MISPRONUNCIATION OF ENGLISH FRICATIVES AND AFFRICATES PRODUCED BY ENGLISH STUDENTS OF STIKUBANK UNIVERSITY

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ABSTRACT

This article entitled "Mispronunciation of English Fricatives and Affricates Produced by English Students of Stikubank University." This research aims to reveal the similarities and differences between English and Indonesian phonetic and to find out the fricatives and affricates categorized as difficult to be pronounced by the final semester students. The research focuses on phonetics, which is divided into two categories, fricative, and affricate. The researcher used the qualitative method in analyzing the data supported with some linguistics theory such as English Phonetic by Fromkin (1988), Indonesian phonetic by Chaer (2012), interference by Lado (1965), Saville (1971) Richards and Stenson (1978), Ellis (2006), and interlanguage by Ellis (1994)). The study revealed that there are six Indonesian fricatives that similar with the English fricatives, they are [f, s, z, ʃ, h}, besides the different fricatives and affricates found on [v, θ, ð, ʒ, ʧ, ʤ]. The respondents failed in pronouncing labiodental fricatives [v] the deviation is 65% caused by devoicing mispronunciation, dental fricative [θ] with deviation 80% as the result of mispronunciation of two consonants which are in a close place of articulation, and palate-alveolar fricative [ʒ] is 68,3% as the result of spelling mispronunciation.

Keywords: *Phonology, phonetics, fricatives and affricates, interference, interlanguage.*

1. INTRODUCTION

English is one of the foreign languages that is commonly studied by Indonesian students in the university. The language itself can be categorized as a difficult language in Indonesia, considering the grammar, tenses, vocabularies, pronunciation, and so on.

Nevertheless, concerning the pronunciation, English is a unique language because of the orthography (the spelling system) is irregular and doesn't represent sounds in a completely consistent way. Some sounds just aren't given their own symbol at all. Additionally, Lanteigne (2006) confirms that difficulties in learning English occur since some English sounds do not exist in the mother tongue of the learners. This statement can be related to the fact that practically, many advanced English learners in Indonesia who have been studying English for several years are still struggling to get rid of the barrier that hinders them in obtaining fluency in speaking English.

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Indonesian students who want to study English have to do more effort in managing their pronunciation. This is because between Indonesian and English there are some different sounds, such as in the vowel and consonants sounds. To ease the learning process normally English students in Indonesia have to learn IPA (international Phonetics Association), it is a system of phonetic transcription in which each sound represents one symbol and each symbol represents just one sound. The aim is the students will be able to read every word in English correctly.

Besides studying IPA, students are supposed to study the voicing, the place of articulation, manner of articulation, etc. Along with voicing and place of articulation, manner of articulation is commonly used to classify consonants. Manner of articulation explains about how the sound is produced. In a sense, manner of articulation correlates with the acoustic properties of speech sounds such as obstruents, sonorants, approximants, stops, fricatives, affricates, stridents, sibilants, nasals, laterals, liquids, and glides.

Among this manner of articulation, the researcher noticed that many Indonesian students got difficulty in handling the fricatives and affricates. This reason triggers the researcher to conduct the research in his faculty.

This research investigates English pronunciation problems encountered by the final students of the English Department of producing fricatives and affricates sounds produced by eighth semester English department students of Stikubank University. According to the Merriam Webster dictionary, Pronunciation is defined as a particular person's way of pronouncing a word or the words of a language. Then, the study to find out pronunciation problems becomes necessary since it is one of the problems in speaking practice. Someone with inaccurate pronunciations might jumble sounds. As known that sound or combination of sounds is causing different meanings (Dardjowidjojo, 2009), it will, thus, lead the hearers to misunderstand what is being tried to deliver.

It is necessary to investigate the mispronunciation problem in English department students of Stikubank University, precisely for eighth-semester students. Even though the subject of Introduction to the English phonology had been taken on the third semester, nevertheless, mispronouncing particularly the fricative and affricates English sound, is frequently produced by many advanced English learners. The researcher focused on analyzing the mispronunciation of producing fricative and affricate sounds produced by eighth semester English department

students of Stikubank University. The students who became the objective of the research were the students in the regular class from A class and B class that consist of twenty people. This research covered some English fricative counterparts sounds such as [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [h] and some English affricates sounds such as [ʧ] and [ʤ]. The research aims to find out the ways of producing the English fricatives and affricates in contrast to the Indonesian counterparts and to find out the fricatives and affricates that students encounter difficult to pronounce.

2. THEORITICAL FRAMEWORK

The researcher used several theories pertaining to English and Indonesian .phonetics, interference, and interlanguage.

2.1 English and Indonesian Phonetics

It is supported by the theory of English place of articulation, English manner of articulation, Indonesian place of articulation, Indonesian manner of articulation. In English and Indonesian articulation it discusses about fricatives and affricates theory. According to Fromkin (1988), the English fricative consists of 9 sounds, they are [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], and [h] and the English affricates has only two sounds, they are [ʧ] and [ʤ]. In comparison, Chaer (2012) states that the Indonesian fricatives consists of 8, they are [f], [v], [s], [z], [ʃ], [ʒ], [x], and [h], meanwhile the Indonesian affricates has 2 sounds, they are [ʧ*] and [ʤ*] or Indonesian [c] and [j].

2.2 Interference

These are the explanation of interference by several theorists. Lado (1964) defines interference as added difficulty in learning a sound, word, or construction in a second language as a result of differences with the habits of the native language. It is also related to this definition that was the notion of transfer which grew out of the theories of behavioral psychologists at the time. In Marie 1982, Saville (1971) defines interference as how one of a bilingual's languages influences his use of the other, the use of non-native sounds, constructions, or word choices as a result of influence from the native language. To them, interference is a synonym for language influence. Richards and Stenson (1978) give the opinion that interference resulted from the transfer of grammatical or stylistic elements from the source language. It probably makes the

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learners make mistakes in pronouncing. According to Ellis (2006), the term of interference or negative transfer results from the cases where the target language differed from the L1. In cases where the pattern of the L1 and the target language (L2) were similar, positive transfer will occur. It means that if there are more differences between L1 and L2, it becomes more difficult to be learned. Otherwise, if there are more similarities between them, it becomes easier to be learned. The theory of interference is the basic knowledge of the Contrastive Analysis (CA).

2.3 Interlanguage

Selinker's idea in 1972 is quoted by Ellis in 1994, they both improve the definition of interlanguage. It has some characteristics, they are language transfer, transfer of training, strategies of second language training, strategies of second language communication, and overgeneralization. Interlanguage does not belong to either English or Bahasa Indonesia because it contains both of incorrect versions. Interlanguage is the mistake that the learners occur as the process of learning, it can be tolerated because it is not their mother tongue.

3. METHOD

This study uses a qualitative method. The data collection was applied by the researcher through the following steps: listing the data from the reference, establishing the subjects, and recording the sounds. Then, the researcher did several steps of analysis for finding the answer to problems. First, the researcher listens to the recorders, then the researcher transcribes the sounds before analyzing the recorded sound. Finally, the researcher states the interference and putting the data into the table using the data indicator.

Table 3.2 The Data Indicator Words

Fricative	Affricate	Initial	Medial	Final
/f/		Face /feɪs/	Coffee /ˈkɔːfi/	Half /hæf/
/v/		Village /ˈvɪlɪdʒ/	River /ˈrɪvər/	Glove /glʌv/
/θ/		Thermos /ˈθɜːrməs/	Northwest /ˌnɔːrθˈwest/	Teeth /tiːθ/
/ð/		There /ðer/	Feather /ˈfeðər/	Breathe /briːð/
/s/		Song /sɔːŋ/	Eraser /ɪˈreɪsər/	Bus /bʌs/
/z/		Zone /zəʊn/	Closet /ˈklɑːzɪt/	Daises /ˈdeɪɪs/

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/ʃ/		Shadow /ˈʃædəʊ/	Washer /ˈwɑːʃər/	Brush /brʌʃ/
/ʒ/		Genre /ˈʒɑːnrə/	Television /ˈtelɪvɪʒn/	Beige /beɪʒ/
/h/		Hill /hɪl/	Lighthouse /ˈlaɪthaʊs/	-
	/tʃ/	Choosing /tʃuːzɪŋ/	Itchy /ˈɪtʃɪ/	Beach /biːtʃ/
	/dʒ/	Judge /dʒʌdʒ/	Bridges /brɪdʒs/	Badge /bædʒ/

To determine the deviation of the respondents' pronunciation in each position and total deviation, the researcher uses the formula as below:

$$\frac{\Sigma}{\Sigma}$$

The total score for each position is twenty (20), it is from the multiplier of the number of the words at each position (1) and the sum of the respondents (20). For example: For example, the deviation score of [v] at the initial position was 15, medial position was 10, and final position was 20. The result of [v] must be:

[v] Initial = $\frac{15}{20}$ x 100% = 75%

[v] Medial = $\frac{8}{20}$ x 100% = 40%

[v] Final = $\frac{12}{20}$ x 100% = 60%

[v] Average = $\frac{15+8+12}{20+20+20}$ x 100% = 58,3%

It means that the respondents are failed in pronouncing consonant [v] in the initial and final position. However, they were able to pronounce the [v] in the medial position. While the grade of the deviation of consonant [v] in the initial position was very poor, the medial position was average, and the final position was poor. And finally, it can be concluded that the pronunciation of the respondents in all positions was below average. The grade of pronunciation is determined by the grade of accuracy which divided into ten (10) levels:

Table 3.2 The Grade of Pronunciation Deviation

Range	Grade
90% - 100%	Worst

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80% - 89.99%	Bad
70% - 79.99%	Very poor
60% - 69.99%	Poor
50% - 59.99%	Below average
40% - 49.99%	Average
30% - 39.99%	Above average
20% - 29.99%	Good
10% - 19.99%	Very Good
0% - 9.99%	Excellent

4. FINDINGS AND DISCUSSIONS

After contrasting the English and Indonesian fricatives and affricates system and feature, the researcher found that there were some fricatives and affricates which were absent in Indonesian inventory. English has more fricatives and affricates than Indonesian. The English consonants which are absent in Indonesian are [v, θ, ð, ʒ, ʧ, ʤ]. They are classified as a labiodental fricative [v], dental fricative [θ] and [ð], palato-alveolar fricative [ʒ], and palato-alveolar affricates [ʧ] and [ʤ]. Indonesian native speakers who try to learn English will find some difficulties in producing those sounds due to the absence of the sounds in their native language.

English and Indonesian share the same fricatives such as labiodental [f], alveolar [s], alveolar [z], palatal [ʃ] and glottal [h]. They will not cause any problems with pronunciation. Additionally, the Indonesian affricates inventory has some sounds which are absent in English, they are [c] and [j]. The researcher provided one word in each position to find out the result of deviation. The whole result of the deviation can be seen in the table below:

Fricatives Affricates	Deviation in Each Position			Total %
	Intial	Medial	Final	
[f]	0%	5%	0%	**8,3%**
[v]	95%	60%	40%	**65%**
[θ]	80%	80%	80%	**80%**
[ð]	40%	30%	70%	**46%**
[s]	0%	0%	0%	**0%**
[z]	5%	50%	70%	**41,6%**
[ʃ]	30%	25%	35%	**30%**

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[ʒ]	60%	60%	85%	**68,3%**
[h]	0%	0%	-	**0%**
[ʧ]	15%	30%	10%	**18,3%**
[ʤ]	15%	10%	15%	**13,3%**

According to the table above, the results of fricative [f] show that the respondents have excellent pronunciation for labiodental [f] where the deviation is only 8,3%. Their pronunciations in pronouncing the sound [f] in three positions are excellent shown with a deviation less than 10%. Their accuracies in pronouncing alveolar [s] and glottal [h] is also excellent, where the total deviation for both consonants is 0%. Their pronunciations in pronouncing the sound [s], [h], in three positions is excellent shown with the deviation in each position were 0%. In producing the palato-alveolar affricates [ʧ] and [ʤ], the respondents pronounced them very good as shown the deviation [ʧ] that is only 18,3%. Their pronunciations for the initial and final position was very good because the score of deviation is less than 20%, and for the medial position is 30%, it means their pronunciation is above average. The total deviation for palato-alveolar affricates [ʤ] is only 13,3%, it means the respondents have very good pronunciation for this sound. The score for each position is very good, the deviation is less than 20%. Their accuracies in producing palatal [ʃ] is above average as it proved with the total deviation is 30%, in the medial position their pronunciation for this sound is good, and in the initial and final position, their pronunciation is above average. The Indonesian respondents' accuracy for dental fricative [ð] and alveolar [z] is average. The total deviation reached to 45% for [ð], their pronunciation in the initial position is average, in the medial position is above average. Nevertheless, they have very poor pronunciation in the final position. The total deviation for alveolar [z] is 41,6%. They have excellent pronunciation in the initial position. In the medial, their pronunciation is below average and in the final position, their pronunciation is very poor.

There are 3 (three) consonants where the deviation scores are above 50%. The biggest deviation occurred in dental fricative [θ], the total deviation is 80%, it means they pronounced it bad. Their pronunciation in three positions, in the initial, in the medial, and the final is bad. Then, the second biggest deviation is found in palato-alveolar fricative [ʒ] where the deviation score is 68,3%, it means the respondents' pronunciation is poor. In the initial and in the medial,

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their pronunciation is poor. And in the final position, their pronunciation is bad. The last, in labiodental fricative [v] the total deviation is 65%, these scores indicate that their accuracies are poor. Their pronunciation in the initial position is worst, in the medial position their pronunciation is poor, and for the final position, their pronunciation is average.

5. CONCLUSION

From the findings on analysis, there are three categories of mispronunciations. They are spelling mispronunciation, devoicing mispronunciation, and mispronunciation of two consonants in which the place of articulation is close. First, most of the Indonesian speakers' mispronunciations are the spelling pronunciation as the language interference of the mother tongue. The example of the spelling pronunciation occur in almost English consonants, one of them is 'genre'/ʒʌŋrə/ is pronounced as [gənrə].

The second mispronunciation is devoicing mispronunciation when a voiced consonant becomes devoiced or voiceless consonants. It is also the interference from the Indonesian pronunciation. The devoicing mispronunciation are appeared in the English consonant /v/ is 'village'/ˈvɪlɪdʒ/, is pronounced as /ˈfɪlɪdʒ/.

The last kind of mispronunciation is the mispronunciation of two consonants which are in a close place of articulation. It occurs between the two close places of articulations such as labiodental sound /f/ is pronounced as bilabial /p/ for example 'coffee' /ˈkɔːfi/, is pronounced as /ˈkɔːpi/; interdental /θ/ is pronounced as alveolar sound /t/ as at the word 'thermos' /ˈθɜːrməs/ is pronounced as /ˈtɜːrməs/. Interdental /ð/ is also pronounced as alveolar /d/ as it is an encounter at the word 'feather' /ˈfeðər/, is pronounced as /ˈfedər/. Palato-alveolar /ʃ/ is pronounced as alveolar sound /s/, for example, the word 'shadow'/ˈʃædəʊ/, is pronounced as /ˈsædəʊ/. Palato- alveolar /ʧ/ and /dʒ/ is pronounced as alveo-palatal sound /c/ and /j/ for example at the word 'itchy' /ˈɪtʃi/, which is pronounced as /ˈɪci/, and the word 'judge' /dʒʌdʒ/, is pronounced as /jʌj/.

6. SUGGESTIONS

After the research conducted, it can be concluded that the mother tongue or first language element influences the learning process of a foreign language and it would be easier if there were

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more phonetics similarities between the two languages. Otherwise, it would be harder if there were more differences between the two languages.

This study figures out that there are some mispronunciation occurred and it necessary to put more attention in finding the solution to avoid and to reduce the mispronunciation constantly occurs in the future. The first solution is to prevent the spelling pronunciation, the English learners should be checking frequently the pronunciation of the words in the dictionaries such as Oxford and Cambridge dictionaries in accordance with the English accent they dedicate to. Then, the second solution, to prevent the devoicing mispronunciation the English learners should try to vibrate the vocal chord when produces the voiced consonants like [v] to differ with voiceless [f]. And finally, the Indonesian learners who study English should practice more by reading and listening to the English native speaker from any source to strengthen their pronunciation skills.

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