English Fricatives Sound Pronounced by The Students'

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ABSTRACT

In speaking, a good pronunciation is needed in order the communication will be run well. The purpose of this study was to know the sounds produced by fricatives in English and the factors that cause students to mispronounce them. The writers hope that students will understand more about the use of fricative pronunciation and that the results of this study can be used as a reference in teaching English, especially when pronouncing fricatives. This study focused on the description of fricatives. They were obtained from the eighth semester undergraduate students of the English Education department, University of Muhammadiyah Bone. The method of this study was a descriptive qualitative method. This data was obtained through interviews with students in the Department of English Education and analyzed the mispronunciation of English fricatives. As a result, Kenworthy identified factors that influence students' pronunciation: (1) native language, (2) age factor, (3) number of contacts, (4) vocal ability, (5) motivation and good pronunciation. As a result, the [v] sound is replaced with [f], the [ð] sound is replaced with the [d] and [t] sounds, and the [θ] sound is replaced with [t] and the replacement of the sounds [z] with [s]. Consistent with phonetic deletion of fricatives, they eliminated fricatives and eliminated word-ending sounds [θ].

1. Introduction

Pronunciation is essential for communication. Communication requires understanding between the speaker and the listener (Gilakjani, 2016). Even if you have excellent vocabulary and grammar, communication will not go well if the pronunciation is poor and unclear. In everyday communication, when speaking to others in English, the first thing they notice is our pronunciation (Reed & Levis, 2019; Rahman et al., 2019). In communication, misunderstanding can become a serious problem when someone says the wrong word. Additionally, statements made can be confused with negative connotations (Said et al., 2021). One of them is the presence of certain tones in the latter that are not found in the former (Rahman, 2019). Indonesian students will find it difficult to pronounce this sound because their speech organs have never been trained or stimulated to produce it (Weda et al., 2022).

In communication, mispronunciation of a few words can lead to serious misunderstandings. Furthermore, utterances, especially those made in English, can be misinterpreted in a negative sense (Hasnia et al., 2022). Unfamiliar sounds, such as the first sound in the English word "thigh" are completely new to students. Indonesian students will find it difficult to pronounce this sound because their speech organs have never been trained or stimulated to produce it. Fauzi in Marpaung et al, (2021) stated that students learning English usually they use the phonological system of their first language when speaking a second language (English) (Çiftci & Özcan, 2021). It might replace it with own alternative sound that is very similar, such as [t] or [s]. So instead of saying [θaɪ], say [taɪ] or [saɪ].

Pronunciation is very important when speaking. According to Antasari and Omolu (2019), pronunciation is an integral part of almost every aspect of learning English, not just speaking. Handayani (2017) also stated that pronunciation is a commonly accepted and understood way of speaking by using the sounds of speech with correct stress, rhythm and intonation. Pronunciation is about how words are produced when spoken, or how they are pronounced correctly. Nurhayati (2020) stated that the problems and difficulties faced by students, especially Indonesian students, are inevitable due to the differences between native and target languages. Researchers are interested in analyzing English fricatives because English students vary in their ability to speak, especially their ability to pronounce. The researchers chose the eighth semester of English Education department at Muhammadiyah Bone University. This is

because students still mispronounce English fricative consonants. Since English is neither the national language nor the everyday language, students learning English have trouble pronouncing some letters, including the English fricative consonants.

2. Methodology

In this study, the writers use a descriptive qualitative method. The qualitative method by Mason (2002) represents the most up-to-date and accurate research in describing situations and domains, and is very systematic and thorough. This method explores social or human issues and gives meaning to individual or group lives. This method aims to provide a realistic description of the problem of pronunciation of English fricatives by eighth semester students of the English Education department, Muhammadiyah Bone University. In this study, the writers used a questionnaire as a tool. It will be able to respond and adapt to participants immediately (Mason, 2002). This interview has 10 questions and is documented and recorded by the author using recording media by smartphone.

Data analysis technique that writer use for observation and interview based on Miles and Hiberman in Sugiyono (2010) concept is an interactive model that classifies data analysis that is: 1) Data Reduction becomes the first steps to do analyzing the data in this study. According to Miles and Hiberman (1994: 10), data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field note or transcript. 2) Data Display; the second steps data display. Generally a display is an organized, compressed assembly of information that permits conclusion drawing and action. 3) Conclusion drawing, after finished doing data reduction and data display, the last step to analyze the data in this study is concluding. A conclusion may not appear until data collection is over, depending on the size of the corpus of field notes; coding storage, and retrieval methods of the finding agency, but they often have been prefigured from the beginning even when a writer claims to have been proceeding inductively (Miles & Hiberman, 1994: 11; Fadhillah et al., 2021).

Based on the concept of Miles and Hiberman, (1994) in, the data analysis method used by the writers for observations and interviews is an interactive model for classifying data analysis.1) Data reduction is the first step in analyzing the data in this study. Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming data presented in field notes or transcripts. 2) data display; second step data display. In general, a display is an organized, condensed collection of information that enables you to draw conclusions and take action. 3) In conclusion, after completing data cleanup and data presentation, the final step for analyzing data in this study is closure. Depending on the size of the corpus of field notes, conclusions may not appear until data collection is complete. The encoding, storage, and retrieval methods of discovery agencies are often planned from the beginning, even when writers claim they are recursive (Miles & Hiberman 1994:11).

3. Result and Discussion

Speaking is a productive ability that can be observed directly and empirically. These observations are always shaped by the accuracy and validity of the test taker's listening skills. This inevitably affects the reliability and validity of oral exams. To speak, learners not only know how to generate certain elements of language such as grammar, pronunciation, and vocabulary ("language competence"), but they also know when, why, and how to generate language. comprehension is also required ("sociolinguistics competence").

Kristina and Rarasteja, (2006) defined pronunciation as the action or manner in which words are pronounced. speech utterance. Moreover, pronunciation is a two-way production of important sounds. First, sounds are important because they are used as part of the code for a particular language. In this sense, pronunciation is similar to producing and receiving speech sounds. Second, it is used to create meaning in terms of usage: pronunciation is an act of kindness, pronunciation is a clear utterance. A graphical representation of how words are pronounced, especially the commonly accepted ways, and how words use phonetic symbols.

A fricative is a consonant sound that, when produced, allows air to escape through small passageways and produce singing (Roach, 2009). In other words, fricatives are speech sounds that result from air currents escaping from the lungs due to friction. This happens because the two articulators (upper teeth and lower lip) are close together, but not close enough to completely stop airflow. Regarding English phonetics and phonology, English has a fairly complex system of fricatives (Roach, 2010). They can see them in the table below.

Table 1. Place of Articulation

PLACE OF ARTICULATION					
	Labiodental	Dental	Alveolar	Palato-alveolar	Glottal
FORTIS (Voiceless)	F	θ	s	ʃ	H
LENIS (Voiced)	V	ð	z	ʒ	H

An important point in spoken language is how to pronounce the letter sounds. If you don't know how to pronounce the letters correctly, you can't make a good sound. Phonology is the part that talks about how words sound. Some phonology books have his two articulators (speech organs) sharing two phonetics. For example, Ladefoged's book A Course in Phonetics describes articulation locations and articulation modes. In this study, researchers focused only on the articulation portion of fricative consonants. In this study, we analyze the causes of mispronunciation of fricatives based on Peter Roach's taxonomy, as described by Peter Roach in his book English Phonetics and Phonology.

Based on place of articulation:

Labiodental Fricative

The lower lip is in contact with the upper teeth. The scraping sound is never strong and is barely audible on [v]. example: fans, vans; safer, saver. half, halve.

Tooth Fricative

With the tip of the tongue on the inside of the lower front teeth and the blade on the inside of the top front teeth, insert the tongue into the teeth. Like [f] and [v], fricatives are weak, for example: thumb, thus; ether, father; breath, breathe.

Alveolar Fricative

Air escapes through a narrow passageway along the center of the tongue and the second produced is relatively intense. example: sip, zip; facing, phasing; rice, rice.

Palatal Alveolar Fricative

This can be understood to mean that the location of these joints is part palatal, part alveolar. The tongue touches the area slightly behind [s] and [z]. Do [ʃ] after [s] and you should be able to feel your tongue retracting. Air escapes through passages through the center of the tongue like [s] and [z], but the passages are slightly wider. Example: ship, measure, garage.

Glottal Fricative

This means that the constriction that produces the fricative is between the vocal cords breathe out quietly, then generate an h, and the vocal cords move far apart and then closer together. However, this does not produce any audio. example: head, ahead, playhouse.

The Fricative Sound [v]

The sound [v] should be voiced but the students did not pronounce it as voiced. So that, the sound [v] was changing into sound [f]. This changing in all position: in the initial position, in the medial position, and in the final position. Furthermore, The table below showed the students pronouncing sounds [v] as the sound [f] in the initial position

Table 2. Words [v] in the initial position

Words	Initial (Receive Pronunciation)	Students' Pronunciation
Vain	/ veɪn /	/ fein /
Very	/ ˈvɛri /	/ ˈfɛri /
Version	/ ˈvɜːʃən /	/ ˈfɜːʃən /
Voice	/ vɔɪs /	/ fɔɪs /
Value	/ ˈvælju: /	/ ˈfælju: /

This table below showed the students' mispronunciation of the sound [v] as sound [f] in medial position.

Table 3. Words [v] in medial position

Words	Medial (Receive Pronunciation)	Students' Pronunciation
Over	/ ˈəʊvə /	/ ofer /
Prevent	/ prɪˈvɛnt /	/ prɪˈfɛnt /
Review	/ rɪˈvju: /	/ rɪˈfju: /
Ever	/ ˈɛvə /	/ ˈɛfə /
Silver	/ ˈsɪlvə /	/ ˈsɪlfər /

This table below showed problems with the sound [v] which was mispronounced by the students into in final position sound [f].

Table 4. Final position for [v]

Words	Final (Receive Pronunciation)	Students' Pronunciation
Survive	/ səˈvaɪv /	/ səˈfaɪf/
Alive	/ əˈlaɪv /	/ əˈlaɪf /
Love	/ lʌv /	/ lef /
Leave	/ li:v /	/ li:f /
Give	/ gɪv /	/ gɪf /

The fricative sound [θ]

The sound [θ] that should produce with the air is not blocked then there is no friction, but it was produced by the students with the air was blocked known as plosive then resulted sound [t]. This problem happened in all position: initial, medial, and final.

Table below showed the problems with the sound [θ] which was mispronounced by the students into sound [t] in initial position.

Table 5. Words [θ] in initial position

Words	Initial (Receive Pronunciation)	Students' Pronunciation
Thin	/ θɪn /	/ tɪn /
Through	/ θruː /	/ θrouh: /
Thank	/ θæŋk /	/ tæŋk /
Thick	/ θɪk /	/ tɪk /
Thief	/ θiːf /	/ tiːf /

This table below showed problems with the sound [θ] which was mispronounced by the students into sound [t] in medial position.

Table 6. Word [θ] in medial position

Words	Medial (Receive Pronunciation)	Students' Pronunciation
Method	/ ˈmɛθəd /	/ ˈmɛθəd /
Birthday	/ ˈbɜːθdeɪ /	/ ˈbɜːrtdeɪ /
Healthy	/ ˈhɛlθi /	/ ˈhɛlti /
Ethics	/ ˈɛθɪks /	/ ˈɛθɪks /
Author	/ ˈɔːθə /	/ ˈɔːθə /

This table below showed problems with the sound [θ] which was mispronounced by the students into sound [t] in final position.

Table 7. Words [θ] in final position

Words	Final (Receive Pronunciation)	Students' Pronunciation
Both	/ bəʊθ /	/ bʊːt /
Cloth	/ klɒθ /	/ klɒθ /
Eleventh	/ ɪˈlɛvnθ /	/ ɪˈlɛfn /
Smith	/ smɪθ /	/ smɪθ /
Path	/ pɑːθ /	/ pɑːt /

The fricative sound [ð]

The sound [ð] should pronounce by placing the upper front teeth to the tip of the tongue. The students, however, pronounced this sound incorrectly as [d] or [t], which were produced by inserting the blade tip behind the upper front teeth, also known as alveolar. This mispronouncing happened in all position: initial, medial, and final.

Table below showed the sound [ð], which the students in the initial position changed to [d] or [t].

Table 8. Word [ð] in initial position

Words	Initial (Receive Pronunciation)	Students' Pronunciation

There	/ ðeə /	/ der /
Those	/ ðəʊz /	/ dəʊz /
This	/ ðɪs /	/ ðɪs /
Then	/ ðɛn /	/ ðɛn /
They	/ ðeɪ /	/ deɪ /

Table below showed the sound [ð] the sound [], which the students in the medial position changed to [d] or [t]

Table 9. Words [ð] in medial position

Words	Medial (Receive Pronunciation)	Students' Pronunciation
Father	/ ˈfɑːðə /	/ ˈfɑːðər /
Bother	/ ˈbɒðə /	/ ˈbɒdər /
Together	/ təˈgɛðə /	/ cəˈgɛdər /
Leather	/ ˈlɛðə /	/ ˈlɛdər /
Gather	/ ˈgæðə /	/ ˈgædər /

This table below showed the sound [ð], which the students in the final position changed to [d] or [t].

Table 10. Words [ð] in final position

Words	Final (Receive Pronunciation)	Students' Pronunciation
With	/ wɪð /	/ wɪt /
Lathe	/ leɪð /	/ leɪt /
Soothe	/ suːð /	/ suːt /
Seethe	/ siːð /	/ siːt /
Writhe	/ raɪð /	/ raɪð /

The fricative sound [z]

The sound [z] always produces with these three conditions: first voiced, second, it produces through placing the tongue's anterior portion on the alveolar ridge, and third, the air stream almost blocking then the air push out through it and the result is the friction sound. However, the students produced the [z] sound only in two of those conditions and did not make the sound [z] voiced. The pronouncing of sound [z] change into [s]. The changing of this sound happened in all position: initial, medial, and final.

The table below showed the sound [z] which was changed into [s] by the students in initial position.

Table 11. Word [z] in initial position

Words	Initial (Receive Pronunciation)	Students' Pronunciation
Zone	/ zəʊn /	/ zəʊn /
Zero	/ ˈzɪərəʊ /	/ ˈzɪərəʊ /

Zipper	/ ˈzɪpə /	/ ˈsɪpər /
Zest	/ zɛst /	/ sɛst /
Zeal	/ ziːl /	/ siːl /

Table below showed the sound [z] which was changed into [s] by the students in medial position

Table 12. Words [z] in medial position

Words	Medial (Receive Pronunciation)	Students' Pronunciation
Easy	/ ˈiːzi /	/ ˈiːzi /
Bazaar	/ bəˈzɑː /	/ bəˈzɑː /
Bosom	/ ˈbʊzəm /	/ ˈbosm /
Thousand	/ ˈθaʊzənd /	/ ˈtaʊsənd /
Hesitate	/ ˈhɛzɪteɪt /	/ ˈhɛsɪsteɪt /

This table below showed the sound [z] which was changed ito [s] by the students in medial position.

Table 13. Words [z] in medial position

Words	Final (Receive Pronunciation)	Students' Pronunciation
Ribz	/ rɪbz /	/ rɪbs /
Heads	/ hɛdz /	/ hɛds /
Legs	/ lɛgz /	/ lɛgs /
Limbs	/ lɪmz /	/ lɪms /

After transcribing the data into phonetic transcription, the data then analyzed carefully. The highest sounds problems produced by the students were the sounds [z], [ð], and [v]. The students' frequently produce the sounds [z] as [s] in medial and final position. The sound [v] is a sound when it is pronounced; it should follow the three phonetics aspects. The first, the sound [v] should be pronounced by pushing out the air without close the air stream fully, so it can produce the friction sound. The second, the sound [v], is created by moving the lower lip in the direction of the upper front teeth.. Most of the students did not pronounced the sound [v] without completing one of the aspects that mentioned before. The sound [v] should be voiced but the students did not pronounce it as voiced.

In accordance with the sounds being problems, the fricative sounds [f], [s], [ʃ] and

[h] are lists of sounds the students had no problem with them. All of these sounds are exist in Bahasa. That is why the researcher thinks that the students pronounce these sounds correctly because they are familiar with these sounds. Following are the example of those sounds in Bahasa, in the words "foto" for sound [f] in the initial, "sampai" for sound [s] in the initial, and "handal" for sound [h] in the initial position. While the sound [ʒ] is not found in their speech text. So, total from nine of fricative sounds, there were four sounds mispronounced.

The sound [z] always produces with these three conditions: first voiced, second, it produces through placing the tongue's anterior portion on the alveolar ridge, and third, the air stream almost blocking then the air push out through it and the result is the friction sound. However, almost all of the students produced this [z] sound incorrectly. They produced the [z] sound only in two of those conditions. They did not make the sound [z] voiced. The changing of this sound that unfollowed the first condition caused in the pronouncing of sound [z] change into [s].

One's native language, age, amount of exposure, phonetic ability, motivation, and concern for proper pronunciation are the five factors that will have an impact on one's pronunciation. (Kenworthy, 1987). Age is a factor that, as was already mentioned, affects someone's pronunciation. Most people assume that if someone has good pronunciation in a second language, they probably began learning that language as a child.. This also happened to the students during the researcher doing this research. The students who had a good pronunciation were the students that learn English since they were kid.

Based on to some studies, humans at the age of 0-12 years are very effective in learning a language, because after that age humans enter a phase called "critical period", which means that the ability to master a language like a native speaker has low. Even though cannot be said that it is impossible at that age, humans cannot master the new language like native speakers, it is just quite difficult because human ability has been low indeed at this age (Steinberg et al., 2013).

Resulting from the students' pronunciation skills and the English sounds were high but they still could not pronounce them correctly. It showed that many students knew the kind of English sounds and also fricatives but they did not know the phonetic transcription of the words so they could not pronounce it correctly.

This is in line with one of the factors that cause many pronunciation problems experienced by the students in this research. The student who found problems in the pronunciation of the fricative sounds were students who began learning English in the fourth grade of elementary school when they were between 10 and 12 years old.

In addition to age factors, there were other things the researcher experience during this study. The writers aware of one thing, that, those, who can be said to have good pronunciation when traced further are those who read the Qur'an with tartil, or in other words follow the rules when reading the Qur'an (right makharijul huruf (Rohmah, 2019). These rules are like having the right letter or the correct pronunciation of letters. in order to prevent those who possess proper makharijul huruf from having difficulties distinguishing and producing the sounds of English, particularly the fricative sounds.

4. Conclusion

The conclusion is drawn from an analysis of the pronunciation errors made by English Education Department University of Muhammadiyah Bone students when they mispronounce fricative sounds. The study participants had issues with pronunciation of the fricative. They started by replacing some fricative consonant sounds with other consonants that sounded close to the target sound. Second, when fricative sounds appeared at the end of words, they were deleted. Consonant sound substitutions included changing the sounds [v] and [f], [d] and [t], [] and [t], and [z] and [s]. In accordance with the deletion of fricative sounds.

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