfe]ənl	[hə:p]
6	IW	[fa:vərit]	[prəpe]ənl	[hə:f]
7	ES	[feivərit]	[prəfe]ənl	[hə:f]
8	AH	[fa:forit]	[prəfe]ənl	[hə:p]
9	AA	[fa:vərit]	[prəpe]ənl	[hə:f]

Table 34
Sudents' Utterance /v/

No	Students' Initial	Transcription		
		Initial	Medial	Final
1	SS	[fedʒtəbl]	[fəforit]	[hæp]
2	AM	[pidʒitəbl]	[fa:forit]	[hæp]
3	IR	[pedʒtəbl]	[pa:vorit]	[hæf]
4	RA	[vidʒitəbl]	[fa:forit]	[hæp]
5	SK	[feʒtəbl]	[fəforit],	[hæp]
6	IW	[vedʒtəbl]	[fa:vərit]	[hæf]
7	ES	[vedʒtəbl]	[feivərit]	[hæv]
8	AH	[vedʒtəbl],	[fa:forit]	[hæp].
9	AA	[fedʒtəbl]	[fa:fərit]	[hæp].

Table 35
Sudents' Utterance /θ/

No	Students' Initial	Transcription		
		Initial	Medial	Final
1	SS	[tɪŋ]	[evrɪtɪŋ]	[wɪt]
2	AM	[tɪŋ]	[evrɪtɪŋ]	[wɪθ]
3	IR	[tɪŋ]	[evrɪθɪŋ]	[wɪt]
4	RA	[tɪŋ]	[evrɪtɪŋ]	[wɪt]
5	SK	[tɪŋ]	[evrɪtɪŋ]	[wɪt]
6	IW	[tɪŋ]	[evrɪθɪŋ]	[wɪd]
7	ES	[tɪŋ]	[evrɪθɪŋ]	[wɪd]
8	AH	[tɪŋ]	[evrɪtɪŋ]	[wɪt]
9	AA	[tɪŋ]	[evrɪtɪŋ]	[wɪt]

Table 36
Sudents' Utterance /ð/

No	Students' Initial	Transcription		
		Initial	Medial	Final
1	SS	[deɪ]	[fa:də:]	[ti:θ]
2	AM	[deɪ]	[fa:ðə:]	[ti:ð]
3	IR	[deɪ:]	[fa:ðə:]	[ti:t]
4	RA	[deɪ]	[fa:ðə:]	[ti:t]
5	SK	[deɪ]	[fa:də]	[ti:t]
6	IW	[deɪ]	[fa:ðə:]	[ti:θ]
7	ES	[deɪ]	[fa:də:]	[ti:t]
8	AH	[deɪ]	[fa:də:]	[ti:ð]
9	AA	[deɪ]	[fa:dər]	[ti:t]

Table 37
Sudents' Utterance /s/

No	Students' Initial	Transcription		
		Initial	Medial	Final
1	SS	[seim]	[seismik]	[siknəs]
2	AM	[seim]	[seismik]	[sik]
3	IR	[sam]	[seismik]	[siknəs]
4	RA	[seim]	[sismik]	[siknəs]
5	SK	[seim]	[seismik]	[siknəs]
6	IW	[seim]	[seismik]	[siknəs]
7	ES	[seim]	[seismik]	[siknəs]
8	AH	[seim]	[seismik]	[siknəs]
9	AA	[seim]	[seismik]	[siknəs]

Table 38
Sudents' Utterance /z/

No	Students' Initial	Transcription		
		Initial	Medial	Final
1	SS	[zebrə]	[biznis]	[fri:zi:]
2	AM	[zebrə]	[bisnis]	[vri:z]
3	IR	[zebra]	[basnis]	[fri:zi]
4	RA	[ʒebra]	[bisnis]	[fri:z]
5	SK	[zebra]	[bisnis]	[fri:s]
6	IW	[zebra]	[bisnis]	[fri:zi:]
7	ES	[zebra]	[busnəs]	[frə:z]
8	AH	[ʒepɾa]	[bisnis]	[fraitʃ]
9	AA	[ʒepɾa]	[basinis]	[fri:tʃ]

Table 39
Sudents' Utterance /j/

No	Students' Initial	Transcription		
		Initial	Medial	Final
1	SS	[sai]	[əfekʃn]	[wɒʃ]
2	AM	[si:]	[əfeksn]	[wɒs]
3	IR	[ʃai]	[əfekʃn]	[wɒʃ]
4	RA	[ʃai]	[əfekʃn]	[wɒʃ]
5	SK	[ʃai]	[əfekʃn]	[wɒʃ]
6	IW	[ʃai]	[əfekʃn]	[wɒʃ]
7	ES	[sai]	[əfekʃn]	[was]
8	AH	[sai]	[əfekʃn]	[was]
9	AA	[sai]	[əpekʃn]	[was]

Table 40
Sudents' Utterance /z/

No	Students	Transcription		
		Initial	Medial	Final
1	SS	-	[miʒə:]	[grə:ʒ]
2	AM	-	[mizə:]	[ʒrə:ʒ]
3	IR	-	[miʒə:]	[grəiʒ]
4	RA	-	[miʒə:]	[gæra:ʒ]
5	SK	-	[məʒə:]	[gæra:ʒ]
6	IW	-	[miʒə:]	[gæra:ʒ]
7	ES	-	[mɔʃur]	[ʒərə:ʒ]
8	AH	-	[miʒə:]	[grətʃ]
9	AA	-	[mi:zur]	[grətʃ]

Table 41
Sudents' Utterance /h/

No	Students' Initial	Transcription		
		Initial	Medial	Final
1	SS	[hɔ:z]	[ri:habiliti]	-
2	AM	[hɔ:s]	[reha:bilit]	-
3	IR	[hɔ:z]	[reha:bilitet]	-
4	RA	[hɔ:s],	[rihəbilit]	-
5	SK	[hɔ:s]	[reha:bilitet]	-
6	IW	[hɔ:s]	[rəhabilit]	-
7	ES	[hɔ:s]	[reha:bilitet]	-
8	AH	[hɔ:s]	[rəhabiliti]	-
9	AA	[hɔ:s]	[reha:bilit]	-

APPENDIX V
List of Interview

1. Do you think your first language affect your pronunciation especially in pronouncing English fricative consonant sounds?
2. How it can influence you in pronouncing English fricative consonant sounds?
3. How about borrowed English words, does it also have a role in your difficulties to pronounce English fricative consonant sounds?
4. When yo do errors in pronouncing English sounds, do you think it is also caused by the lacck of knowledge about English sound system?

APPENDIX VI

Table 42
Students' Names and Initials

No	Students' Name	Students' Initial
1	Sahduan Sinaga	SS
2	Agus Mulia	AM
3	Irmayani	IR
4	Rafika Andriyani	RA
5	Sutan Koto	SK
6	Indah Wahyuni	IW
7	Ela Septia	ES
8	Annisa Hasibuan	AH
9	Anita Adha	AA

APPENDIX VII

Photos and Documentations













KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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09 November 2018

Nomor : 211 /In.14/E.6a/PP.00.9/11/2018
Lamp : -
Perihal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:

1. Rayendriani Fahmei Lubis, M. Ag. (Pembimbing I)
2. Zainuddin, S. S., M. Hum. (Pembimbing II)

di-Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Imam Tarmizi Situmeang
NIM : 1520300103
Fak/Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi : Students' Difficulties in Pronouncing Fricative Consonant the Fourth Semester Period 2018/2019 English Department Students IAIN Padangsidimpuan

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris


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