CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presented and described the results of the research. This research was conducted to describe the pronunciation errors which are frequently made in consonant production and described the causes of errors in consonant production by the eighth semester of 2015A English Study Program Student of STKIP PGRI Sidoarjo.

4.1 Findings

4.1.1 The Frequent Errors in Consonant Production

Based on the research conducted to the eighth semester of 2015A English Study Program Students of STKIP PGRI Sidoarjo, the researcher collected the data from the tests by 20 students. The recording processes took place in the different time and situation. These were due to conform the readiness of participants to pronounce the test. The research subjects also were given 5 minutes to practice pronouncing the prepared sentences of the test. These were due to subject's research conditions that affected the pronunciation performance to minimalize the occurrence of mistake.

In this research, it was found from 99 words, the total number of word pronounced, 47 or 47,5% are errors. The errors occurred in all consonants (/θ/, /ð/, /ʒ/, /ʤ/, /ʧ/). The errors in

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consonant /θ/ occurred in all words; *thought, thirty, thousand, nothing, three, mathematics, think, thanksgiving, fourth, Thursday.* The errors in consonant /ð/ occurred in all words; *that, mother, soothed, teething, they, the, brother, loathes, this, weather.* The errors in consonant /ʒ/ occurred in 9 words; *treasure, usually, television, pleasure, Asia, usual, occasionally, beige, prestige.* The errors in consonant /ʤ/ occurred in all words; *just, Jim, junior, majoring, education, huge, Jill, jeans, jumped, jeep.* The errors in consonant /ʧ/ occurred in 8 words; *teachers, choose, Chinese, checkers, children, Charles, lunched, cheese, chips.* The research subjects pronounced words; *watch* and *lunched* correctly.

In this research, it was found from 50 words, the total number of words which consisting consonants (/θ/, /ð/, /ʒ/, /ʤ/, /ʧ/), pronounced by 20 participants, 413 are errors. The research subjects made errors as many 118 errors in pronouncing the sound of /θ/, 55 errors in pronouncing the sound of /ð/,153 errors in pronouncing the sound of /ʒ/, 54 errors in pronouncing the sound of /ʤ/ and 33 errors in pronouncing the sound of /ʧ/.

Here are the percentages of pronunciation errors in consonant production made by research subjects:

a. Pronunciation of /θ/ : $\frac{118}{413}$ x 100% = 29%

b. Pronunciation of /ð/ : $\frac{54}{413}$ x 100% = 13%

c. Pronunciation of /ʒ/ : $\frac{153}{413}$ x 100% = 37%

d.   Pronunciation of /ʤ/ : $\frac{54}{413}$ x 100% = 13%

e.   Pronunciation of /ʧ/ : $\frac{33}{413}$ x 100% = 8%

The percentages of the recapitulation of pronunciation errors in consonant production made by research subjects were converted into a pie chart. The pie chart covered the highest until the lowest rank as below:
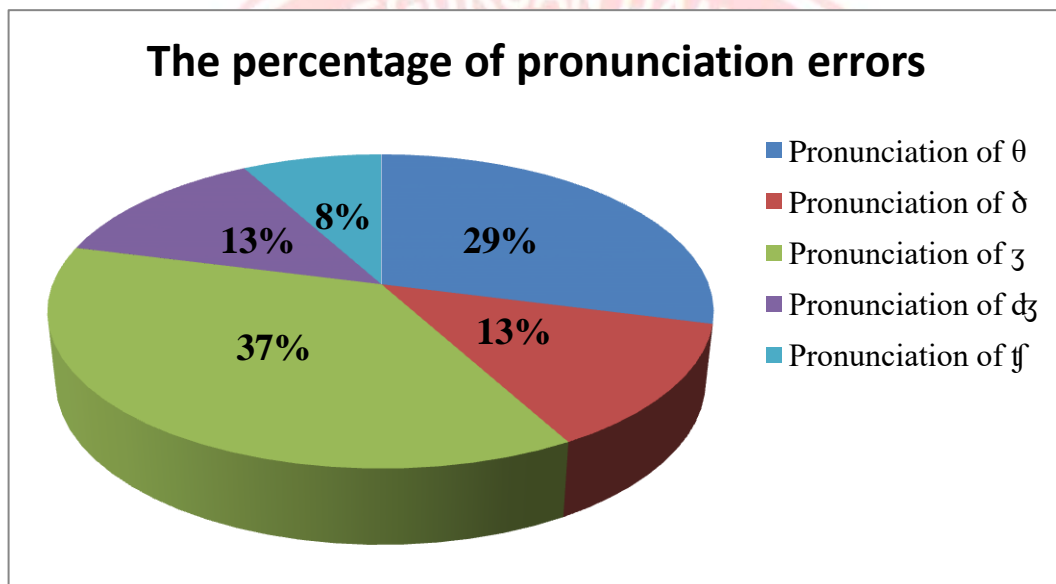
Based on the pie chart above, it could be seen that the most frequently error made by research subjects (eight semester of 2015A) was in the pronunciation of sound /ʒ/ as much 37%. The research subjects made errors in the same percentages in pronouncing the sound of /ð/ and /ʤ/ as much 13%, then research subjects made errors in the lowest percentage in pronouncing the sound of /ʧ/ as much 8%.

The following table presented the classification of pronunciation errors based on each sound, deviation and frequency in order to give the detail information.

The Pronunciation Errors of /θ/

Words	Standard Phonetics Transcription	Students' Actual Pronunciation	Deviation	Frequency
1) Thought	/ θɔ:t /	/ təʊg /	/θ → t/	2
		/ taʊt /		3
		/ tɔ:f /		1
		/ tɔ:g /		1
		/ təʊʧ /		1
		/ təʊt /		3
		/ ðɔ:f /	/θ → ð/	1
2) Thirty	/ θɜ:ti /	/ tɜ:rti /	/θ → t/	14
3) Thousand	/ θaʊznd /	/ taʊznd /	/θ → t/	4
		/ taʊsnd /		12
4) Nothing	/ nʌθɪŋ /	/ nʌtɪŋ /	/θ → t/	8
		/ nɔtɪŋ /		6
5) Three	/ θri: /	/ tri: /	/θ → t/	10
6) Mathematics	/ mæθə'mætɪks /	/ mætə'mætɪks /	/θ → t/	8
		/ matə'mætɪks /		5
7) Think	/ θɪŋk /	/ tɪŋ /	/θ → t/	7
		/ tɪŋk /		1
8) Thanksgiving	/ θæŋksgɪvɪŋ /	/ tæŋksgɪvɪŋ /	/θ → t/	11
9) Fourth	/ fɔ:(r)θ /	/ fɔ:(r)t /	/θ → t/	9
10) Thursday	/ θə:zdeɪ /	/ tə:(r)sdeɪ /	/θ → t/	4
		/ tu:(r)sdeɪ /		5
		/ tu:sdeɪ /		1

		/ tə:sdeɪ /		1
Total errors of pronunciation [θ]				**118**
Percentage of errors				**29%**

Table 4.1 the pronunciation errors of /θ/

Based on the table above, the researcher found that total errors of pronunciation /θ/ were 118 and the percentages of errors were 29%. The research subjects made two deviations in pronouncing the sound /θ/. They were the substitution of sound /θ/ to /ð/ and /t/. The substitution of sound /θ/ to /ð/ occurred in word *thought*. The substitution of sound /θ/ to /t/ occurred in all words; *thought, thirty, thousand, nothing, three, mathematics, think, thanksgiving, fourth, Thursday.*

The Pronunciation Errors of /ð/

Words	Standard Phonetics Transcription	Students' Actual Pronunciation	Deviation	Frequency
1) That	/ ðæt /	/ dæt /	/ð → d/	1
2) Mother	/ mʌðə(r) /	/ mʌdə(r) /	/ð → d/	2
3) Soothed	/ su:ðd /	/ su:t /	/ð → t/	1
		/ su:təd /		3
		/ su:tɪd /		1
		/ su:d /	/ð → d/	7
		/ ʃu:t /	/ð → ʃ/	1
4) Teething	/ ti:ðɪŋ /	/ teɪti:ŋ /	/ð → t/	1
		/ ti:tɪŋ /		7
		/ tetɪŋ /		3
		/ ti:θɪŋ /	/ð → θ/	7
		/ teθŋ /		1
5) They	/ ðeɪ /	/ deɪ /	/ð → d/	2

6) The	/ ðə /	/ də /	/ð → d/	2
7) Brother	/ brʌðə(r) /	/ brʌdə(r) /	/ð → d/	3
8) Loathes	/ ləʊðz /	/ lu:t /	/ ð → t/	1
		/ ləʊdɪd /	/ð → d/	1
		/ ləʊdɪs /		3
		/ lʊds /		1
9) This	/ ðɪs /	/ dɪs /	/ð → d/	4
10) Weather	/ weðə(r) /	/ wedə(r) /	/ð → d/	1
		/ wɪdə(r) /		1
Total errors of pronunciation / ð /				**54**
Percentage of errors				**13%**

Table 4.2 the pronunciation errors of /ð/

Based on the table above, the researcher found that total errors of pronunciation /ð/ were 55 and the percentages of errors were 13%. The research subjects made four deviations in pronouncing the sound /ð/. They were the substitution of sound /ð/ to /d/, /t/, /ʃ/ and /θ/. The substitution of sound /ð/ to /d/ occurred in 9 words; *that, mother, soothed, they, the, brother, loathes, this,* and *weather.* The substitution of sound /ð/ to /t/ occurred in 3 words; *soothed, teething* and *loathes.* The substitution of sound /ð/ to /ʃ/ only occurred in word *soothed.* Then the substitution of sound /ð/ to /θ/ only occurred in word *teething.*

The Pronunciation Errors of / ʒ /

Words	Standard Phonetics Transcription	Students' Actual Pronunciation	Deviation	Frequency
1) Treasure	/ treʒə(r) /	[treɪzər]	/ʒ → z/	1
		[trezər]		2
		[tresər]	/ʒ → s/	2

		[trɪsər]		2
		[treɪsər]		3
		[tjʊsʊr)		1
		[tresʊr)		1
		[trɪʃər]	/ʒ → ʃ/	1
2) Usually	/ juːʒuəli /	/ juːsuəli /	/ʒ → s/	18
3) Television	/ telɪvɪʒn /	/ telɪvɪʃn /	/ʒ → ʃ/	15
		/ telɪfɪsn /	/ʒ → s/	3
4) Pleasure	/ pleʒə(r) /	/ pleɪzə(r) /	/ʒ → z/	1
		/ plezə(r) /		2
		/ plɪsə(r) /	/ʒ → s/	6
		/ pleɪsə(r) /		2
5) Asia	/ eɪʒə /	/ ɑːsɪa /	/ʒ → s/	6
		/ eɪsə /		2
		/ eɪsɪa /		7
		/ eɪʃʌ /	/ʒ → ʃ/	1
6) Usual	/ juːʒuəl /	/ juːsuəl /	/ʒ → s/	18
7) Occasionally	/ əˈkeɪʒnəli /	/ əˈkesnəli /	/ʒ → s/	2
		/ ɔˈkesnəli /		2
		/ ɔˈksəsɪanʌli /		1
		/ əˈkeɪʃnəli /	/ʒ → ʃ/	3
		/ ɔˈkeʃnəli /		10
		/ ɔˈsɪʃnəli /		1
		/ ɔˈkjuːʃnəli /		1
8) Beige	/ beɪʒ /	/ bɪdʒ /	/ʒ → dʒ/	2
		/ beɪdʒ /		6
		/ bɪtʃ /	/ʒ → tʃ/	1
		/ beɪg /	/ʒ → g/	10
9) Prestige	/ preˈstiːʒ /	/ prɪˈstedʒ /	/ʒ → dʒ/	4
		/ preˈstiːdʒ /		9

		/ pre'stedʒ /		1
		/ prɪ'stɪdʒ /		1
		/ pre'staɪdʒ /		1
		/ pre'stɪg /	/ʒ → g/	2
		/ pre'staɪg /		1
		/ prɪ'sʧɪg /		1
Total errors of pronunciation / ʒ /				**153**
Percentage of errors				**37%**

Table 4.3 the pronunciation errors of /ʒ/

Based on the table above, the researcher found that total errors of pronunciation /ʒ/ were 153 and the percentages of errors were 37%. There were six deviation made by the research subjects. They were the substitution of sound /ʒ/ to /z/, /s/, /ʃ/, /ʤ/, /ʧ/ and /g/. The substitution of sound /ʒ/ to /z/ occurred in 2 words; *treasure* and *pleasure*. The substitution of sound /ʒ/ to /s/ occurred in 7 words; *treasure, usually, television, pleasure, Asia, usual* and *occasionally*. The substitution of sound /ʒ/ to /ʃ/ occurred in 4 words; *treasure, television, Asia* and *occasionally*. The substitution of sound /ʒ/ to /ʤ/ occurred in 2 words; *beige* and *prestige*. The substitution of sound /ʒ/ to /g/ also occurred in 2 words; *beige* and *prestige*.

The Pronunciation Errors of / ʤ /

Words	Standard Phonetics Transcription	Students' Actual Pronunciation	Deviation	Frequency
1) Just	/ ʤʌst /	/ jʌs /	/ʤ → j/	2
2) Jim	/ ʤɪmz /	/ jɪms /	/ʤ → j/	4
3) Junior	/ ʤu:nɪə(r) /	/ ju:nɪə(r) /	/ʤ → j/	4
4) Majoring	/ meɪʤərɪŋ /	/ meɪjərɪŋ /	/ʤ → j/	1

Words	Standard Phonetics Transcription	Students' Actual Pronunciation	Deviation	Frequency
		/ majɔrɪŋ /		2
		/ mejərɪŋ /		1
5) Education	/ edʒu'keɪʃən /	/ edu'keɪʃən /	/dʒ → d/	13
		/ edu'keʃən /		1
6) Huge	/ hju: dʒ /	/ hju:g /	/dʒ → g/	6
7) Jill	/ dʒɪl /	/ jɪl /	/dʒ → j/	5
8) Jeans	/ dʒi:nz /	/ ji:ns /	/dʒ → j/	4
		/ jens /		1
9) Jumped	/ dʒʌmpt /	/ jʌmpt /	/dʒ → j/	4
		/ jʌmp /		1
10) Jeep	/ dʒɪ:p /	/ jɪp /	/dʒ → j/	5
Total errors of pronunciation / dʒ /				**54**
Percentage of errors				**13%**

Table 4.4 The pronunciation errors of /dʒ/

Based on the table above, the researcher found that total errors of pronunciation /dʒ/ were 54 and the percentages of errors were 13%. There were three deviations made by the research subjects. They were the substitution of sound /dʒ/ to /j/, /d/, and /g/. The substitution of sound /dʒ/ to /j/ occurred in 8 words; *just, Jim, junior, majoring, Jill, jeans, jumped* and *jeep*. The substitution of sound /dʒ/ to /d/ only occurred in word *education* and the substitution of sound /dʒ/ to /g/ only occurred in word *huge*.

The Pronunciation Errors of /tʃ/

Words	Standard Phonetics Transcription	Students' Actual Pronunciation	Deviation	Frequency
1) Teachers	/ ti:tʃə(r)z /	/ ti:cə(r)s /	/tʃ → c/	4
2) Choose	/ tʃu:z /	/ cu:s /	/tʃ → c/	3
3) Chinese	/ tʃaɪni:z /	/ caɪni:s /	/tʃ → c/	4

4) Checkers	/ ʧekə(r)z /	/ krekə(r)s /	/ʧ → k/	1
		/ krɪkə(r)s /		1
		/ kekə(r) /		1
		/ cekə(r)s /	/ʧ → c/	1
		/ cɪkə(r)s /		1
5) Children	/ ʧɪldrən /	/ cɪldrən /	/ʧ → c/	3
6) Charles	/ ʧɑ:lz /	/ cɑ:rləs /	/ʧ → c/	2
		/ cɑ:rlɪs /		1
7) Cheese	/ ʧi:z /	/ ci:s /	/ʧ → c/	6
8) Chips	/ ʧɪps /	/ cɪps /	/ʧ → c/	5
Total errors of pronunciation / ʧ /				**33**
Percentage of errors				**8%**

Table 4.4 the pronunciation errors of /ʧ/

Based on the table above, the researcher found that total errors of pronunciation /ʧ/ were 33 and the percentages of errors were 8%. There were two deviations made by the research subjects. They were the substitution of sound /ʧ/ to /c/ and /k/. The substitution of sound /ʧ/ to /c/ occurred in 8 words; *teachers, choose, Chinese, checkers, children, Charles, cheese* and *chips.* The substitution of sound [ʧ] to [k] only occurred in word *checkers.*

4.1.2 The Causes of Errors in Consonant Production

To know the factors of students pronunciation errors in consonant production (/θ/, /ð/, /ʒ/, /ʤ/, /ʧ/), the researcher interviewed 5 participants. The finding of causes of pronunciation errors in this research was to confirm the theory of Biyaem about factors in pronunciation errors. Below is the result of interview.

The first question of interview, the researcher asked them about the importance of pronunciation for them. Based on the interview, all interviewees stated that good pronunciation was important for them. They also stated some reasons about the importance of pronunciation. First, since pronunciation was part of speaking, the speakers needed good pronunciation to speak English. Second, good pronunciation could avoid misunderstanding between speakers and listener because the wrong or different pronunciation would have the different meaning.

The second question of interview, the researcher asked them about correlation between good pronunciation and self-confidence. Based on the interview, all interviewees had same perception that good pronunciation could encourage the self-confidence in communication. They also stated that having good pronunciation automatically would increase their confidence to speak English and people would know their great ability in English. As it is stated by Moerly in Zhang & Yin (2009, p. 141) stated that observation which limited pronunciation skills can undermine learner's self-confidence, restrict social interaction, and negatively influence estimations of a speaker's credibility and ability.

The third question of interview, the researcher asked them about correlation between good pronunciation and

misunderstanding. Based on the interview, all interviewees agreed that good pronunciation could avoid misunderstanding in communication because the different pronunciation would have different meaning such as the pronunciation of *beach* and *bitch*, if the speakers pronounced those words with no difference, the listeners would have the wrong perception about the speakers' mind.

The fourth question of interview, the researcher asked them about the importance of good pronunciation for English teacher. Based on the interview, all interviewees stated that English teachers needed good pronunciation ability to teach. Since an English teacher was a role model for students in learning English, he/she was hoped to teach English using good pronunciation so that the students would not imitate the wrong pronunciation. In line with Kuhl (1987) in Hadi (2015, p. 49), learners are able to produce the sounds correctly due to the fact that they copy a good quality of sounds from their environment. Moreover, the students needed clear explanation and information from the teacher.

The fifth question of interview, the researcher asked their opinion about learning pronunciation. Based on the interview, 60% interviewees stated that pronunciation was difficult to learn. The reasons were English is our second language which has many sounds that unfamiliar for them and not all English words are easy

to pronounce. In line with Gilakjani (2011, p. 74) stated that many learners of English as a second language have major difficulties with English pronunciation even after years of learning the language. Moreover, the words in English sometimes have the different writing, reading and pronunciation which make them confused. Meanwhile, 40% interviewees state that pronunciation is not difficult to learn because learning pronunciation is fun.

The sixth question of interview, the researcher asked them about their difficulties in learning pronunciation. Based on the interview, the difficulties in learning pronunciation are pronouncing consonants, vowels and stress word. The reasons are some sounds do not exist in Indonesia and the difference sounds between English and Indonesia. Moreover, the words which almost have the same pronunciation also make them confused such as *know, no, now, three,* and *tree.* In line with Rogers (2000, p. 16), the words that sound quite different are written similarly. Thus, the students got difficulty in pronouncing similar words.

The seventh question of interview, the researcher asked them about some consonants in English. Based on the interview, all interviewees find that some English consonants do not exist in Indonesia consonant, but they cannot mention it all.

The eighth question of interview, the researcher asked them about the theory of producing the sounds (θ/, /ð/, /ʒ/, /dʒ/, /ʧ/).

Based on the interview, 60% interviewees stated that they did not really understand about the theory of producing the sounds (θ/, /ð/, /ʒ/, /ʤ/, /ʧ/). They got the theory from the lecturer in pronunciation and phonology class when they was in the third semester, but now they almost forget about the theory since they never brushed up the books.

The ninth question of interview, the researcher asked them to pronounce correctly the sounds (θ/, /ð/, /ʒ/, /ʤ/, /ʧ/). Based on the interview, 60% interviewees could pronounce the sounds /θ/, /ð/, /ʒ/, /ʤ/, /ʧ/ correctly and 40% interviewees could not. They made errors in producing some consonants /θ/, /ʒ/, /ʤ/, /ʧ/.

The tenth question of interview, the researcher asked them about their activeness in learning pronunciation. Based on the interview, all interviewees state that they were active learners in pronunciation class. They actively came to pronunciation class but they only tried hard and practiced pronunciation when they got assignment from lecturer of pronunciation class. One of interviewee also stated that she got A score from her lecturer in pronunciation class which meant that she was active learner and tried hard to pronounce words correctly for doing the assignment..

The eleventh question of interview, the researcher asked them about their confidence to speak English. Based on the interview, 80% interviewees state that they are not shy to speak

English with their classmates. They can speak English and their friends understand what they mean so they do not need to be shy to speak English. Then 20% interviewees state that she is actually shy but she tries to be confident to speak English.

Based on the interview in the twelfth question, 80% interviewees state that they are not afraid of making mistakes in learning pronunciation. They said that their pronunciation class is fun and their pronunciation lecturer always says to speak up and try to learn pronunciation. Moreover making mistake is usual in learning process, nobody can avoid mistake in learning. Then 20% interviewees state that she is afraid of making mistakes in learning pronunciation because her speaking is using Javanese accent *(medok).*

The thirteenth question of interview, the researcher asked them about time availability for practicing English pronunciation. Based on the interview, all interviewees stated that they did not have much time to practice English pronunciation. Since they were worker-student, they just had limited time to practice their pronunciation, so that it made them incorrectly pronouncing some English words. In line with Khan & Qadir (2012, p. 38) stated that lacking of opportunity for practicing English pronunciation is the main problem to advance English pronunciation. Moreover, they only practice good pronunciation in pronunciation class and but in

other class they speak English with pronunciation that they know, they never open dictionary or check the right pronunciation when they find the unfamiliar words. They speak English fluently and clearly are enough.

The fourteenth question of interview, the researcher asked them about consistency of speaking English in good pronunciation. Based on the interview, all interviewees state that they do not always speak English in good pronunciation. They speak English in pronunciation of what they know. Sometimes they try to find out the pronunciation of words which they don't know but sometimes they ignore it. Their inconsistency of speaking English in good pronunciation made them failed to pronounce words correctly. In line with Zhang & Yin (2009, p. 144) stated that some students failed to pronounce some English words correctly from beginning, as they become accustomed to their own version of English pronunciation, they would not comprehend when these words are not correctly pronounced.

The last question of interview, the researcher asked them about interference of mother tongue in pronouncing English words. Based on the interview, all interviewees state that they are interfered from their mother tongue in pronouncing some English words. Because English is a new language for them as Indonesian, and if they find the words which they don't know the

pronunciation, they sometimes pronounce the words by reading the spelling and sometimes they pronounce them using the sounds system in Indonesia. As stated by Zhang & Yin (2009, p. 2) that a particular sound which does not exist in the native language can therefore pose difficulty for the second language learners to produce or sometimes try to substitute those sounds with similar ones in their mother tongue.

4.2 Discussion

4.2.1 Discussion of the Frequent Errors in Consonant Production

There are many errors produced by the research subjects in pronouncing English consonant (/θ/, /ð/, /ʒ/, /dʒ/, /ʧ/). As presented in previous section, the pie chart of findings, the research subjects performed error in all of those consonants but each with the different percentages. The most frequently error made by research subjects was in the pronouncing the sound of /ʒ/ as much 37% while the lowest percentage was in pronouncing the sound of /ʧ/ as much 8%. The research subjects made errors as much 29% in pronouncing the sound of /θ/ and made errors in the same percentages in pronouncing the sounds of /ð/, and /dʒ/.

For the most frequent error, sound /ʒ/, all the research subjects made errors in pronouncing words *occasionally* and

prestige. These words were the highest percentage errors in pronouncing the sound /ʒ/. In pronouncing the word *occasionally*, as much 50% research subjects pronounced as /ɔ'keʃnəli / whereas it should be pronounced as / ə'keɪʒnəli /. The other highest percentage errors in pronouncing the sound /ʒ/ was in the pronunciation of word *prestige*. As much 45% research subjects pronounced as /pre'sti:dʒ / whereas it should be pronounced as / beɪʒ .

The description of the errors for each sound which are performed by research subjects are presented below.

The pronunciation errors of / θ /

In general, consonant /θ/ is categorized as a voiceless dental fricative sound (Kelly, 2000, p. 6). Consonant /θ/ is typically English sound, therefore other languages especially Indonesia language does not have this sound in their phonetic systems. Table 4.1 shows that the research subjects made errors in pronouncing /θ/ in all of prepared words. There were two deviations made by the research subjects. They were the substitution of /θ/ to /t/ and the substitution of /θ/ to /ð/.

a. /θ/ pronounced as /t/

The first deviation found in pronouncing /θ/ was the substitution of /θ/ to /t/. It happened in pronouncing the words such as *thought, thirty, thousand, nothing, three,*

mathematics, think, thanksgiving, fourth and *Thursday*. Most errors made by the research subjects are changing the sound of voiceless dental fricative consonant /θ/ to voiceless alveolar stop consonant /t/. The research subjects deviated two important features of /θ/; the place of articulation of /θ/ from dental to alveolar and the manner of articulation of /θ/ from fricative to stop sound. The sound of /θ/ should be pronounced by the tongue touching the upper teeth *(dental sound)* and the air stream is not obstructed firmly but there is a hissing sound or *fricative sound* (Rogers, 2000, p. 20). However the research subjects pronounced the sound /θ/ as /t/ by the tongue coming into contact with the alveolar ridge *(alveolar sound)* and the airstream is stopped firmly when it is released there is a plosive *(stop sound)*. For that reason, it is clear that research subjects made errors by changing the sounds of /θ/ to /t/.

b. /θ/ pronounced as /ð/

The second deviation found in pronouncing /θ/ was the substitution of /θ/ to /ð/. It happened in pronouncing the word *thought*. The error made by research subject was changing the sound of voiceless dental fricative consonant /θ/ to voiced dental fricative /ð/. In general, the sounds of

/θ/ and /ð/ have the same place of articulation and manner of articulation (Rogers, 2000, p. 25). Both of sounds are produced by the tongue touching the upper teeth *(dental sound)* and the air stream is not obstructed firmly but there is a hissing sound *(fricative sound).* Yet the difference of those sounds is the state of the vocal cords. The sound of [θ] is voiceless sound which is produced with no vibration on the vocal cords. However the research subjects pronounced the sound of /θ/ as /ð/ which was produced with vibration on the vocal cord *(voiced sound).* Thus, by producing the sound of /ð/, they deviated the sound of /θ/.

The pronunciation errors of /ð/

Basically the consonant /ð/ is categorized as a voiced dental fricative sound (Kelly, 2000, p. 6). It is another English consonant sound which does not exist in Indonesia phonetic system. Many English learners as the subjects of this research produced errors when they had to pronounce /ð/ correctly as seen in table 4.2. There were four deviation made by the research subjects. They were the substitution of sound /ð/ to /d/, /t/, /ʃ/, and /θ/.

a. /ð/ pronounced as /d/

The first deviation found in pronouncing /ð/ was the substitution of /ð/ to /d/. It happened in pronouncing the

words such as *that, mother, soothed, they, the, brother, loathes, this,* and *weather.* Most errors made by the research subjects are changing the sound of voiced dental fricative consonant /ð/ to voiced alveolar stop consonant /d/. Both of those consonants were produced with vibration on the vocal cords *(voiced sound).* The research subjects deviated two important features of /ð/; the place of articulation of /ð/ from dental to alveolar and the manner of articulation of /ð/ from fricative to stop sound. The sound of /ð/ should be pronounced by the tongue touching the upper teeth *(dental sound)* and the air stream is not obstructed firmly but there is hissing sound or *fricative sound* (Rogers, 2000, p. 20). However the research subjects pronounced the sound /ð/ as /d/ by the tongue coming into contact with the alveolar ridge *(alveolar sound)* and the airstream is stopped firmly when it is released there is a plosive *(stop sound).* Thus, when the research subjects replaced the sounds of /ð/ to /d/, they created a deviation.

b. /ð/ pronounced as /t/

The second deviation found in pronunciation of /ð/ was the substitution of /ð/ to /t/. It happened in pronouncing the words such as *soothed, teething* and *loathes.* The errors made by the research subjects are changing the sound of

voiced dental fricative consonant /ð/ to voiceless alveolar stop consonant /t/. In this deviation, the research subjects altered all of the features of sound /ð/. Firstly, for the point of articulation, they replaced the sound of dental to alveolar sound. Secondly, for manner of articulation, they produced a stop sound rather than a fricative sound. Finally, for the state of vocal cords, they did not vibrate their vocal cords as they should. Therefore they made deviation by replacing the sound of /ð/ to /t/.

c. /ð/ pronounced as /ʃ/

The third deviation found in pronunciation of /ð/ was the substitution of /ð/ to /ʃ/. It happened in pronouncing the word *soothed*. The errors made by the research subjects are changing the sound of voiced dental fricative consonant /ð/ to voiceless palatal fricative consonant /ʃ/. In this deviation, the research subjects altered two elements of /ð/. They were point of articulation and the state of vocal cords. For point of articulation, they replaced the dental sound to palatal sound. They produced the sound by the middle of the tongue up against the hard palate *(palatal sound)*. The sound /ð/ should be pronounced by the tongue touching the upper teeth and called by *dental sound* (Rogers, 2000, p. 20). For the state of vocal cords, they did not vibrate their

vocal cords as they should. Thus, when the research subjects replaced the sounds of /ð/ to /ʃ/, they created a deviation.

d. /ð/ pronounced as /θ/

The last deviation found in pronunciation of /ð/ was the substitution of /ð/ to /θ/. It only occurred in pronouncing word *teething*. The error made by research subject is changing the sound of voiced dental fricative consonant /ð/ to voiceless dental fricative consonant /θ/. The research subjects produced the sound properly in the area of point and manner of articulation. They were able to produce the sound of dental fricative consonant. In this deviation, they only deviated the state of vocal cords since they did not vibrate their vocal cords in producing the sound of /ð/. The sound /ð/ was categorized as voiced sound (Rogers, 2000, p. 20). It should be pronounced with the vibration in the vocal cords. Thus, they produced the voiceless sound whereas it should be voiced sound. Therefore they made deviation by replacing the sound of /ð/ to /θ/.

The pronunciation errors of /ʒ/

In general, the consonant /ʒ/ is categorized as voiced palato-alveolar fricative (Kelly, 2000, p. 7). This consonant becomes a problem for English learners since it does not

exist in Indonesia phonetic system. Many English learners as the subjects of this research produced errors when they had to pronounce /ʒ/ correctly as seen in table 4.3. There were six deviation made by the research subjects. They were the substitution of sound /z/ to /s/, /ʃ/, /ʤ/, /ʧ/ and /g/.

a. /ʒ/ pronounced as /z/

The first deviation found in pronouncing the consonant /ʒ/ was the substitution of /ʒ/ to /z/. It occurred in pronouncing 2 words; *treasure* and *pleasure*. The errors made by the research subjects are replacing the sound of voiced palato-alveolar fricative consonant /ʒ/ to voiced alveolar fricative /z/. Both of those consonants were produced with the vibration on the vocal cords *(voiced sound)*. The research subjects altered one elements of sound /ʒ/ that is point of articulation from palato-alveolar to alveolar. It means that they produced the sound /ʒ/ by the tongue coming into contact with the alveolar *(alveolar sound)*. The sound /ʒ/ should be pronounced by the tongue curled behind the alveolar ridge and called by *palato-alveolar sound* (Kelly, 2000, p. 6). Hence, it is clear that the research subjects pronounced the sound /z/ instead of /ʒ/, they deviated the consonant /ʒ/.

b. /ʒ/ pronounced as /s/

The second deviation was the substitution of the sound /ʒ/ to /s/. It occurred in pronouncing 7 words; *treasure, usually, television, pleasure, Asia, usual* and *occasionally*. The errors made by research subjects are changing the sound of voiced palato-alveolar fricative consonant /ʒ/ to voiceless alveolar fricative consonant /s/. In this deviation, the research subjects altered the two features of sound /ʒ/. Firstly, the state of vocal cord, they did not vibrate their vocal cords as they should. Secondly, similar to the previous deviation (the substitution of /ʒ/ to /z/), the research subjects in making this deviation also changed the place of articulation from palato-alveolar /ʒ/ to alveolar /s/. It means that they produced the sound /ʒ/ by the tongue coming into contact with the alveolar *(alveolar sound)* whereas the sound /ʒ/ should be pronounced by the tongue curled behind the alveolar ridge *(palato-alveolar sound* (Kelly, 2000, p. 6)*)*. Thus, they made deviation by replacing the sound of /ʒ/ to /s/.

c. /ʒ/ pronounced as /ʃ/

The third deviation found in pronouncing the sound of /ʒ/ was the substitution of /ʒ/ to /ʃ/. It occurred in

pronouncing 4 words; *treasure*, *television, Asia* and *occasionally*. In general characteristics of the sound /ʒ/ and /ʃ/, they can be categorized as similar sounds that are *palato-alveolar fricative sound* (Kelly, 2000, p. 7). They have the same point of articulation and manner of articulation. Both of those sounds produced by by the tongue curled behind the alveolar ridge *(palato-alveolar sound)* and the airstream was not obstructed firmly but there was a hissing sound. The research subjects made errors in pronunciation of /ʒ/ since they altered the state of vocal cords. The consonant /ʒ/ is voiced sound which should be pronounced with vibration in the vocal cords (Rogers, 2000, p. 21). In contrary, the consonant /ʃ/ is voiceless sound. The research subjects pronounced the sound with no vibration in their vocal cords, so they deviated the sound of /ʒ/.

d. /ʒ/ pronounced as /dʒ/

The fourth deviation was the substitution of sound /ʒ/ to /dʒ/. It happened in pronouncing 2 words; *beige* and *prestige*. The errors made by research subjects were changing the sound of voiced palato-alveolar fricative consonant /ʒ/ to voiced palato-alveolar affricate consonant /dʒ/. In this deviation, the research subjects

altered one element of sound /ʒ/. That was the manner of articulation. They replaced the fricative sound to affricate sound.

e. /ʒ/ pronounced as /ʧ/

The fifth deviation in pronouncing the sound /ʒ/ was the substitution of /ʒ/ to /ʧ/. It only occurred in pronouncing word *beige*. The research subjects changed the sound of voiced palato-alveolar fricative consonant /ʒ/ to voiceless palato-alveolar affricate consonant /ʧ/. In this deviation, the research subjects altered two elements of sound /ʒ/. They were the state of vocal cords and manner of articulation. They research subjects did not vibrate their vocal cords as they should. Since the sound /ʒ/ is a voiced sound, it means this sound should be pronounced with the vibration on the vocal cords. In this deviation, the errors were similar to the previous deviation. For manner of articulation, they changed the sound of fricative /ʒ/ to affricate /ʧ/. Thus, when the research subjects replaced the sounds of /ʒ/ to /ʧ/, they created a deviation.

f. /ʒ/ pronounced as /g/

The last deviation found in pronunciation of the consonant /ʒ/ was the substitution of sound /ʒ/ to /g/. It

happened in pronouncing 2 words; *beige* and *prestige.* The errors made by research subjects were replacing the sound of voiced palato-alveolar fricative consonant /ʒ/ to voiced velar stop consonant /g/. Both of those consonants produced with the vibration on the vocal cords. The research subjects altered two element of sound /ʒ/. Firstly, the point of articulation, they changed the palato-alveolar sound /ʒ/ to velar sound /g/. They produced the sound of /ʒ/ by raising the back of the tongue against the soft palate *(velar sound).* The sound /ʒ/ should be pronounced by of curling the tongue behind the alveolar ridge or called by *post-alveolar sound* (Rogers, 2000, p. 21). Secondly, the manner of articulation, they replaced the fricative sound to stop sound. They produced the sound with the airstream was stopped firmly and when it was released there was a plosive *(stop sound).* The sound /ʒ/ should be pronounced with the airstream was not obstructed firmly and there was a hissing sound and called by *fricative sound* (Sabat, 2016, p. 28) . For those reasons, they made deviation by replacing the sound /ʒ/ to /g/.

The pronunciation errors of / ʤ /

In general, consonant /ʤ/ is categorized as a voiced palato-alveolar affricate sound (Kelly, 2000, p. 7). Consonant /ʤ/ is another English sound which is not found in Indonesia phonetic systems. Table 4.4 shows that research subjects made errors in pronouncing the sound /ʤ/ in all of prepared words. There were three deviations made by the research subjects. They were the substitution of sound /ʤ/ to /j/, /d/, and /g/.

a. /ʤ/ pronounced as /j/

The first deviation in pronunciation of /ʤ/ was the substitution of sound /ʤ/ to /j/. It occurred in pronouncing 8 words; *just, Jim, junior, majoring, Jill, jeans, jumped* and *jeep.* The errors made by research subjects were replacing the sound of voiced palato-alveolar affricate consonant /ʤ/ to voiced palatal stop consonant /j/. The sounds of /ʤ/ and /j/ have the same state of vocal cords. Both of those sounds were produced with vibration on the vocal cords. In this deviation, the research subjects altered two elements of sound /ʤ/. They were manner of articulation and point of articulation. Viewed from the manner of articulation, those sounds are different from each other since /ʤ/ is

an affricate sound and /j/ is a stop sound (Hadi, 2015, p. 53). For point of articulation, they replaced the sound of palato-alveolar sound to palatal sound. They produced by the middle of tongue up against the hard palate *(palatal sound)* whereas it should be pronounced by the tongue curled behind the alveolar-ridge *(palato-alveolar sound)*. Thus, the made a deviation in pronouncing the sound of /dʒ/

b. /dʒ/ pronounced as /d/

The second deviation in pronouncing /dʒ/ was the substitution of sound /dʒ/ to /d/. It only occurred in pronouncing word *education* The errors made by research subjects were replacing the sound of voiced palato-alveolar affricate consonant /dʒ/ to voiced alveolar stop consonant /d/. Both of those consonants were produced with the vibration of the vocal cords *(voiced sound)*. In this deviation, the research subjects altered two features of sound /dʒ/. They were point of articulation and manner of articulation. For point of articulation, they replaced the sound of palate-alveolar to alveolar sound. They produced the sound by the tongue coming into contact with the alveolar ridge *(alveolar sound)*.The sound /dʒ/ should be pronounced

by the tongue curled behind the alveolar ridge or called by *palato-alveolar sound* (Rogers, 2000, p. 21). For manner of articulation, they replaced the affricate sound /dʒ/ to stop sound /d/. They produced the sound by stopping the airstream and when it was released there was a plosive *(stop sound)* whereas they should pronounce the sound by not stopping the air stream and there was a hissing sound *(affricate sound)* (Sabat, 2016, p. 27). Consequently, by replacing the sound /dʒ/ to /d/, the research subjects made a deviation.

c. /dʒ/ pronounced as /g/

The last deviation in pronunciation of /dʒ/ was the substitution of sound /dʒ/ to /g/. In this deviation, the research subjects replaced the sound of voiced palato-alveolar affricate consonant /dʒ/ to voiced velar stop consonant /g/. Both of those consonants were produced with the vibration on the vocal cords. In this deviation, the research subjects altered two features of sound /dʒ/. They are point of articulation and manner of articulation. The research subjects replaced the palato-alveolar sound to velar sound in point of articulation. They produced the sound of /dʒ/ by raising the back of tongue to the soft palate *(velar sound)* rather than

curling the tongue behind the alveolar ridge *(palato-alveolar sound)*. Viewed from the manner of articulation, those sounds are different from each other since /ʤ/ is an affricate sound and /g/ is a stop sound (Rogers, 2000, p. 23). They produced the sound by stopping the airstream and when it was released there was a plosive *(stop sound)* whereas they should pronounce the sound by not stopping the air stream and there was a hissing sound *(affricate sound).* For those reasons, they made deviation by replacing the sound /ʤ/ to /g/.

The pronunciation errors of / ʧ /

Basically, consonant /ʧ/ is categorized as a voiceless palato-alveolar affricate sound (Kelly, 2000, p. 7). Consonant /ʧ/ is another English sound which is unavailable in Indonesia phonetic systems. Table 4.5 shows that research subjects made errors in pronouncing the sound /ʧ/. There were two deviations made by the research subjects. They were the substitution of sound /ʧ/ to /c/ and /k/.

a. /ʧ/ pronounced as /c/

The first deviation in pronunciation of /ʤ/ was the substitution of sound /ʤ/ to /c/. It occurred in

pronouncing 8 words; *teachers, choose, Chinese, checkers, children, Charles, cheese* and *chips.* The errors made by research subjects were replacing the sound of voiceless palato-alveolar affricate consonant /ʧ/ to voiceless palatal stop consonant /c/. The sounds of /ʧ/ and /c/ have the same state of vocal cords. Both of those sounds were produced with no vibration on the vocal cords. In this deviation, the research subjects altered two features of sound /ʧ/. They were manner of articulation and point of articulation. Viewed from the manner of articulation, those sounds are different from each other since /ʧ/ is an affricate sound while /c/ is a stop sound (Hadi, 2015, p. 53). For point of articulation, they replaced the sound of palato-alveolar sound to palatal sound. They produced by the middle of tongue up against the hard palate *(palatal sound)* whereas it should be pronounced by the tongue curled behind the alveolar-ridge *(palato-alveolar sound).* Thus, the made a deviation in pronouncing the sound of /ʧ/

b. /ʧ/ pronounced as /k/

The second deviation in pronouncing the sound of /ʧ/ was the substitution of sound /ʧ/ to /k/. The research subjects were replacing the sound of voiceless palato-

alveolar affricate consonant /ʧ/ to voiceless velar stop /k/. Both of those consonants were produced with no vibration on the vocal cords *(voiceless sound)*. In this deviation, the research subjects altered two elements of sound /ʧ/. They were manner of articulation and point of articulation. They replaced the palato-alveolar sound /ʧ/ to velar sound /k/ in point of articulation. They produced the sound of /ʧ/ by raising the back of tongue to the soft palate *(velar sound)*. The sound of /ʧ/ should be pronounced by curling the tongue behind alveolar ridge or called by *palato-alveolar sound* (Kelly, 2000, p. 6). Then, they produced the stop sound /k/ rather than affricate sound /ʧ/ for manner of articulation. They produced the sound by stopping the airstream and when it was released there was a plosive *(stop sound)* whereas they should pronounce the sound by not stopping the air stream and there was a hissing sound *(affricate sound)*. For those reasons, they made deviation by replacing the sound /ʧ/ to /k/.

4.2.2 The Discussion of Causes of Errors in Consonant Production

The second statement of problem in this research was about the causes of errors in consonant

production (/θ/, /ð/, /ʒ/, /dʒ/, /ʧ/). For answering this statement of problem, the researcher interviewed some research subjects. The finding of causes of pronunciation errors in this research was to confirm the theory of Biyaem in (Khan & Qadir, 2012) about factors in pronunciation errors. Based on the interview, all interviewees stated that good pronunciation was important for them since it could encourage their self-confidence and avoid misunderstanding between speakers and listeners. Moreover, they were English study program students and candidates of English teacher who should have good pronunciation ability to teach English. It showed that the research subjects had motivation to learn English pronunciation. In the fact, they had some difficulties in learning pronunciation and made errors on it.

The researcher found some causes of errors in consonant production (/θ/, /ð/, /ʒ/, /dʒ/, /ʧ/). The first cause of errors was the difference spelling system of English and Indonesia in pronouncing words. Based on the interview, 60% interviewees stated that pronunciation was difficult to learn. The reasons were that English was their second language so they found

unfamiliar sounds for them and the words in English sometimes had the difference between writing and reading which made them confused. Moreover, they applied the mother tongue spelling system in pronouncing English words. However, they are very different from each other. It was strengthened by a statement of (Muawanah, 2016, p. 82) that in Indonesia, the sounds are always pronounced same with the letter spelling. On the other hand, English sounds are usually different with the spelling system. Furthermore, all interviewees did not have much time to practice English pronunciation or to repeat the lesson. They were worker-students. They also stated that they seldom opened dictionary or checked the phonetic symbols of pronunciation when they found the unfamiliar words. As long the listeners understood what they meant that was enough for them.

The second cause of errors was the absence of some English sounds in Indonesia. Based on the interview, all interviewees stated that they also got difficulties in learning pronunciation since some sounds did not exist in Indonesia and the difference sounds between English and Indonesia. It was strengthened by

a statement of Moeliono & Dardjowidjojo in (Tiono & Yostanto, 2008, p. 80) state that English sounds such as /θ/, /ð/, /ʒ/, /dʒ/, and /tʃ/ cannot be found in Bahasa Indonesia. Therefore, these sounds can be the factors of difficulties in learning English pronunciation. Furthermore, 60% interviewees stated that they did not really understand about the theory of producing the sounds (θ/, /ð/, /ʒ/, /dʒ/, /tʃ). They got the theory from the lecturer in pronunciation and phonology class when they was in the third semester, but now they almost forget about the theory since they never brushed up the books.

The third cause of errors was the interference of mother tongue to English. Based on the interview, all interviewees stated that they were interfered from their mother tongue in pronouncing some English words since English was a new language for them as Indonesian. Some research subjects pronounced the English words using their mother tongue system and sometimes they substituted the sounds to similar ones in their mother tongue. Example in pronouncing the phoneme /tʃ/, some research subjects pronounced as /c/. They substituted the sound /tʃ/ to the similar sound in

their mother tongue as the sound /c/. However, they were very different from each other. Therefore, they made pronunciation errors. It was also strengthened by a statement of (Zhang & Yin, 2009, p. 2) that a particular sound which does not exist in the native language can therefore pose difficulty for the second language learners to produce or sometimes try to substitute those sounds with similar ones in their mother tongue.