

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

This part is intended to present the result of the data analysis and their presentation which is derived from the analysis. This part consists of the result of the research based on the fact found in the research. It covers the students errors in pronouncing English fricatives.

There is one statement problem that have to be answered in this research. The problem is about the dominant errors by students in pronouncing English fricatives.

The data is according to students' ability in pronunciation of the recorded, the writer gave 28 words to the students, and then calculated the dominant errors.

#### **1. The description of dominant errors by students in pronouncing English fricatives.**

To know the dominant errors in pronunciation by the students of sixth semester of English Department of IAIN Antasari Banjarmasin academic year 2015/2016, the writer gave 28 words to pronounced by the students, and then calculated the errors words.

The results of oral test students errors.

*Table 4.1 Sound /f/ in initial position*

Item No	Answer	Frequency	Percentage
1	Correct	25	100%
	Incorrect	-	-%
	Total	25	100%

Test number one was sound /f/ in initial position. In this test, all of students were correct to produce this sound.

*Table 4.2 Sound /f/ in medial position*

Item No	Answer	Frequency	Percentage
2	Correct	22	88%
	Incorrect	3	12%
	Total	25	100%

Test number two was sound /f/ which occurred in medial position. Nearly all of students was correct to produce this sound.

*Table 4.3 Sound /f/ in final position*

Item No	Answer	Frequency	Percentage
3	Correct	22	88%
	Incorrect	3	12%
	Total	25	100%

Test number three was sound /f/ in final position. In this part, there were most of students who could produce this sound correctly, while the rest was incorrectly.

*Table 4.4 Sound /v/ in initial position*

Item No	Answer	Frequency	Percentage
4	Correct	15	60%
	Incorrect	10	40%
	Total	25	100%

Test number four was sound /v/ which was placed in initial position. Errors were produced by the students in pronouncing this sound which was 40%, while others were incorrect.

*Table 4.5 Sound /v/ in medial position*

Item No	Answer	Frequency	Percentage
5	Correct	14	56%
	Incorrect	11	44%
	Total	25	100%

Test number five was sound /v/ in medial position. In this number, almost half of students were incorrect in producing this sound while few of them were correct.

*Table 4.6 Sound /v/ in final position*

Item No	Answer	Frequency	Percentage
6	Correct	11	44%
	Incorrect	14	56%
	Total	25	100%

Test number six was sound /v/ which occurred in final position. There were more than half of students who could not produce this sound properly, while the others could produce this sound correctly.

*Table 4.7 Sound /θ/ in initial position*

Item No	Answer	Frequency	Percentage
7	Correct	18	72%
	Incorrect	7	28%
	Total	25	100%

Test number seven was sound /θ/ which is placed in initial position. Only few of them could not pronounce this sound correctly, while most of them understand how to produce this sound appropriately.

*Table 4.8 Sound /θ/ in medial position*

Item No	Answer	Frequency	Percentage
8	Correct	16	64%
	Incorrect	9	36%
	Total	25	100%

Test number eight was sound /θ/ which was placed in medial position. More than half of students could produce this sound correctly. The rest of them could not pronounce this sound properly.

*Table 4.9 Sound /θ/ in final position*

Item No	Answer	Frequency	Percentage
9	Correct	11	44%
	Incorrect	14	56%
	Total	25	100%

Test number nine was sound /θ/ in final position. More than half of students could not produce this sound correctly, while others could comprehend how to produce this sound appropriately.

*Table 4.10 Sound /ð/ in initial position*

Item No	Answer	Frequency	Percentage
10	Correct	18	72%
	Incorrect	7	28%
	Total	25	100%

Test number ten was sound /ð/ which was placed in initial position. Most of students could pronounce this sound correctly. Only few of them did not know how to produce this sound correctly.

*Table 4.11 Sound /ð/ in medial position*

Item No	Answer	Frequency	Percentage
11	Correct	18	72%
	Incorrect	7	28%
	Total	25	100%

Test number eleven was sound /ð/ in medial position. More than half of students were right in pronouncing this sound, whereas the others did error.

*Table 4.12 Sound /ð/ in final position*

Item No	Answer	Frequency	Percentage
12	Correct	17	68%
	Incorrect	8	32%
	Total	25	100%

Test number twelve was sound /ð/ which occurred in final position. More than half of students could pronounce this sound properly, while the others did error in pronouncing this sound.

*Table 4.13 Sound /s/ in initial position*

Item No	Answer	Frequency	Percentage
13	Correct	25	100%
	Incorrect	-	-%
	Total	25	100%

*Table 4.14 Sound /s/ in medial position*

Item No	Answer	Frequency	Percentage
14	Correct	25	100%
	Incorrect	-	-%
	Total	25	100%

*Table 4.15 Sound /s/ in final position*

Item No	Answer	Frequency	Percentage
15	Correct	25	100%
	Incorrect	-	-%
	Total	25	100%

Test number thirteen, fourteen, and fifteen were sound /s/ in initial, medial, and final position. All of students were right in pronouncing this sounds.

*Table 4.16 Sound /z/ in initial position*

Item No	Answer	Frequency	Percentage
16	Correct	24	96%
	Incorrect	1	4%
	Total	25	100%

Test number sixteen was sound /z/ in initial position. Almost all of students were right in produce this sound, only one student could not produce this sound properly.

*Table 4.17 Sound /z/ in medial position*

Item No	Answer	Frequency	Percentage
17	Correct	24	96%
	Incorrect	1	4%
	Total	25	100%

Test number seventeen was sound /z/ in medial position. Only one student could not produce this sound.

*Table 4.18 Sound /z/ in final position*

Item No	Answer	Frequency	Percentage
18	Correct	20	80%
	Incorrect	5	20%
	Total	25	100%

Test number eighteen was sound /z/ in final position. Most of students did not error in pronouncing this sound. They know the rule to do it. Only five students could not produce this sound correctly.

*Table 4.19 Sound /f/ in initial position*

Item No	Answer	Frequency	Percentage
19	Correct	22	88%
	Incorrect	3	12%
	Total	25	100%

Test number nineteen was sound /f/ which was located in initial position. Almost all of students understand how to pronounce this sound correctly, whereas the others got confused to produce this sound.

*Table 4.20 Sound /f/ in medial position*

Item No	Answer	Frequency	Percentage
20	Correct	21	84%
	Incorrect	4	16%
	Total	25	100%

Test number twenty was sound /f/ in medial position. The table above described that most of students did not errors in pronouncing this sound. They understand to do it, while the others could not produce this sound correctly.

*Table 4.21 Sound /f/ in final position*

Item No	Answer	Frequency	Percentage
21	Correct	20	80%
	Incorrect	5	20%
	Total	25	100%

Test number twenty one was sound /f/ in final position. Based on the table above, most of students could produce this sound correctly. Only five of them were incorrect in pronouncing this sound.

*Table 4.22 Sound /z/ in medial position*

Item No	Answer	Frequency	Percentage
22	Correct	19	76%
	Incorrect	6	24%
	Total	25	100%

Test number twenty two was sound /z/ in medial position. The table above showed that more than half of students were correct in pronouncing this sound, while the others did error in pronouncing this sound.

*Table 4.23 Sound /z/ in final position*

Item No	Answer	Frequency	Percentage
23	Correct	24	96%
	Incorrect	1	4%
	Total	25	100%

Test number twenty three was sound /z/ in final position. Most of students could produce this sound correctly. Only one student could not produce this sound.

*Table 4.24 Sound /h/ in initial position*

Item No	Answer	Frequency	Percentage
24	Correct	25	100%
	Incorrect	-	-%
	Total	25	100%

*Table 4.25 Sound /h/ in medial position*

Item No	Answer	Frequency	Percentage
25	Correct	25	100%
	Incorrect	-	-%
	Total	25	100%

Test number twenty four and twenty five were sound /h/ in initial and medial position. All of students could pronouncing this sounds.

*Table 4.26 Sound /v - ʒ/*

Item No	Answer	Frequency	Percentage
26	Correct	19	76%
	Incorrect	6	24%
	Total	25	100%

Test number twenty six was sound /v - ʒ/ in one word, /v/ in initial position and /ʒ/ in medial position. The table above showed that more than half of students were correct in pronouncing this sounds, while the others did error in pronouncing this sounds.

*Table 4.27 Sound /h - θ/*

Item No	Answer	Frequency	Percentage
27	Correct	6	24%
	Incorrect	19	76%
	Total	25	100%

Next test was sound /h - θ/ in one word, /h/ in initial position and /θ/ in medial position. Based on the table above, most of students did error in pronouncing this sound, while the others could produce this sounds correctly.

*Table 4.28 Sound /f - ʃ/*

<b>Item No</b>	<b>Answer</b>	<b>Frequency</b>	<b>Percentage</b>
28	Correct	21	84%
	Incorrect	4	16%
	Total	25	100%

Last test was sound /f - ʃ/ in one word, /f/ in initial position and /ʃ/ in final position. Most of students could pronouncing this sounds. They understand to pronounce this sounds. Only few of them were incorrect.

Table 4.29 Students' Errors

Sound	Errors			Total Errors
	Position of sounds			
	Initial	Medial	Final	
/f/	-	3	3	6
/v/	10	11	14	35
/θ/	7	9	14	30
/ð/	7	7	8	22
/s/	-	-	-	
/z/	1	1	5	7
/ʃ/	3	4	5	12
/ʒ/	-	6	1	7
/h/	-	-	-	
/v - ʒ/				6
/h - θ/				19
/f - ʃ/				4
Total	28	41	60	142

The table above shows that /v/ in final position and /θ/ in final position are the dominant errors pronounced by the students. Most of students could not produce these sounds correctly. The total of students' errors in pronouncing /v/ in word *move* was 14 students, in pronouncing /θ/ in word *birth* was 14 students, and in pronouncing /θ/ in word *healthy* was 19 students. They pronounced /v/ voiced fricative in word *move* /mu:v/ as /mu:f/ voiceless fricative. They pronounced /θ/ voiceless fricative in word *birth* /bɜ:θ/ as /bɜ:ʔ/ voiceless stop /t/ or /bɜ:ɹd/ voiced

stop /d/. In pronouncing /θ/ voiceless fricative in word *healthy* /helθɪ/ as /heltɪ/ voiceless stop /t/. The table above also describe that the most fricatives errors be found on fricatives in final position, fricatives errors in initial position there was 28 errors, in medial position there was 41 errors, and in final position there was 60 errors. The most have errors are the sound in the final postion because that sound has falling intonation, while the initial and medial position has the clear sounds. The describe above clearly showed fricatives in final position is the most have errors.

To analyze the data, the writer must collect the data in order to know the students data. The writer held an oral test to find out the errors of the students. The items test was made by writer and it had been cosulted with advisor. The writer conducted a test to the students' of English Department especially the sixth semester students' of English Department at IAIN Antasari Banjarmasin. The test had been performed five times in each class. The test contained 28 words about English fricatives that should be read by the students and then record them. it performed about thirty seconds.

The subject of this research are the sixth semester students' of English Department at IAIN Antasari Banjarmasin with total 25 students, consist of 5 students in each class. To know about words mispronounced, the writer gave 28 words to the students, and then drew the pattern of errors from each of students. Below are patterns of students' errors in pronouncing English fricatives based on sound replacement there are: voicing, place of articulation and manner of articulation.

*Table 4.30 Pattern of Students' Errors  
in Pronouncing English Fricatives in Initial Position*

Errors fricatives in initial position		
/v/	————→	/f/
/v/ voiced fricative changed by eleven students into /f/ voiceless fricative. The ways students pronounced /f/ and /v/ are the same. Therefore, students pronounced /varəɫɪt/ as /fəɫɪt/.		
/θ/	————→	/t/
/θ/ voiceless fricative changed by seven students into /t/ voiceless stop. Bahasa Indonesia does not have /θ/ so the students pronounced as /tɪŋ/, and /θ/ and /t/ are the same ways to pronounced. They pronounced them based on the spelling, in Bahasa Indonesia the words are pronounced based on what is written.		
/ð/	————→	/d/
/ð/ voiced fricative changed by six students into /d/ voiced stop. Sound /ð/ and /d/ there was no different, because Bahasa Indonesia does not have /ð/ so, students pronounced as /den/.		
/z/	————→	/j/
/z/ voiced fricative changed by one student into /j/ voiced (central) approximant. Sound /z/ and /j/ are the same to pronounced. So, the student pronounced /zu:/ as /ju:/.		
/ʃ/	————→	/s/
/ʃ/ voiceless fricative changed by two students into /s/ voiceless fricative. We cannot find /ʃ/ in Bahasa Indonesia so, they pronounced /ʃ/ as /sɪp/.		

*Table 4.31 Pattern of Students' Errors  
in Pronouncing English Fricatives in Medial Position*

Error fricatives in medial position		
/f/ → /p/	/f/ voiceless fricative changed by two students into /p/ voiceless stop. Sound /f/ and /p/ are the same in Bahasa Indonesia. So, they pronounced /f/ as /ɔ:ptəʔ/.	
/v/ → /f/	/v/ voiced fricative changed by nine students becomes /f/ voiceless fricative. Sounds /f/ and /v/ are the same for students. Therefore, they pronounced /v/ as /ædfais/.	
/θ/ → /t/	/θ/ voiceless fricative changed by one student into /t/ voiceless stop. Bahasa Indonesia does not have /θ/. Students also pronounced based on the written. So, /θ/ pronounced by student as /bɜ:ˈtdeɪ/.	
/θ/ → /d/	/θ/ voiceless fricative changed by nine students into /d/ voiced stop. For students, /θ/ and /d/ there was no different. So, they pronounced as /bɜ:ˈddeɪ/.	
/ð/ → /θ/	/ð/ voiced fricative changed by one student into /θ/ voiceless fricative. For a student there was no different of /ð/ and /θ/. Therefore, a student pronounced this sound as /mʌθəʔ/.	
/ð/ → /d/	/ð/ voiced fricative changed by five students into /d/ voiced stop. Sound /ð/ and /d/ there was no different so, they pronounced as / mʌdəʔ/.	

/z/ → /j/	/z/ voiced fricative changed by one student into /j/ voiced (central) approximant. Student consider sound /z/ and /j/ are the same. So, a student pronounced as /kreɹji:/.
/ʃ/ → /tʃ/	/ʃ/ voiceless fricative changed by one student into /tʃ/ voiceless affricate. Just one student pronounced /ʃ/ as /mætʃi:n/ because, a student pronounced based on what is written.
/ʃ/ → /s/	/ʃ/ voiceless fricative changed by two students into /s/ voiceless fricative. Because Bahasa Indonesia does not have /ʃ/ so students pronounced as /məsi:n/.
/ʒ/ → /s/	/ʒ/ voiced fricative changed by four students into /s/ voiceless fricative. We cannot find /ʒ/ in Bahasa Indonesia so, they pronounced as /mesəʔ/.

*Table 4.32 Pattern of Students' Errors  
in Pronouncing English Fricatives in Final Position*

Error fricatives in final position	
/f/ → /p/	/f/ voiceless fricative changed by three students into /p/ voiceless stop. Sound /f/ and /p/ for students there was no different so, they pronounced as /ɔ:p/.
/v/ → /f/	/v/ voiced fricative changed by fifteen students into /f/ voiceless fricative. For students /v/ and /f/ are the same, so they pronounced as /mu:f/.

/θ/ → /d/	/θ/ voiceless fricative changed by six students into /d/ voiced stop. The students could not differentiate /θ/ and /d/ so, they pronounced as /bɜːr̩d/.
/θ/ → /tʃ/	/θ/ voiceless fricative changed by one student into /tʃ/ voiceless affricate. Sound /θ/ cannot find in Bahasa Indonesia. Therefore, a students pronounced as / bɜːr̩tʃ/.
/θ/ → /t/	/θ/ voiceless fricative changed by one student into /t/ voiceless stop. The student pronounced based on what is written so, a student pronounced as /bɜːr̩t/
/ð/ → /t/	/ð/ voiced fricative changed by two students into /t/ voiceless stop. The students could not differentiate /ð/ and /t/ because /ð/ cannot find in Bahasa Indonesia. Therefore, the students pronounced as /briːt/.
/ð/ → /d/	/ð/ voiced fricative changed by five students into /d/ voiced stop. For students /ð/ and /d/ are the same, so they pronounced as /briːd/.
/ð/ → /θ/	/ð/ voiced fricative changed by one student into /θ/ voiceless fricative. For the student /ð/ and /θ/ there were no different. So, the student pronounced as /briːθ/.
/z/ → /j/	/z/ voiced fricative changed by one student into /j/

		voiced (central) approximant. Sound /z/ and /j/ are the same for student so, a student pronounced as /meij/.
/z/                      →                      /s/		/z/ voiced fricative changed by four students into /s/ voiceless fricative. The students could not differentiate voiced and voiceless so, they pronounced as /meis/.
/ʃ/                      →                      /s/		/ʃ/ voiceless fricative changed by four students into /s/ voiceless fricative. In Bahasa Indonesia /ʃ/ was nothing so, they pronounced as /pus/.
/ʒ/                      →                      /j/		/ʒ/ voiced fricative changed by one student into /j/ voiced central approximant. Sound /ʒ/ cannot find in Bahasa Indonesia. Therefore, a student changed sound /ʒ/ into /beij/.

There are also fricative words that in one word combine two fricatives.

- a. *Visual* /vɪʒuəl/ = Students' errors changed into two ways. First, two of students changed this word into /visuəl/ and the second, five of students changed into /fisəəl/.
- b. *Healthy* /helθi/ = Students' errors also changed into two ways. First, most of all students changed this word into /helti/ and the second, just one of student changed into /heldi/.

- c. Fish /fɪʃ/ = Students' errors changed into two ways. The first, three of students changed this word into /fɪs/ and the second, just one of student changed into /vɪʃ/, sound /f/ voiceless fricative changed by a student into /v/ voiced fricative.

## **B. Discussion**

The data that have been collected from the spoken test, and interview, and test are processed and presented on the table and described in findings. To answer question on the problem statement, the writer provides the discussion below.

### **1. The dominant errors by students in pronouncing English fricatives**

The writer found that the dominant errors sound which are found by the students in pronouncing English fricatives are /h – θ/ in word *healthy* that /θ/ in final position showed that the students' errors in pronouncing sound were 76%. The word *birth* /θ/ in final position showed the students' errors in pronouncing sound were 56%. Thus, the total of students' errors in pronouncing /θ/ in final position was about 14 plus 19 are 33 errors. This sound was the dominant errors fricative for them, because sound in the final position has falling intonation. Therefore, it was difficult for the students to pronounce this sound.

In relation to the production of sound /θ/, bring the tongue between your teeth then blow out air without using your voice. In producing words *healthy* and *birth*, most of students pronounced /heltɪ/ and /bɜ:rd/ or /bɜ:rt/. They produced them based on the spelling. In

Bahasa Indonesia, the words are pronounced based on what is written. Moreover, they did not know the rules to pronounce /θ/ because Bahasa Indonesia does not have rules to produce fricative sounds. The students got confused to produce these sounds because Bahasa Indonesia does not have rules to produce fricatives. They did not know the rules to pronounce these sounds.

Thus, it was clear that /θ/ in final position was the dominant errors sound for the students. Both of the errors' sources (intra-lingual and inter-lingual errors) occurred when they produced words because Bahasa Indonesia influenced students' ability in pronouncing English words as the writer mentioned above that students produce words based on the spelling. Santi (2005, p.2) argues, "Students who learn English, no matter which area they come from, always find difficulties in learning pronunciation since his target language is very different with his mother tongue. It is also the fact that their difficulties are varied from their linguistic background". In addition, (Richards, 1971) states that the learner of foreign language makes some mistakes in the target language by effecting of his/her mother tongue that is called as inter-lingual errors. Besides that, the students did not know the rule in pronouncing this sound. Sanal (n.d) states that student may do errors in the target language, since they do not know the target language. As a consequence, they have difficulties in using it. This is called intra-lingual errors.