

AN ANALYSIS OF PATTANI'S STUDENTS PRONUNCIATION IN PRONOUNCING ENGLISH FRICATIVE CONSONANTS AT UIN LAMPUNG

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Abstract

This research is aimed to find out common pronunciation errors in pronouncing English fricative thus, to find how many global and local errors in pronouncing English fricative based on Communicative Effect Taxonomy, and to find the causes of pronunciation error made by Pattani's students. This research used qualitative research. The result shows that the common error is fricative [ð]. Then, some causes of errors by the subjects according to interlingual and intralingual transfer, such as: first, fricative [θ], [ð], [ʒ] are unshared sounds specific to English, [θ] and [ð] were realized as stop [t] and [d].

Keywords: *Pattani's Students, Pronunciation, Fricative Consonants.*

1. INTRODUCTION

Language is very important in human life that is needed for real communication among people. Ogden (2009) states language is one of distinctive characteristics of human beings. The language may show people's nationality. In the world, there are many countries that have many of cultural background with more than hundred of mother tongue. For example, when an Indonesian learns new language

as like English, linguistically the way they learn will be affected by both their tribe and national language. This condition shows both tribe and national language will make problem in learning new language.

The problems that usually arise are mistake and error in both verbal and non-verbal aspect. According to Brown (2007) a mistake refers to a performance error that is either random guess or a slip, in that it is a failure to utilize a

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known system correctly. In short, we cannot deny mistake and error when we learn new language because mistake and error are the process of learning. For example, people who still pronounced *invite* as [Invait] instead of [Infit]. They change [f] sound of the word with [v] sound and omitting [a]. This condition also occurs by Pattani's students who study at English Study Program of Tarbiyah and Teacher Training Faculty. In learning process, most of them pronounced *lose* [lu:z] as [lbs]; they change vowel [u:] into vowel [ʊ] and changed voiced fricative [z] into voiceless fricative [s].

From explanation above, this research will focus on Pattani's students pronunciation especially in pronouncing English fricative consonants. Due to know the specific information of pronunciation the researcher needed phonology as a tool of the research in analyzing the data. According to Richard (2009) phonology is the study of sound systems Based on the background of the study state earlier, the objectives of the students are:

- a. What are the common pronunciation errors in pronouncing English fricative produced by Pattani's students?

- b. How many global and local errors in pronouncing English fricative based on Communicative Effect Taxonomy?
- c. What are the causes of errors made in English pronunciation of Pattani's students?

English Fricatives

In English there are mainly nine fricatives in English (Yahvas, 2011): [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [h]. O'Grady (1996) states fricatives are consonants produced with a continuous airflow through the mouth. In others hand, Ladefoged and Sandra (2012) states that fricative is made by air being forced through a narrow. English fricatives are divided into two major categories of voicing quality (O'Grady, 1996): voiced fricatives [v], [ð], [z], and [ʒ] and voiceless fricatives [f], [θ], [s], [ʃ], and the glottal [h]. The distinguishing feature of fricatives sounds occur when they are produced. The labiodental fricatives [f] and [v] are produced when sounds involving lower lip and upper teeth. The dental fricative [θ] and [ð] are produced when the tongue placed against or near the teeth. Alveolar fricatives [s] and [z] are produced when the tongue touching the

alveolar ridge behind the upper teeth. Palato-alveolar fricatives [ʃ] and [ʒ] are produced when tongue curling behind the alveolar ridge. Then, glottal fricative [h] is produced by vocal folds.(O’Grady, 1996). Table 1 below displays the transcription of English Fricatives.

Table 1 The Transcription of English Fricatives

Glottal State	Place of Articulation	Transcription
Labiodental		
Voices s	Fat	[f]
Voiced	Vat	[v]
Dental		
Voices s	Thin	[θ]
Voiced	those	[ð]
Alveolar		
Voices s	Sing	[s]
Voiced	zip	[z]
Palate-alveolar		
Voices s	Ship	[ʃ]
Voiced	azure	[ʒ]
Glottal		
voiceless	hat	[h]

O’Grady, *et.al*, 1996

Fricatives in Pattani Malay

As Malay is one of the Indonesian branches of Austronesian language member like the Indonesian language, it is spoken widely in South East Asian countries, e.g. Malaysia, Indonesia, Singapore, Brunei Darussalam, and the Philippines (Le Roux in Jehma and

Phoocharoensih, 2014). Table 2 below displays the transcription of Pattani Malay Fricatives.

Table 2 The Transcription of Pattani Fricative

Glottal State	Place of Articulation	Transcription
Labiodental		
Voices s	Faham (understand)	[f]
Voiced	Van (van)	[v]
Alveolar		
Voices s	Siap (ready)	[s]
Voiced	Gizi (nutrient)	[z]
Velar		
Voices s	Khianat (lie)	[x]
Voiced	Ghaib (mystic)	[ɣ]
Glottal		
Voices s	Haus (thirsty)	[h]

Error Analysis

Jain in Richards (1974) stated the realization that the second learners’ errors are potentially importance for the understanding of the process of SLA. In addition, Corder in Allen (1974) stated that the study of errors is part of the investigation of the process of language learning. Error analysis has played on important role in study of language acquisition, because the leaners who doing an error indicate the process of SLA get success and achievement in learning. Then, by doing error analysis,

one can determine the learners mastery level of language system.

Classification of Errors

These are four useful and commonly used taxonomies in analyzing error made by learners, based on descriptive classification. (Dulay, 1982).

a. Linguistics Category Taxonomy

Linguistics category taxonomy classifies error according to either or both the language components the error aspects. Here language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style).

b. Surface Strategy Taxonomy

The learners may omit necessary items or add unnecessary ones; they may misform items or disorder them. This taxonomy classified error in four type, those are omissions, additions, misformation, and misordering.

c. Comparative Taxonomy

The classification of errors in a comparative taxonomy is based on comparison the structure of the second language errors and certain other types of constructions. These comparisons have yielded two major errors categories in this taxonomy;

they are developmental errors and intralingual errors.

d. Communicative Effect Taxonomy

While the surface strategy and comparative taxonomies focus on the aspect of the errors themselves, the communicative effect taxonomy deals with errors from the perspective of their effect on the listener or reader. It focused on distinguishing between errors that seem to cause miscommunication and those to do that. This taxonomy classifies errors in two types, global and local error.

This research focused on communicative effect taxonomy includes local and global error. Communicative effect taxonomy focuses on the effect of errors on listener or reader. Therefore, the focus is on distinguishing between errors that seem to cause communication focus on aspect errors themselves. This taxonomy classifies errors in two types. They are as follows:

a. Global Errors

Global errors that effect overall organization significantly hinder communication. For example, in phonology aspect learner says [kɒt] for [kɒf] in *cough*, this condition can

cause miscommunication between listener and speaker.

b. Local Errors

Local errors do not cause miscommunication. Though, the speaker says incorrectly but listener knows what speaker means. For example, in phonological aspect learner says [ɪnfait] in *invite*.

Sources of Errors

Brown (2007) classified sources of errors into four categories: (1) interlingual transfer, (2) intralingual transfer, (3) context of learning, and (4) communication strategies. In this research, the researcher focuses on interlingual and intralingual transfer as sources of errors.

a. Interlingual Transfer

Brown (1980) most of the learners' errors in the second language result primarily from the learner's assumption that the second language forms are similar to the native language. Richard (1974) states that if the learners of a foreign language make mistake in the target language by effect of his mother tongue that is called as interlingual. For example, English learners say "sheep" for "ship," or "the book of Jack" instead of "Jackbook"; French learners may say "Je saisjean" for "Je connais

Jean," and so forth. All these errors are attributable to negative interlingual transfer. While it is not always clear that an error is the result of transfer from the native language, many such errors are detectable in learner speech.

b. Intralingual Transfer

Learner may make errors in the target language, since they do not know the target language very well. Brown (1980) said that it has been found that the early stages of language learning are characterized by a predominance of interlingual transfer, but once that learner has begun to acquire parts of the new system, more and more transfer generalization within the target language is manifested. Richard (1974) states intralingual interference refers to items produced by learner, which reflect not the structure of mother tongue, but generalization based on partial exposure of the target language. In short, intralingual transfer means the sources of errors come from second language acquisition or target language.

First Language (L1) Transfer

According to Trask (1996) L1 transfer as the imperfections in the use of one language as a result of the influence of another language, such as a foreign accent in speaking in second language. In other words, Dulay (1982) classified transfer into positive and negative transfer in referring to the automatic and subconscious use of old behavior in a new learning situation.

From the explanation above, the researcher concludes that language transfer is influenced by source language. To illustrate, Gass and Larry (2008) conformed that if a student comes from a language that has no phonetic contrast between two sounds e.g. [l] and [r] and is learning a language where that contrast is obligatory, the learner will have difficulty. Nevertheless, if the first language and the target language both have the same contrast there will be little difficulty in learning. The influence of L1 to L2 in pronouncing words can be seen by looking up the differences and the relation between the phonetics symbol of Pattani Malay and English.

2. RESEARCH METHODS

This research used descriptive qualitative method. Research studies that

investigate the quality of relationships, activities, situations, or materials are frequently referred to as qualitative research (Frankel, 2009). Considering the statement, the researcher just sees the phenomenon of the research of the moment at certain time. In this way, the data which gathered from Pattani's students about the students errors in pronunciation of fricative.

3.FINDINGS AND DISCUSSION

This research is a study of errors in colloquial language aspect that related with pronunciation. Furthermore, this research describes the errors in pronouncing English fricative. The subjects of this research are 13 Pattani's students who study at English Study Program of UIN Raden Intan Lampung. Then, the researcher got the data from Pattani's students pronunciation task, the researcher asked subjects to pronounce the text. The research was conducted in UIN Raden Intan Lampung on February 28th, 2017. The researcher got the sample using the purposive sampling technique to collect the data, so that the researcher was able to draw a conclusion.

Then, the researcher gave 18 lists of words; each fricative has 2 words and asked them to pronounce it individually. In pronouncing those words, the

speakers made various errors depending on their knowledge and ability in pronouncing English words. Some of speakers made the same errors in pronouncing word and the others made different errors. In identifying the errors, the researcher was guided by online dictionary, Oxford dictionary and digital Cambridge dictionary to make contrast between native's pronunciation and speaker's pronunciation. Therefore, their errors in pronouncing those English fricative consonants grouped into table below.

**Table 3. The frequent of Global and Local Errors
Made by Pattani's Students**

NO	RESPONDENT	PHONEME OF FRICATIVE																				TOTAL															
		[f]		[v]				[s]				[z]				[ʃ]				[ʒ]				[θ]				[ð]				[h]					
		1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2		1	2	1	2	1	2	1	2	1	2	1	2	1	2	
1	Respondent A						✓						✓					✓	✓				✓		✓												
2	Respondent B						✓						✓						✓				✓		✓		✓										
3	Respondent C					✓	✓						✓					✓	✓				✓	✓		✓		✓									
4	Respondent D						✓						✓						✓				✓		✓		✓										
5	Respondent E					✓	✓						✓						✓	✓			✓		✓		✓										
6	Respondent F					✓	✓						✓					✓	✓				✓		✓		✓										
7	Respondent G						✓						✓						✓	✓			✓		✓		✓										
8	Respondent H					✓	✓						✓						✓	✓			✓		✓		✓										
9	Respondent I						✓						✓						✓				✓		✓		✓										
10	Respondent J						✓						✓					✓	✓				✓		✓		✓										
11	Respondent K					✓	✓						✓						✓	✓			✓		✓		✓										
12	Respondent L						✓						✓						✓	✓			✓		✓		✓										
13	Respondent M						✓						✓						✓	✓			✓		✓		✓										
TOTAL 1				5		13								12								2				7		1		13		7				60	
TOTAL 2										1								7		13				8				6				37					
TOTAL OF PHONEME		0		18				0				13				0				22				16		26		0									

Note:
1: indicates local error
2: indicates global error

Changing of Sound

Based on the result, the subjects made various errors in pronouncing English words. Some subjects made the some errors in pronouncing words. They changed sound of fricative with the similar sound.

a. [v]

Voiced labio-dental fricative [v] occurs when the lower lip against the upper front teeth. Therefore, [v] is voiced sound because any vibration when pronouncing that sound. Based on the data, the subjects changed voiced labio-dental fricative [v] with voiceless labio-dental fricative [f]. That condition indicates the subjects were failed to produce [v] with vibration. The same result occurs in Enxhi et al (2012), [v] is not used unless it is from a borrowed word; therefore, the sound is not native in nature. It is then replaced with another labio-dental fricative sound [f]

b. [z]

Voiced alveolar fricative [z] occurs when the tongue touching the alveolar ridge behind the upper teeth. Therefore, [z] is voiced sound because any vibration when pronouncing that sound. Based on the data, the subjects changed Voiced alveolar fricative [z] with the similar

sound voiceless alveolar fricative [s]. That explanations also found in Jehma and Phoocharoensih's research that replaced fricative [f] in the medial position with [s] and [ʃ].

c. [ʒ]

Voiced palate-alveolar fricative [ʒ] occurs when the tongue curled behind the alveolar ridge. Based on the data, the subjects change voiced palato-alveolar [ʒ] with voiceless alveolar fricative [s], voiced alveolar fricative [z], and voiceless palate-alveolar fricative [ʃ]. The result supported by Tiono and Yostanto (2008) study shows [ʒ] was replaced with [ʃ] occurred between a vowel and a consonant, as in *decision* [dɪsɪʃn]. Jehma and Phoocharoensih (2014) also found the same result, the speakers substituted the fricative [s] and [ʃ] for fricative [ʒ].

d. [θ]

Voiceless dental fricative [θ] occur when the tongue touching the upper teeth. Based on the data, the subjects changed voiceless dental fricative [θ] with alveolar plosive [t]. The result above is supported by Enxhi et al (2012), the replacement of [θ] with [t] is expected from speakers who speak Malay and Mandarin as their first language.

e. [ð]

Voiced dental fricative [ð] occur when the tongue touching the upper teeth. Based on the data, the subjects changed voiced dental fricative [ð] with alveolar plosive [t] and [d]. The same phenomenon occurs in Enxhi et al (2012), the voiced [ð] is also non-existent in Malay and Mandarin languages and it is replaced with another voiced sound [d].

The Causes of Errors in Pronouncing English Fricative Consonants by Pattani's Students

After the researcher conducted the research, the researcher got information about factors that influenced Pattani's pronunciation in pronouncing English fricative consonants. The common pronunciation errors of the speakers resulting from the influence of Malay were diagnosed into two categories:

a. Interlingual Transfer

❖ The absence of certain English sounds in Malay

Substitution of English sound occurs due to the fact that some of the English sounds do not exist in the Malay. The voiced fricative [ʒ] does not exist in the Malay, some speakers changed phoneme [ʒ] into [s], [z], and [ʃ]. Others, the voiceless fricative [ð] does

not exist in the Malay, some speakers change fricative [ð] into plosive [d] and [t].

Next, the voiced fricative [θ] does not exist in Malay, some speakers changed fricative [θ] into plosive [d] and [t]. From explanations above fricative [θ] and [ð] are realized as stop [t] and [d]. As Hooi (2010) stated, six English consonants [v], [z], [ʃ], [ʒ], [ð], and [θ] do not exist in Malay. All errors above happened consciously by the Pattani's students at eighth semester of English Study Program of UIN Raden Intan Lampung.

b. Intralingual Transfer

Intralingual transfer means a problem in learning second language which is influenced by unsuccessfully in learning second language. Based on the data, errors occur caused by the subjects read English word as in a written form. For example: the subject pronounced *genre* as [jenre].

4.CONCLUSION

After analyzing Pattani's students pronunciation in pronouncing English fricative consonants, the researcher concludes: (a) the common error occurs in voiced dental fricative [ð], (b) local error is higher than global error, it is indicates that the subjects made errors in pronouncing

English words without make miscommunication, (c) error in pronouncing English fricative consonants made by Pattani's students causes by interlingual and intralingual transfer; interlingual transfer plays as a source of error because some English fricative sounds do not exist in the Malay Pattani; the lack of knowledge by the subjects also means the source of errors because the subjects have problem in learning second language thus, error happen.

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