AN ANALYSIS OF STUDENTS` ERRORS IN PRONOUNCING ENGLISH FRICATIVES

(A Descriptive Research at the Second Semester of English Students Department in Muhammadiyah University of Makassar)

A THESIS

Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in Part Fulfillment of the Requirement for the Degree of Education in English Department

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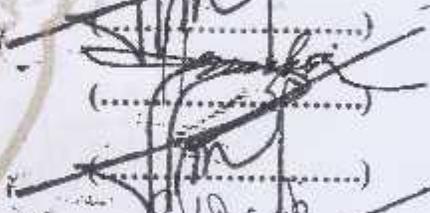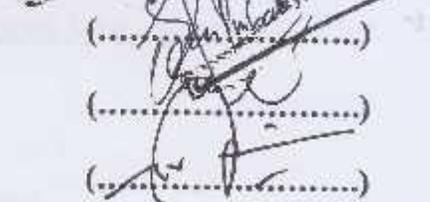### PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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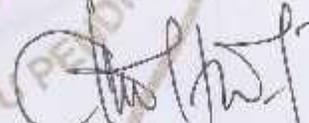Faculty   : Teacher Training and Education

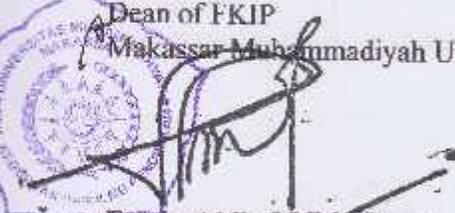Makassar,   Januari 2018

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UNIVERSITAS MUHAMMADIYAH MAKASSAR

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MOTTO AND DEDICATION

*"**Do** not put off what you should do today. Delaying only makes your **behind."**

This ordinary creation is dedicated for :

My beloved parents, sisters, and brother.

My close friend and who always pray the best for me,

and give me their sincere endless love and care which lead me

to success, And also all people who love and pray for me.

ABSTRACT

Sumarniati. 2017. *An Analysis of Students' Errors in Pronouncing English Fricatives of English Department Students*. Thesis. English Education Department, Faculty of Teacher Training And Education. Muhammadiyah University of Makassar. (Supervised by Erwin Akib and Nunung Anugrawati)

Language has four skills: speaking, listening, reading and writing, and has three components: grammar, vocabulary, and pronunciation. Pronunciation is one of the most difficult aspects for students to master. The way people pronounce English words depends on how the words are heard in our ears. Therefore, it is important to listen to the right pronunciation of English. The teacher has to be a good model in pronouncing English sounds. In this case, she should explain more detail to the students about fricative consonant

This research aimed at describing (1) the kinds of errors in pronouncing English fricatives sounds by the second semester students of English Department in Muhammadiyah University of Makassar. (2) the sources of errors in pronouncing English fricatives sounds by the second semester students of English Department in Muhammadiyah University of Makassar.

To collect the data, the writer used pronunciation test and recording. Data processing in this research was divided into three stages; they were identifying errors, categorizing, and evaluating. Then, all data were analyzed by using descriptive quantitative method.

The research findings indicated that kinds and sources of error. The kinds of error were divided into four kinds: omission of error, addition of error, misformation of error and misordering of error. The sources of error divided into four source: over-generalization, ignorance of rule restrictions, incomplete application of rules and false concept hypothesized.

Keywords: Pronunciation, Error Analysis, Fricative.

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Makassar,   Oktober 2017

Researcher

Sumarniati

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CHAPTER I

INTRODUCTION

A. Background

English is taught as a foreign language in Indonesia. Thus, students only get English at school. It makes them get difficulties when learning this language. So, students do mistakes and errors in learning this language both of skills and components. Language has four skills: speaking, listening, reading and writing. And has three components: grammar, vocabulary, and pronunciation.

Pronunciation is one of the main aspects of language that help learners to communicate in English (Kurniawan 2016, p. 157). The pronunciation system of English words is unique. That is the reason many people say pronunciation in English is often very difficult for non native speaker of English. The way people pronounce English words depends on how the words are heard in our ears. Therefore, it is important to listen to the right pronunciation of English. Pronunciation refers to the phonology of the language or the meaningful perception and production of the sounds of that language and how they impact on the listener.

Related to the explanation above, the researcher did pre-observation that was conducted at the 2016 grade students of English

Department Students' in Muhammadiyah University of Makassar. The researcher found that students' get difficult when producing English words. Most of them difficult to pronounce English fricatives, and differentiated between [f, v, , ð, s, z, , , h] consonants. Based on the result of interview, the researcher tried to analyze the students` errors in pronouncing English fricatives.

The English pronunciation components are divided into segmental phonemes and supra-segmental phonemes. Segmental phonemes consist of vowel and consonant. And supra-segmental phonemes, consists of stress and intonation (Hadi 2015, p. 48)

Errors in pronunciation of sounds in one word can eventually lead to misunderstandings. The different pronunciation or different sounds will cause different meanings. Analyze of students errors are very important, students will know their difficulty to pronounce words correctly, they also will earlier realize their lack, so for further they will not do over again mistake in pronouncing English words.

Some errors that students usually find in pronouncing English are: pronouncing the "Th", confusing the consonant "I" and the "r", pronouncing the short "I", confusing the "w" and the "v", pronouncing silent consonant and pronouncing suffixs "ed" and also pronouncing the [f, v, , ð, s, z, , , h] consonants.

The English consonants are classified into three categories, those are: voiced and voiceless sounds, place of articulation and manners of articulation (Ampa 2014:13). Fricatives are consonants that are formed by

impeding the flow of air somewhere in the vocal tract, so that a friction sound is produced. In other words, the approximation of the two articulators is closed so that the air stream is partially obstructed and turbulent.

In English, there are five fricative consonants namely: labiodentals fricative, dental fricatives, alveolar fricative, palato alveolar fricative and glottal fricative. And in this research, the researcher analyzed the students' errors in pronouncing these fricatives consonants.

B. Research Problem

Based on the background above, the problem formulated as:

1. What kinds of errors are made by the second semester students of English Department in Muhammadiyah University of Makassar in pronouncing English fricatives sounds?

2. What sources of errors are made by the second semester students of English Department in Muhammadiyah University of Makassar in pronouncing English fricatives sounds?

C. Objective of the Research

Regarding to the problem above, specifically the study was finding at:

1. The kinds of errors are made by the second semester students of English Department in Muhammadiyah University of Makassar in pronouncing English fricatives sounds

2. The sources of errors are made by the second semester students of English Department in Muhammadiyah University of Makassar in pronouncing English fricatives sounds

D. Significance of the Study

The significances of this study were to:

1. Give clear information for English teachers who want to know about students' ability in pronouncing English fricatives.

2. Give information, consideration and input for the students especially for improving the pronunciation of English fricatives and avoiding them from making mispronunciation.

3. Enrich the writer's knowledge and experience in the specific study especially about pronunciation English fricatives.

E. Scope of the Study

The scope of this study was focused to analyze the students` errors in pronouncing English fricatives [f, v, , ð, s, z, , , h] sounds. The errors are classified into kinds of errors and source of errors.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

Related to this research, the researcher found some previous studies. Those are present below:

Sari (2016) *"An analysis of students errors in pronuncing English fricatives at the sixth semester in English department of IAIN Antasari Banjarmasin"*. In her research states that the dominant errors in pronuncing English fricative are the /h – / that / / in final position. The students' errors in pronouncing that sound were 76% and /v/ in final position and / / in final position the students' errors in pronouncing that sound were 56%. The dominant errors students' are in labio-dental fricative and dental fricative.

Sembiring and Ginting (2016) *An analysis of pronunciation errors made by the fourth semester students of English education study program at UNIKA*. In their research states that the most error that students made in pronouncing the consonant is the / / sound, in pronouncing the vowel is the /ae/, and in pronouncing the diphthong is /ay/ sound. The results from the phonetic transcription show that there are 506 errors in consonants.

pronunciation with the percentage of 84%, 236 vowel errors with the percentage 70%, and 110 diphthong with the percentage 65%. The pronunciation made by the students' both in the oral and written test are due to the unfamiliarity wit the words, lack of practicing English words and lack of understanding the phonetic and pronunciation subjects.

Kurniawan (2016) *The Error Analysis of the Pronunciation of Dental Fricative Consonant (/ /, /ð/) by the Students of English Education Study Program Faculty of Teacher Training and Education Sriwijaya University*. In her research found that there was a tendency that the voiced and voiceless dental fricatives are substituted with voiced and voiceless alveolar fricative. Variability of error took place not only /t/ and /d/ were produced when pronouncing / / and /ð/, but also /s/, /d/, / /, and /ð/. Voiced dental fricative at coda position is the most marked aspect.

In this research, the researcher investigated the kinds of students' errors in pronouncing English fricatives. Besides, the researcher also investigated the source of students' errors in pronouncing English fricatives. The similarity between the three previous studies above and the present study is the error in pronunciation. The differences between the previous studies and the present study are: The previous studies analyzed the dominant error in pronouncing English fricatives, analyzed the percentage of the errors in terms of consonant, vowel and diphthongs, and analyzed the error in pronouncing consonants of voiceless dental fricative

/ / and voiced dental fricative /ð/ while the researcher investigated the kinds and sources of errors in pronouncing English fricatives.

B. The Nature of Pronunciation

Pronunciation is one of the language components which are considered very important. Some cases of language misunderstand in communication using English language are caused mispronunciation made by the non native English speaker. Rajadurai (2007. p.3) cited in (Shak, Lee, and Stephen 2016, p. 26) stated that "pronunciation is often taught with a rigid adherence to prescribed norms" due to the reasons as follows:

a. Pronunciation is viewed as a most resilient to change component in the second language (L2) due to the influences of age and the first language (L1), thus leaving teachers to have very little control in teaching.

b. As many ESL classrooms have embraced the communicative paradigm that emphasizes fluency, meaning and authenticity, the teaching of discrete sound elements does not seem to fit comfortably in those classrooms.

c. Teachers do not find themselves well-equipped and comfortable to teach pronunciation, and it is also hard for them to incorporate pronunciation with other language skills.

d. The oral proficiency of native speakers is used as the yardstick for many oral proficiency assessments.

e. Pronunciation is directly linked to social, cultural and individual identity issues.

Pronunciation is an integral part of foreign language learning since it directly affects learners' communicative competence as well as performance (Alquneer 2016, p. 105). Pronunciation is one of the most important skills in English Language Teaching. If speakers have very bad pronunciation, their speech will not be understandable to the listeners. Despite the fact that acquiring pronunciation is so difficult, in many ESL/EFL classrooms teaching pronunciation is granted the least attention (Gilakjani 2011, p. 1).

Pronunciation is the choice of sounds used in forming words (Sembiring and Ginting 2016, p. 40). The different pronunciation or different sounds will cause different meanings. Tiono and Yostanto (2008, p. 79) explains that what language learners must understand about pronunciation. is that essentially 'any attention to pronunciation is phonetics'. In the area of pronunciation, English language can be categorized as a difficult language to master. (Kosasih 2017, p. 136) stated that Pronunciation is essential for speaking and understanding spoken English well.

1. Pronunciation Features

There are two features in English pronunciation. These are segmental and supra-segmental. English segmental feature refer to the second unit arrange consists of consonant and sound. Therefore, the researcher will focus to discuss about consonant sound especially English fricatives consonant.

In referring to the English consonants (Ampa, 2014:13), there are three important categories that should be known, those are: Voiced and voiceless sounds, place of articulation and manner of articulation.

Table 2.1 The List of Voicing, Manner, and Place of Articulation

Manners of Articulation	Places of Articulation							
	Bilabial	Labio - Dental	Dental	Alveolar	Palato- Alveolar	Palatal	Velar	Glottal
Plosive	p b			t d			k g	
Nasal	m			N			η	
Fricative		f v	ð	s z				H
Affricate					t d			
Lateral				I				
Approximant	w				R	J		

a. **Voiced and voiceless sounds**

Most of the consonant sounds have voiced and voiceless sounds. If the vocal cords are apart, the airstream is not obstructed at the glottis and it passes freely into the parts of the vocal tract above the glottis. The sounds produce in this way are called voiceless sounds. Say the sounds /s/ and /z/ and compare the process of producing the two sounds. In producing the /s/ sound, the glottis is open and causes the air stream passes freely and does not vibrate. In the case of /z/ sound, the vocal cords are brought together, so that the air stream forces it's away through them and cause the vibrate. The sound is categorized as a voiced sound. Voice and voiceless sounds are respectly phonemes because they can differentiate the meanings of words. For examples, the words 'sink' /siηk/ and 'zinc' /ziηk/ have different

meanings because of the difference from initial sounds of the words. In the first word, it is a voiceless sound and in the second one is a voiced sound.

b. Place of articulation

Consonants can be classified according to places of articulation. In English, there are eight places of articulation. Those are' bilabial, labio-dental, dental, alveolar, palato-alveolar, velar, and glottal (Jackson in Ampa, 2014:15). Those are classification will be discussed in detail in following section.

1) Bilabial

Bilabial is the first place of articulation, and it is called bilabial because it involves lower and upper lips in producing the sounds. There are four sounds that may be produced in this place, for examples the words *pen, bird, mine, and way*. The initial sounds of those words are /p/, /b/, /m/, /w/ and those are made with the two lips.

2) Labiodental

The speech organs functioned in this place are lower lip and upper front teeth. The sounds produced are /f/ and /v/, such as in the words 'fat' and 'vat'. The way to pronounce these sounds is to raise the lower lip until it nearly touches the upper front teeth.

3) Dental

In linguistics, dental consonant is a consonant that is articulated with the tongue against the upper teeth, such as /   / and / ð /, the first consonant is voiceless and the second one is voiced. In English, dental are primarily

distinguished from sound in which contact is made with the tongue and the alveolar ridge, as in alveolar consonant.

4) Alveolar

There are six sounds that are produced in this place. Those are /t/, /d/, /s/, /z/, /n/, and /I/. All of them are made with the tip or blade of tongue and the alveolar ridge.

5) Palato-alveolar

In this place, the sounds are made with the tongue blade and the back of the alveolar ridge. There are five sounds produced in palato-alveolar, such as in the words '*sheep, she, beige, child, judge, red*.

6) Palatal

In this place, the sounds are made with the front tongue and the hard palate. There is only one sound produced in this place. Say the word such as *you*. You should be able to feel that the front of the tongue is raised toward the hard palate.

7) Velar

In velar, the consonants are articulated with the back part of the tongue against the soft palate. There are three sounds produced in this place. Say the words book, hag, sing. The last sounds of these words are made with which the back of the tongue raises, so that it touches the velum or the soft palate.

8) Glottal

Glottal is one of the places of articulation in which the open vocal cords are functioned in producing the sound. In English, there is only one glottal sound and the symbol is /h/.

c. **Manner of Articulation**

Consonants may also be classified according to the manner of articulation. That is, how the flow of the air is stopped or impeded when the consonants is articulated. In linguistics, manner of articulation describe how the tongue, lips, and other speech organs are involved in making the sounds. In English, there are six manners of articulation; those are plosive, nasal, fricative, affricate, lateral, and approximant.

a) Plosive

One of the characteristic of plosive is to produce the sounds with the complete closure of two articulators, so that the air stream cannot escape through the mouth or the nose for short time. When the articulators come apart, the air stream will be released in a small burst of sound.

- Bilabial Plosive (/p/ and /b/)
- Alveolar Plosive (/t/ and /d/)
- Velar Plosive (/k/ and /g/)

b) Nasal

Nasal consonant, that is also called nasal stop,is produced with a lowered velum in the mouth, allowing air to escape freely through the nose. The oral cavity still acts as a resonance chamber for the sound, but

he air does not escape through the mouth as it is blocked by the tongue. Nasal are also called stops in their articulation because the flow of air through the mouth is blocked completely.

- Bilabial Nasal (/m/)
- Alveolar Nasal (/n/)
- Velar Nasal (/ŋ/)

c) Fricative

Fricatives are consonants that are formed by impeding the flow of air somewhere in the vocal tract, so that a friction sound is produced. In other words, the approximation of the two articulators is closed so that the air stream is partially obstructed and turbulent, and then airflow is produced.

- Labio-Dental Fricative (/f/ and /v/)

When these consonants are produced, the lower lip is very close to the upper front teeth, which forms the narrowing, so the air is pushed through this narrowing and causes slight friction. The soft palate is raised so that the air is forced to go out through the mouth. The /f/ sound is voiceless consonant, and /v/ is voiced one.

- Dental Fricative (/θ/ and / ð/)

The consonants are produced with the tongue tip is close the upper front teeth and it forms the narrowing between them, so that the friction is made. The soft palate is raised so all the breath is forced to go out through the mouth. The /θ/ sound is voiceless consonant, and / ð / is a voiced one.

- Alveolar Fricative (/s/ and /z/)

These consonants sre produced with the tongue tip and the blade of the tongue is close to the alveolar ridge. There is a very considerable narrowing at this point, so that the friction is made. The soft palate is raised so all the breath is forced to go out through the mouth. /s/ is a voiceless consonant, and the /z/ sound is a voiced one.

- Palato-Alveolar Fricative (/ / and / /)

These consonants are produced by a narrowing between the tongue tip and the back of alveolar ridge. The soft palate is raised so all the breath is forced to go out through the mouth. / / is a voiceless consonant, and the / / sound is a voiced one.

- Glottal Fricative (/h/)

Glottal sound in English always occurs before a vowel. It contains the sound breath passing between the open vocal cords

d) Affricate

In English, there are two affricate consonants. These consonants are produced by involving more than one manner of articulation. Those are plosive and fricative. The tongue comes up to make contact with the back part of the alveolar ridge to form a stop closure, then this contact is slackened.

- Palato-Alveolar Affricate (/t/ and /d /)

e) Lateral

Lateral consonant is produced with an obstruction to the air stream at a point along the centre of the oral tract, or with incomplete closure between both side of the tongue and the roof of the mouth, so that the air passes round the sides of the obstruction.

- Alveolar Lateral (/I/)

f) Approximant

Approximant is also called semi-vowel or gliding consonant. It is produced with closing one articulator to another without narrowing between them, so that turbulent air stream is not produced.

- Bilabial Approximant (/w/)
- Palato-Alveolar Approximant (/r/)
- Palatal Approximant (/j/)

2. Segmental Features of Phonemes

a. Vowel

Vowel sounds are all voiced. Vowels are produced when the airstream is voiced through the vibration of the vocal cords in the larynx, and then shaped using the tongue and the lips modify the overall shape of the mouth. The position of the tongue is a useful reference point for describing the differences between vowel sounds (Hadi 2015, p. 49).

b. Consonants

Consonant is produced if the air is obstructed partially or totally in one or more places.

3. Supra-segmental Features of Phonemes

Supra-segmental phoneme is one of the most important factors in distinguishing meanings in languages. Supra-segmental phoneme classified into some classes; they are stress, intonation, pitch and etc. (Ma and Tan, 2014, p. 51)

a. Stress

Stress is a very important part of the phonetic structure in English, and it has also the function of distinguishing meanings or part of speech in the words or phrases composed of the same phonemes. The stress in English is closely related with tones, and the pitch of tones is reflected by stress, while the change of tones can also reflect the stressed syllable. The stress of every word in English is fixed, but in the continuous speech, word stress may shift according to the need of rhythm.

b. Intonation

Intonation is a crucial factor for spoken English. It is not related to differences in word meaning, but the changing tune affects the range of meaning. English intonation can change grammatical function in that phrase or sentence. In addition, the intonation pattern: a rise-fall and a fall-rise is used with different

intention and feeling. Learners must notice intonation pattern when listening.

C. Error analysis

This sub chapter explains the concept of error analysis, kinds of errors and also sources of errors

1. The Concept of Error Analysis

Error and mistake are different. In order to analyze learners' errors in proper perspective, it is important to differentiate the errors and mistakes. Mistakes are akin to slip of tongue and recognizable (by the mistakes maker), error is systematic in which it is likely to occur repeatedly and is not recognized by learner. Error analysis is a type of linguistic analysis that focuses on the errors that has made by the language learners while using the language. Refers to the Merriam Webster's Collegiate Dictionary, in Fauzi (2014: p,211) error analysis is the analysis for practical but also potentially for scientific ends of errors made by students on learning another language errors analysis especially helpful for those who have difficulties seeing their errors, such as those with visual processing difficulties. Error analysis refers to the observe, analyze, and classify cause by the errors.

Besides, Corder (in Croft 2008: 105) describes that mistake are deviations due to performance factors, such as memory limitation, spelling, pronunciation, fatigue emotional strains, physical stresses, such as tiredness, physiological condition, such as strong emotion, while error are deviations of some system of language that the learner make. Furthermore according to

Ellis (2011: 17) error reflects gaps in a learners' knowledge they occur because the learner does not know what is correct. Mistakes reflect occasional lapses in performance; they occur, because in particular instance, the learner is unable to perform what he or she knows. Error analysis is a type of linguistic analysis that focuses on the errors learners commits (Chukwuma and tochukwu 2014 p. 98)

Based on the statement above the way to distinguish error and mistakes is checking the consistency of learner performance. If they say a word twice or more which totally with different pronunciation in one occasion, this would suggest that they posses knowledge in correct form and are just slipping up a mistake, but if the speakers change their pronunciation of a word and consistently use it this would indicate the lack of knowledge or called an error.

2. Kinds of Error

Dulay, Burt, Karshen (1982: 146) cited in (Nezami and Najafi 2012: 16) emphasis some error classifications they are: Linguistic category, surface strategy, comparative analysis, and communicative effect.

a. Linguistic Category

Linguistic category in here, classify errors according to either or both the language component and the particular linguistic constituent the error affect. Language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style).

b. Surface strategy

Surface strategy taxonomy highlights the ways surface structures are altered. This taxonomy classified into four types: omission, addition, misformation, and misordering.

1) Omissions are identified by the absence of an item that must appear in well-formed utterance it includes the omission of:

   a) Voiced

   b) Unvoiced

   c) Single vowels

   d) Diphthongs

2) Additions are identified by any unnecessary presence an item or morphemes which appear in an utterance. They are three types of addition errors:

   a) Double marking

   b) Regularization

   c) Simple addition

3) Misformation are identified by the use of the wrong from of the morpheme or structure.

4) Misorderings are identified by the incorrect placement of a morpheme or group of morphemes in an utterance.

c. Comparative analysis

The classification of error in comparative taxonomy is based on comparisons between the structures of second language errors and certain other types of construction. This taxonomy proposes four errors:

1. Development errors

    Development errors are errors similar those made by children learning the target language as their first language.

2. Interlingual errors

    Interlingual errors are similar in structure to a semantically equivalent phrase or sentence in the learner native language.

3. Ambiguous errors

    Ambiguous errors are those that reflect the learner's native language structure, and at the same time they are of the type found in speech of the children acquiring a first language.

4. Other errors

    This taxonomy proposes the grab bag errors that don't fit into those few taxonomies. In this particular type taxonomy, the grab bag errors should be of more than passing interest. Since they are not similar to those children make during first language development, they must be unique to second language learners.

d. Communicative effect

    The communicative effect classification deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication. Types of errors classified into two:

1. Global errors

    The effects that affect overall sentences organization significantly hinder communication. Labeled the most systematic global errors include:

    a) Wrong order of constituent. For example: English language use many people

    b) Missing, wrong or misplace sentence connectors for example: (if) not take this bus, we late for school.

    c) Missing cues to signal obligatory exceptions to pervasive syntactic rules. For example: the students' proposal (was) looked into (by) principal.

    d) Regularization of pervasive syntactic rules to exception. For example: we amused that the movie very much (that the movie amused us very much)

2. Local errors

    Errors that effect single elements (constituents) in a sentence do not usually hinder communication significantly. These include errors in noun and verb infection, articles, auxiliaries, and the formation of quantifiers. (Ellis, 2011:56) distinguishes three types of errors based on systematically:

    a) Pre-systematic errors occur when learner is unaware of existence of a particular rule in the target language.

    b) Systematic errors occur when the learner has discovered a rule but it is the wrong one.

c) Post-systematic errors occur when the learner knows the correct target language rules but uses it in constantly (makes a mistake.

In order to those different kinds of errors, however, it is necessary to interview the learner. Type (a) occur when the learner cannot give any account of way a particular from is chosen, (b) occurs when the learner is unable to correct the errors but can explain the target-language rule that is normally used.

For the four types of errors above, it can be conclude that linguistic category is classified based on language component and particular linguistic. While surface strategy taxonomies classified into omission, addition, misformation, and misordering. Comparative analysis proposes to developmental errors, interlingual error, and ambiguous error. Communicative effect is classified into global errors and local errors.

D. Source of Errors

A source of errors is a limitation of a procedure or an instrument that causes an inaccuracy in the quantitative result of an experiment. A human error is not considered a source of error under this definition. Source of errors is the final step in the analysis of the learner speech. By trying to identify source of error students` can begin at an understanding on how the learners cognitive and affective self relates to the linguistic system and to formulate and integrated understanding of the process. Communication strategies were

seen as belonging to the planning phase; their use became necessary if the learner experienced a problem with the initial plan that they made.

McKeating, 2000: 174 considered the learners' errors come from the faulty generalization of target language rules. Linguistics classified the possible causes of intra-lingual errors into four. They are: over-generalization, ignorance of rule restriction, incomplete application of rules and false concept hypothesized.

1) Over-generalization.

Over-generalization deals with the deviant structures produced by the learners using their previously acquired rules when they construct a new form of utterance.

2) Ignorance of Rule Restrictions

Ignorance of rule restrictions shows the learners failure to observe the restriction of the existing structure.

3) Incomplete Application of Rules

Incomplete application of rules deals with how the learners develop the rules in producing other acceptable utterances. They usually cannot develop the rules they have been acquired to produce other utterances.

4) False Concept Hypothesized

False concept hypothesized deals with the errors that derive from faulty comprehension of the rule distinction in the target language. Learners usually misinterpret the use of certain structures of target language.

E. Roles of Error in Pronunciation

The main purpose of this discussion is to explain how the errors can be useful in language teaching. Basically, errors put the same important contribution, although the points viewed are various. The mistake is the evidence of learning. Learning is progressive stage and learners do lot of things including making mistakes. In those stages, learners tend to make generalization by the correction toward mistakes. Gilakjani (2011: 25) adds that learner's errors might provide evidence of the system of learned language at the particular point in the course. Learners make progress, for instance by being able pronounce they have made.

1) Circumstance /'sir .kum.ten/ (students make an error)

2) Circumstance /'s .k m.stæn*t* s/(students revise)

3) Death /det/ (students make others error)

4) Death /de / (students revise)

The progress made by the learners can, then, be seen by looking by language constructions pronunciation they have made, specifically at the errors. If, then the fact is connected to the role of English transcription, it comes to conclusion that any errors in pronunciation are very significant for the need of student's pronunciation progress. Nunan (2005: 28) also puts "making errors in language activities" as one of characteristics of good language learner. It is based on the fact that learners who make mistakes and receive treatment (toward their mistakes) could possibly perform understanding at the particular areas.

F. Conceptual Framework

The schematic conceptual framework is presented as follows:

```
                    ┌─────────────────────┐
                    │    Pronounciation   │
                    └─────────────────────┘
                              │
                    ┌─────────────────────┐
                    │  English Fricatives │
                    └─────────────────────┘
                              │
                    ┌─────────────────────┐
                    │   Errors Analysis   │
                    └─────────────────────┘
                         │            │
              ┌──────────────┐   ┌──────────────┐
              │ Kinds of     │   │ Sources of   │
              │ Errors       │   │ Errors       │
              └──────────────┘   └──────────────┘
```

Omission of Erros	Overgeneralization
Addition of Errors	Ignorance of Rule Restrictions
Misformation of Errors	Incomplete Rule Application
Misordering of Errors	False Concept Hypothesized

Students Error in Pronouncing English Fricatives
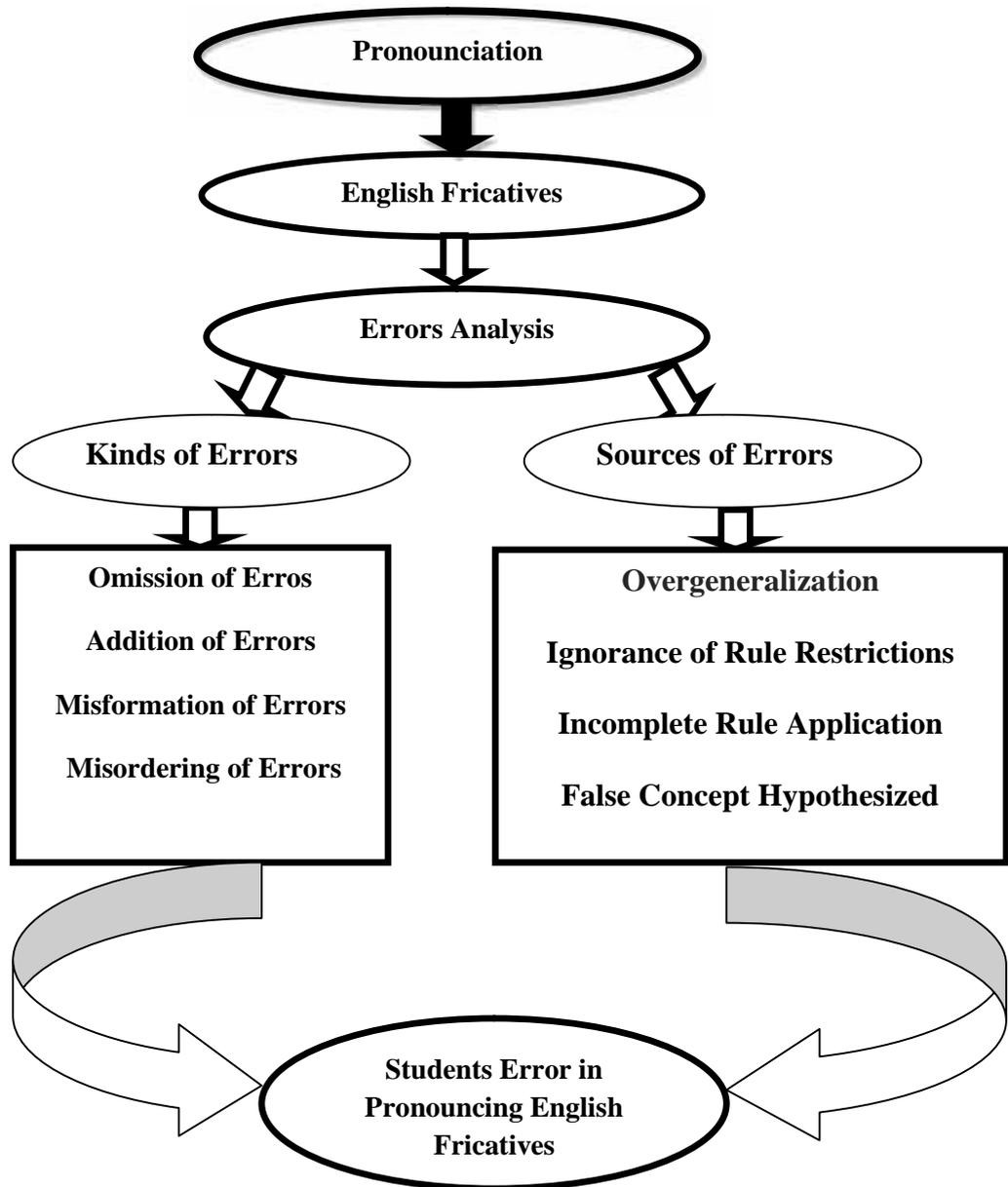
Figure 2.1 Conceptual Framework

In this research, the researcher was focus to analyze the students' errors in pronouncing English fricatives sounds. In doing this research the students`

pronouncing analyzed by using errors analysis method to find out the kinds of errors in pronouncing English fricatives sounds, there were: Errors of omission, Errors of addition, Errors of misformation and Errors of misordering. The researcher also analyzed the sources of students' errors in pronouncing English fricatives, there were: overgeneralization, ignorance of rule restrictions, incomplete rule application, false concept hypothesized.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used the descriptive research. The researcher used descriptive method because this research aimed to describe the kinds and the sources of error in pronouncing English fricatives by the second semester students of English Department at Muhammadiyah University of Makassar.

B. Population and Sample

a. Population

The populations in this research were 371 students from ten classes. Namely, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 2I, 2J at the second semester of English Departement Faculty of Teacher Training and Education in Muhammadiyah University of Makassar.

Table 3. 1 The Second Semester Students Participants

No	Name Class	Second Semester Students
1.	Class A	38
2.	Class B	38
3.	Class C	38
4.	Class D	39
5.	Class E	40
6.	Class F	40
7.	Class G	38
8.	Class H	39
9.	Class I	40
10.	Class J	38
TOTAL		**388**

b. Sample

The sample of this research was 40 students of 388 students. The researcher took 4 students' in each class. This research used simple random sampling. Simple random sampling technique is the sampel directly drawn randomly from the population. Latief (2012:183) states that random samples can be selected much more fairly by assigning number to individuals in the population and than using a table of random numbers to make the sample selection.

C. Research Variable

The variable of this research were the students' errors in pronouncing English fricatives [f, v, , ð, s, z, , , h] sounds that focus on kinds of errors and sources of errors.

D. Research Instruments

This research used test and recorder as instruments. The instrument consisted of 18 sentences. The 18 sentences comes from each consonant of English fricatives sounds [f, v, , ð, s, z, , , h]. Every consonant consisted of two positions of sounds, namely initial, and final position.

E. Technique of Collecting Data

In collecting the data of this research, the researcher used pronunciation test. The process of collecting the data was about 90 minutes. The technique of collecting data in this research as follows:

a) Data Processing

The technique used in this research was descriptive analysis. The data collected in this research were raw data. The steps of analyzing the data were:

1. Identifying errors

The researcher transcribed the recorded data. After that, the researcher was listening to the students' utterance in form of audio recorded and compared the sounds repeatedly with the correct phonetic transcription.

The researcher identified the sources of errors after listening to audio recorder.

2. Categorizing

After the above step was done, the researcher categorized what kinds of errors pronounced by the students and categorized what source of errors.

3. Evaluating

All error fricatives pronunciation were evaluated to see what kinds of errors and source of errors.

b) Data Analysis

The last step was draw the conclusion based on the analysis. In this step, the researcher made a valid conclusion in the form of a brief description of the errors after interpreting these errors. After the writer did all the phases in data processing, then the collect data is analyzed through descriptive analysis to know the students' error in pronouncing English fricatives.

F. Data Analysis

The test was analyzed by using formula as stated by (Sudjono, 2015, p.40).

P = F x 100%

   N

Where:

P = % of students' error

Fq = frequency of incorrect answers

N = number of students

By using the formula above, the researcher identified the error of students in pronouncing English fricatives sounds.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the findings of the research present the result of the kinds and sources errors in pronouncing English fricatives. The discussion of this research covers further explanation of the findings. All the data is presented based on the action that has been conducted.

A. Findings

The objectives of the study aimed to know the kind and source of errors which committed by the students. The result of each objective is presented of the research findings that there are some kinds of errors when the students asked to pronounce the sound of English fricatives consonant, and also it indicated that some sources of kinds of error made by the second semester students of English Department in Muhammadiyah University of Makassar after conducting the pronunciation test.

The outline of two variables can be seen clearly in the following explanation.

1. **The Kinds of Errors in Pronouncing English Fricatives Consonant Sounds**

    The first objective of this study aimed to know the kind of errors made by the second semester students of English department at Muhammadiyah University of Makassar in forming English fricatives consonant sound. After collecting and analyzing the data, the researcher found that there were a lot of kinds of errors which commited by the students. Based on the data from the recording of a test by reading aloud, 275 times of errors were found by the researcher. The kinds of errors divided into four, those are omission 23 times (8.3%), addition 106 (38.5%), misformation 128 (46.5%), and misordering 18 (6.5 %). The result of the test by reading aloud can be seen in the following table.

    a. **Description of Errors in Pronouncing English Fricatives Sounds in Sentences**

    In this part, the researcher presented the result of the students' error in pronouncing English fricatives consonant sound, and also it indicated each sound in initial and final position in a sentence as follows.

Table 4.1 Description of Omission Error in Sentence

Kinds of Error	Fricative Consonant Sound	Sentence	
		Initial	Final
Omission	/f/	-	-
	/v/	-	-
	/ /	-	7

	/ð/	-	-
	/s/	-	4
	/z/	6	-
	/ /	-	2
	/ /	4	-
	/h/	-	-
Total		10	13
Precentage		3.63%	4.72%

Table 4.1 shows omission of errors made by the students in sentence. There were 6 times in pronouncing /z/ and 4 times in / / sound. Thus, the students' errors were 10 times (3.63 %) in initial position. There were 7 times in pronouncing / /, 4 times in pronouncing /s/ and 2 times in pronouncing / / sound. Thus, the students' errors were 13 times (4.72 %) in final position. It shows that the most dominant errors which the students committed were in the final position with 13 times (4.72 %) from the total number of error in sentence.

Table 4.2 Description of Addition Error in Sentence

Kinds of Error	Fricative Consonant Sound	Sentence	
		Initial	Final
Addition	/f/	2	6
	/v/	-	-
	/ /	22	7

	/ð/	-	-
	/s/	-	39
	/z/	-	-
	/ /	-	-
	/ /	-	30
	/h/	-	-
Total		**24**	**82**
Precentage		**8.72%**	**29.8%**

Table 4.2 shows addition of errors made by the students in sentence. There were 2 times in pronouncing /f/ and 22 times in pronouncing / / sound. Thus, the students' errors were 24 times (8.72 %) in initial position. There were 6 times in pronouncing /f/, 7 times in pronouncing / /, 39 times in pronouncing /s/ and 30 times in pronouncing / / sound. Thus, the students' errors were 82 times (29.8 %) in final position. It shows that the most dominant errors which the students committed were in the final position with 82 times (29.8 %) from the total number of error in sentence.

Table 4.3 Description of Misformation Error in Sentence

Kinds of Error	Fricative Consonant Sound	Sentence	
		Initial	**Final**
Misformation	/f/	-	-
	/v/	25	35

	/ /	-	-
	/ð/	-	-
	/s/	-	-
	/z/	30	38
	/ /	-	-
	/ /	-	-
	/h/	-	-
Total		55	73
Precentage		20.0%	26.5%

Table 4.3 shows misformation of errors made by the students in sentence. There were 25 times in pronouncing/v/ and 30 times in pronouncing /z/ sound. Thus, the students' errors were 55 times (20.0%) in initial position. There were 35 times in pronouncing /v/, 38 times in pronouncing /z/ sound. Thus, the students errors were 73 times (26.5 %) in final position. It shows that the most dominant errors which the students committed were in the final position with 73 times (26.5 %) from the total number of error in sentence.

Table 4.4 Description of Misordering Error in Sentence

Kinds of Error	Fricative Consonant Sound	Sentence	
		Initial	Final
Misordering	/f/	-	-
	/v/	-	-
	/ /	-	-

	/ð/	-	-
	/s/	-	-
	/z/	-	-
	/ /	-	-
	/ /	-	-
	/h/	18	-
Total		18	-
Precentage		6.54%	-

Table 4.4 shows misordering of errors made by the students in sentence. There were 18 times in pronouncing /h/ sound. Thus, the students' errors were 18 times (6.54 %) in initial position, and there was no misordering error in final position.

2. Source of Errors in Pronouncing English Fricatives Consonant Sounds

The researcher presented the source of errors made by the second semester students in pronouncing English fricatives consonant sounds. The researcher identified four kinds of errors and sources of errors categorized as intralingual errors, those are; overgeneralization, incomplete application of rule, ignorance of rule restriction and false concept hypothesized. The result of the test can be seen in the following table.

Table 4. 5 Sources of Errors from Each Kind of Errors

Fricative Consonant Sounds	Source of Errors from Each Kinds of Error			
	Omission caused by incomplete application of rule	Addition caused by ignorance of rule restriction	Misformation caused by overgeneralization	Misordering caused by false concept hypothesized
/f/	-	8	-	-
/v/	-	29	60	-
/ /	7	-	-	-
/ð/	-	-	-	-
/s/	4	39	-	-
/z/	6	-	68	-
/ /	2	-	-	-
/ /	4	30	-	-
/h/	-	-	-	18
Total	**23**	**106**	**128**	**18**
Precentage	**8.36 %**	**38.5 %**	**46.5 %**	**6.54 %**

Table 4. 5 shows all sources of error from each kinds of error made by the students, the researcher found that the omission is caused by the incomplete application of rule with the 23 (8.36 %) from the total number of errors. Misformation is caused by the overgeneralization with the 128 (46.5 %) from the total number of errors. Addition is caused by the ignorance of rule restriction with the 106 (38.5 %) from the total number of errors. Misordering is caused by the false concept hyphotesized with 18 (6.54 %) from the total number of errors.

B. Discussion

The result of this descriptive research dialed with the answer of the problem statement which aimed to know about the errors in pronouncing English fricatives consonant. The data of errors in pronouncing consisted of English fricatives consonant sounds. There were four types; omission, addition, misformation and misordering. Additionally, it can be known the sources made by the students. Those are overgeneralization, ignorance of rule restriction, incomplete application of rule and false concept hypothesized.

Based on the analysis result, it can be seen that there were 40 students as the subject of the research that had made by pronunciation test. The total numbers of English fricatives consonant sounds are 275 errors. It indicates that 100% subjects had made a lot of errors on the use of misformation error, and the most frequent errors 128 (46.5 %) from the total errors. Some kinds of errors and the sources of errors are presented below based on the analysis result.

1. **Kinds of Error**

   a. **Omission Error**

   Omission error occurs when the students produced a sound which supposed to be appear in pronouncing English fricatives consonant sound. As an instance, in the word "earth" which supposed to be "earth" rather than "eart". In this occasion, the students committed the sounds / / which supposed to appear. These kinds of errors were caused by the

incomplete application of rule as the students' pronounce an incomplete sounds /eart/ which supposed to be /earth/.

Most dominant errors of omission were dental fricative caused the students' incomplete application of the rules. The students failed to apply the rules completely due to the stimulus sentence, the students did not know how to pronounced the sentences caused they just saw the sound without know the pronunciation of sound, thus students omitted / / sound. In occasion, dental fricative most difficult than alveolar and palato-alveolar fricative for students caused they were never found this sound in Indonesian.

b. Addition error

Addition errors occurs when the students added a sound which supposed not to be appear in pronouncing English fricatives consonant sounds. As an instance, in the word /'coarses'/ which supposed to be /'coarse'/ rather than /'coarses'/. In this ocassion added the sound /r/ and /s/ which supposed not to be appear. This kind of errors were caused by the ignorance of rule restriction as the students failed to restrict in pronouncing the sounds /'coarses'/ which supposed to be /'coarse'/.

Most dominant errors of addition were alveolar fricative caused ignorance of rule restrictions. The students did not obey the structure of the target language. In this type of error, the students failed to observe the restrictions of existing structures. Some rule restriction errors accounted for in terms of analogy and result from the role learning of rules, the students only read what they see without paying attention to the way the

pronunciation of the sound, they commonly pronounced the English sound as Indonesian. Thus, the students add /r/ and /s/ sound. In this occasion, alveolar was most difficult for students than labio-dental, dental, and palato-alveolar fricative.

c. Misformation Error

Misformation errors occur when the students replace a sound with other sounds which has similarities in pronouncing English fricative consonant sounds. As an instance, in the word 'cause' which supposed to be /'cause'/ rather than /'coarse'/. In this occasion, the students replace the sounds /z/ with /s/ which supposed to be /cause/ as well. These kinds of errors were caused by the overgeneralization as the students generalized the producing of sounds /z/ which has similarity with /s/ in the word 'cause'.

Most dominant errors of misformation were alveolar fricative. It happens when the students created a deviant structure on the basis of his experience of other structure in the target language. Students were difficult to distinguish between voiced and voiceless sound, the students' difficult to distinguish the sound caused the sound was similar. In this occasion, alveolar fricative was most difficult than labio-dental.

d. Misordering Error

Misordering errors occurs when the students exchange the position of sound with other sounds in pronouncing English fricatives consonant sounds. As an instance in the word 'heart' this supposed to be

'hat' rather than 'het'. In this occasion, the students exchange the sounds /e/ and /a/ where the students pronounce 'het' instead of 'hat'. This kind of errors were caused by the false concept hypothesized as the students fail to comprehend the producing of the word 'heart' in a correct pronunciation which supposed to be /hat/ instead of /het/.

These errors caused false concept hypothesized. The students' faulty understanding of distinctions of target language items leads to false conceptualization. Students only read based on what they often heard without paying attention to the correct pronunciation.

2. Sources of Errors

a. Omission of Error and it is Source

Omission of error is one of the kinds of errors which deal with removing the sounds of one word. Meanwhile, the students commonly arrange an incomplete one of fricative consonant sound as they committed some particular of the sound there were /θ/. Based on the table omission of errors in percentage /θ/ sound 7 times.

1. Word: earth /   /

    Error identification: / :r/

    Error description: omission of consonant /θ/

    Error correction: / :θ/

The error of word above caused by the incomplete application of rule as the students arrange the incomplete fricatives consonant sound by committing some particular part of the sound. The students' committed the

word 'earth' which supposed to be / :θ/ rather than / :r/. In this occasion, the students committed the sound /θ/ which supposed to appear.

b. Addition of Error and it is Source

Addition of error is the kinds of error which deals with adding some sound to the correct sounds of words. In English fricative consonant sounds, the students usually added unnecessary sound that makes them committed addition error. Based on the table addition of errors, percentage /s/ sounds 39 times. Some students gave additions to the sound of the words when they pronounce it.

1. Word: coarses /kɔ:s/

   Error identification: /coarse/

   Error description: addition consonant /s/ in final position

   Error correction: /kɔ:s/

Errors on the word above are caused by ignorance of rule restriction as the students fail to restrict of using some word that supposed not to be appear on the sound. The students added sound /r/ and /s/ that supposed not to be appeared.

c. Misformation of Error and it is Source

Misformation is the kind of error categorized into majority because this type of error had many distributions in pronunciation error especially in fricative consonant, or characterized by the use the wrong from of elements in sentence. The students usually use some sound which is not suitable with the real pronunciation.

1. Word: cause /kɔ:z/

    Error identification: /ko:s/

    Error description: misformation sounds /z/

    Error correction: /kɔ:z/

Errors on the words above are caused by the overgeneralization. The students commonly generalize the use of English fricative consonant which not suitable with the real pronounce of the word. The students use a wrong sound /z/ which supposed to be sound /s/ as the pronounce of the word /coarse/.

d. Errors of Misordering and it is Source

Misordering is kinds of errors might be seen few, or a characterized by the incorrect placement. The students usually exchange the position of sound which supposed not to be done in forming pronunciation. An error that the students committed is present as follow.

1. Word: heart /ha:t/

    Error description: het

    Error description: misordering haert in the middle position

    Error correction: /ha:t/

An error on the sound of word above is caused by the false concept hypothesized. The students usually fail to identify and comprehend the using English fricative consonant in the correct position of sound. As in the word 'heart' the students placed the sound /heart/ in the wrong position which supposed to be /hert/.

Sari (2016) in her research *"An analysis of students' errors in* pronuncing *English fricatives at the sixth semester in English department of IAIN Antasari Banjarmasin"*. states that the dominant errors in pronuncing English fricative are the /h – / that / / in final position. The students' errors in pronouncing that sound were 76% and /v/ in final position and / / in final position the students' errors in pronouncing that sound were 56%. The dominant errors students' are in labio-dental fricative and dental fricative.

However, in this research states that the dominant errors in pronouncing English fricatives were / / and /z/ sound in final position. The students errors in pronouncing / / were 39 times (14.1%) and 38 times (13.8%) in pronouncing /z/ sound. The dominant errors students are in palato-alveolar and labio-dental fricative.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussions in the previous chapter, the researcher drew the conclusion based on the analysis of test. It is proven that the students made four kinds of errors, they were:

a) The kinds of English fricative consonant error made by the students were omission error (23), addition errors (106), misformation error (128), and misordering error (18). It indicated that most of the students made error in misformation 128 with high percentage than addition.

b) The source of English fricative consonant error made by the students from each kind of error, the researcher found that the omission is caused the incomplete application of rule with (23 or 8.36 %) from the total number of errors. Misformation is caused by the overgeneralization with (128 or 46.5 %) from the total number of errors. Addition is caused by the ignorance of rule restriction with (106 or 38.5 %) from the total number of errors. Misordering is caused by the false concept hypothesized with (18 or 6.54 %).

B. Suggestions

Based on the conclusion above, there were some suggestions given as follows:

1. For the teachers of pronunciation subject at the second semester of English Students Department in Muhammadiyah University of Makassar

   a) The teacher has to be a good model in pronouncing English sounds. In this case, they should explain more detail to the students about fricative consonant

   b) The teacher should pay more attention to their students' pronunciation and teach them more about English sound.

2. For the students of pronunciation subject at the second semester of English Students Department in Muhammadiyah University of Makassar

   a) The students should be aware that the later, in the future time, they would be a model in speaking English. Therefore, they have to pay attention to their pronunciation.

   b) The students should learn and practice more about English sound to make their pronunciation better and improve their ability in pronouncing English sound.

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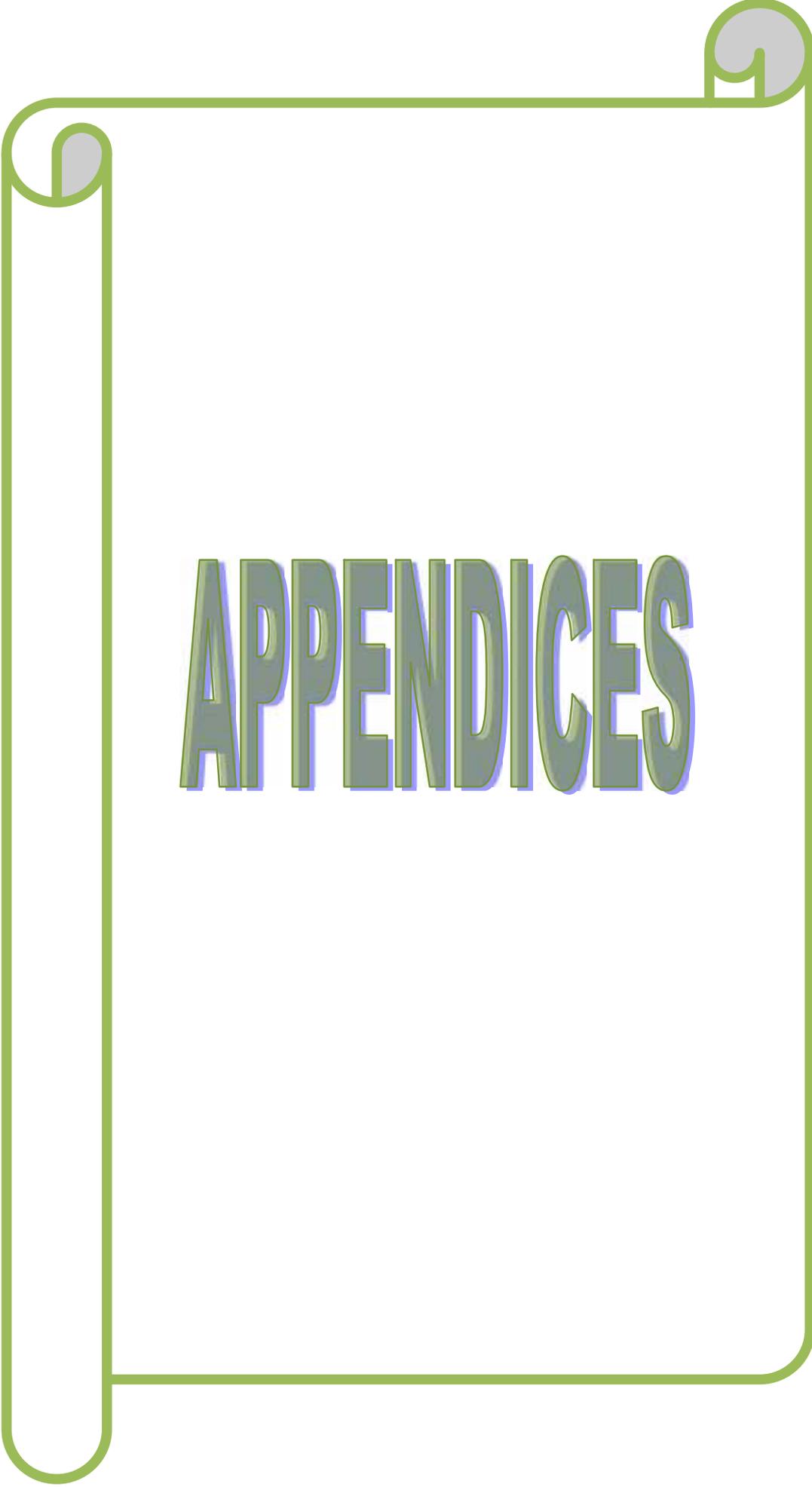
APPENDICES

THE STUDENTS ERROR IN PRONUNCIATION

No.	Unit	Errors in Pronunciation
1	S1	10
2	S2	6
3	S3	7
4	S4	5
5	S5	6
6	S6	6
7	S7	9
8	S8	9
9	S9	6
10	S10	6
11	S11	8
12	S12	8
13	S13	7
14	S14	6
15	S15	6
16	S16	7
17	S17	6
18	S18	7
19	S19	5
20	S20	9
21	S21	9
22	S22	5
23	S23	9
24	S24	5
25	S25	4
26	S26	5
27	S27	5
28	S28	9
29	S29	7
30	S30	6
31	S31	11
32	S32	7
33	S33	6
34	S34	7
35	S45	7
36	S36	5

37	S37	6
38	S38	6
39	S39	5
40	S40	5
TOTAL		**275**

NAME   :

CLASS   :

PRONUNCIATION TESTS

Read the following sentences with a good pronunciation!

1. Plants and animals stay **safe** in nature reserve, that's why we must keep it.
2. Don't judge someone too **fast.**
3. He **visits** gym centre to get an athletic body.
4. I want to **live** in a beautiful house.
5. He is a **thief** and I hate him.
6. Neutron stars are so dense that a teaspoonful would weigh more than all the people on **earth**.
7. **There** are three books on the table.
8. When we ran, we can take a **breath** faster than normally.
9. I usually **sing** a song in the morning.
10. Her hair was **coarse.**
11. He go to the **zoo** in every Wednesday.
12. Donita makes a new recipe of Donat **cause** she has free time.
13. The **show** will be directed by Ben.
14. The dog was losing his **leash.**
15. My father was stand in **garage.**
16. If you wanted to **measure** time you could use a watch, clock, hourglass or even a sundial.
17. I give my **heart** to you.
18. Leon has a strong reason to naysay what the **research** found.

KEY ANSWER

1. /seIf/
2. /fa:st/
3. /'vizit/
4. /laIv;lIv/
5. /θi:f/
6. /   /
7. /ʁe : ʊ /
8. /bre /
9. /si /
10. /kɔ:s/
11. /zu:/
12. /kɔ:z/
13. /   /
14. /li: /
15. /'gæra: /
16. /'me   /
17. /ha:t/
18. /ri's :t /

RECORDING PRONUNCIATION

CURRICULUM VITAE

Sumarniati is the first child of Abdurahman and Hadijah. She was born on june 6th 1995 in Simpasai. She has one brother and four sisters. They are Nurhidayati, Ernilawati, Ahmad Diansyah, Rini Anggriani and Nurul Husna. She lives in Simpasai Lambu, Bima regency.

She registered at SDN No. 1 Simpasai in 2001 and finished her study in 2007, she registered at SMPN 2 Lambu in 2007 and finished in 2010, she registered at SMAN 2 Lambu in 2010 and finished in 2013. Then, she registered as one of the students of Muhammadiyah University of Makassar in English Education Department.