SKRIPSI

**AN ANALYSIS OF STUDENTS' ERROR IN PRONOUNCING
FRICATIVES SOUNDS FOR THE SIXTH SEMESTER
STUDENTS OF ENGLISH PROGRAM
AT IAIN PAREPARE**

By

**YATRIANI
Reg. Num. 15.1300.080**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

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**YATRIANI
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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of
Parepare in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd)

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TARBIYAH FACULTY
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Skripsi

As Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

English Education Program

Submitted by

YATRIANI
Reg. Num. 15.1300.080

to

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

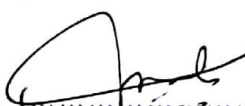**2020**

ENDORSEMENT OF CONSULTANT COMMISSIONS

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The Title of Skripsi   : An Analysis of Students' Error in Pronouncing
Fricatives Sounds for the Sixth Semester Students
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Student Reg. Number   : 15.1300.080

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Study Program   : English Education

By Virtue of Consultant Degree : SK. The Dean of Tarbiyah Faculty Certificate
No. B.410/In.39/FT/4/2019

Has been legalized by

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iv

SKRIPSI

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Submitted by

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Had been examined in January 20th, 2020 and had been declared that it fulfilled the requirements
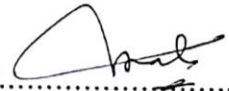
Approved by

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ENDORESMENT OF EXAMINER COMISSIONS

The Title of Skripsi	: An Analysis of Students' Error in Pronouncing Fricatives Sounds for the Sixth Semester Students of English Program at IAIN Parepare
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Student Reg. Number	: 15.1300.080
Faculty	: Tarbiyah
Study Program	: English Education
By Virtue of Consultant Degree	: SK. The Dean of Tarbiyah Faculty Certificate No. B.410/In.39/FT/4/2019
Date of Graduation	: January 20th, 2020

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ACKNOWLEDGMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ
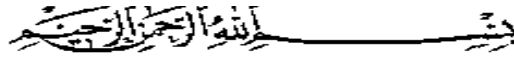
Bismi-llāhir-Raḥmānir-Raḥīm

Alhamdulillah, all praise to Allah swt., the lord of this universe. Who has blassed and given the writer abundant mercies, helps, and guidance so that this "SKRIPSI" can be finished completely. Shalawat and Salaam are due to our prophet Muhammad saw (peace be upon him) as the messenger of Allah swt.

The writer realizes that has never been possible to be completed without the assistance of the other people. Therefore the writer wants to sincerely express acknowledgement and deep gratitude to:

1. Dr. Ahmad Sultra Rustan, M.Si. as the Rector of IAIN Parepare for his kindness and help during her study.

2. Dr. H. Saepudin, S.Ag., M.Pd. as Dean of Tarbiyah Faculty of IAIN Parepare, who has given the writer guideline in writing the research.

3. Mujahidah, M.Pd. as the Chairman of English Study Program at IAIN Parepare, who has given her great motivation during the period of this Skripsi.

4. Dra. Hj. Nanning, M.Pd. as the writer's first consultant, who has taught the previous knowledge, giving suggestion and guidance to complete the Skripsi.

5. Dr. Magdahalena Tjalla, M.Hum. as the writer's second consultant, who has taught the previous knowledge, giving suggestion and guidance to complete the Skripsi.

6. The Lecturers in English Program who have spent their time in educating the writer during the study in IAIN Parepare.

7. Special thanks to both of the writer's parents Sudirman and Rasdiana, who always give so much support and sincerely pray that never end for her.

8. The writer also would like to express a lot of thanks specially for ndut squad family and all the awesome friends that could not mentioned one by one, who have provided assistance, both morally and materially so that the writing of this "skripsi" can be completed. May Allah swt., will always blessing them.

Finally, the writer realized that this skirpsi still has many weakness and far for being perfect. Therefore, she conveyed that the reader would be pleased to providing constructive suggestions for the perfection of this "skripsi" and hopefully this final project will be useful for the readers.

Parepare, January 21th, 2020

The Writer,

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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The writer who signed the declaration below:

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Stated this skripsi is her own writing and if it can be proved that it was copied, duplicate or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, January 21th, 2020

The Writer,

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ABSTRACT

YATRIANI, 2020.*An Analysis of Students' Error in Pronouncing Fricatives Sounds for the Sixth Semester Students of English Program at IAIN Parepare.* (Supervised by Nanning and Magdahalena).

Pronunciation are become one of the important part in communication, therefore, this analysis of students' errors in pronouncing fricative sounds was aim to found out the most errors that occur when the students pronouncing fricatives sounds, which knows as one of the most difficult sound for ELF students. The fricatives itself has 9 kinds of consonant; /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, and /h/.

Besides, object of the focus study was the sixth semester students of English program at IAIN Parepare. This type of research is an analytical descriptive study with qualitative design. The students who include in this study were about 20 students. The used of instrument to collecting the data were the pronunciation test and interview, where the students was asked to pronounce a bunch of sentences that already includes of fricatives sounds in each word of the sentence.

The results of this study indicate that (1) the mostly errors pronounce by the students found in the sounds /v/, /θ/, /ʃ/, /z/ and /ʒ/. (2) The causes of students' pronunciation error occur because of the negative transfer of students' native language to target language. Most of the students who made error in the sounds that do not exist in their mother tongue replaced them into similar sound that existed in their native language. The unsuccessful in learned the target language also found as the causes of students' error in pronunciation. As the evidence, the students' read an unfamiliar word just by it written form.

Keywords: Analysis Error, Pronunciation, Fricatives sounds.

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CHAPTER I
INTRODUCTION

1.1 Background

Pronunciation viewed as one of important part in communication where Harmer expressed the first thing that native speakers notice during a conversation is the pronunciation. Grammar and vocabulary are also important elements of language but it can be useless if the speakers cannot pronounce those elements or words accurately. Native speakers can understand people, despite their grammatical errors, if they use accurate pronunciation. Communicative efficiency can be guaranteed by correct pronunciation. Pronunciation is an essential part of communication and without correct pronunciation nobody can say that he/she knows the English language perfectly.[1]

Therefore it is important to be a good English speaker especially to become a good oral skill developer. The specific characteristic of English learners who categorized as a good and successful oral skill developer are those who have a good pronunciation of English consonant and English vowel that sounds like a native speaker. According to Seidlhofer pronunciation itself plays a significant part in our personal and social lives because the way we speak reflects our identities, and indicates our association to particular communities.[2]

For fresh graduate specially from English program, has a good pronunciation during job interviews, proposal presentation, negotiation and other professional's

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[1]Harmer J, *The Practice of English Language Teaching* (London: Longman, 2001) (online) (http://ijreeon-v1n1p1-en1.pdf assessed on December 19th, 2019).

[2]Barbara Seidlhofer, *Understanding English as a Lingua Franca: A Complete Introduction to the Theoretical Nature and Practical Implications of English Used as a Lingua Franca* (Oxford: Oxford University Press, 2005) (online) (https://www.researchgate.net/directory/publications assessed on March 19th, 2019).

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instructions can impact their successful transition to the professional realm. For tertiary students, making pronunciation errors can be embarrassing especially when they are often required to make presentations and oral reports in various subjects in the higher education classroom. As a result, many are self-conscious and this, in turn, affects their confidence when presenting.

For those reasons, we should be more aware of some essential elements for improving students' pronunciation skills. The essential elements in pronunciation are such as intonation, stress, fluency, English sounds and others. As stated by Richard and Schmidt:

> "Pronunciation is the way a certain sound or sounds are produced. It is unlike articulation which refers to the actual production of speech sounds in the mouth, pronunciation stresses more the way sounds are perceived by the hearer, e.g.: *You haven't pronounced this word correctly,* and often relates the spoken word to its written form, e.g.: *In the word knife, the k is not pronounced*".[3]

Furthermore, this research will focus on the sounds where the students have the most difficulty which is known as a fricative sounds [f, v, θ, ð, s, z, ʃ, ʒ]. Since English has become an international language is require us to have a good English skill, at this point having unclear pronunciation will make the listener could not understand what we said and create an obstacle in communication.

From the explanation above, the study of error analysis on verbal aspect/sounds production has the same capacity as another aspect to be explored. Thus, based on that problem the researcher decides to make research entitle **"An Analysis of Students' Error in Pronouncing Fricatives Sounds for the Sixth Semester Students of English Program at IAIN Parepare"**

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[3]J. C. Richards & R. Schmidt, *Dictionary of Language Teaching and Applied Linguistics; 3rd Ed* (London: Longman, 2000), p. 19.

1.2 Problem Statement

1.2.1 What errors that are mostly made by the sixth semester students of English program at IAIN Parepare in pronouncing fricatives sounds?

1.2.2 What are the causes of the errors made by the sixth semester students of English program at IAIN Parepare in pronouncing fricatives sounds?

1.3 Objective of the Research

Every effort has a real purpose. Therefore, every activity carried out has a meaning and does not lose the direction of purpose. The objective is something that expected to achieve after the effort and activities are complete. Therefore, this research activity has a goal to be achieved.

Various problems that have been stated above, then the goal to be achieved in this research are:

1.3.1 To find out the fricatives sounds that is mispronounced errors by the sixth semester students of English program at IAIN Parepare.

1.3.2 Knowing the causes of the fricatives sound errors made by sixth semester students of English program at IAIN Parepare.

1.4 The Significance of the Research

Activities undertake is not only limited to having a purpose but of course also has usefulness. So in this study can be knowledge and useful for:

1.4.1 Theoretically

1.4.1.1 Giving clear information for English teachers who want to know about the most difficulties fricatives sounds faced by students at IAIN Parepare.

1.4.1.2 Giving more knowledge about the causes of fricatives errors made by sixth semester students of English program at IAIN Parepare.

1.4.1.3 Become a reference material for other similar research.

1.4.1.4 Enriching the treasures in the educational environment.

1.4.2 Practically

1.4.2.1 For the principal, it can be used as a discourse and evaluating materials to develop learning strategies toward student's pronunciation practice.

1.4.2.2 For the teacher, it can be used as an input in the implementation of innovative learning strategies to learners in order to perform an effective learning process.

1.4.2.3 For the students and the writer, this research is very useful to add and increase insights about pronunciation to develop students' pronunciation practice.
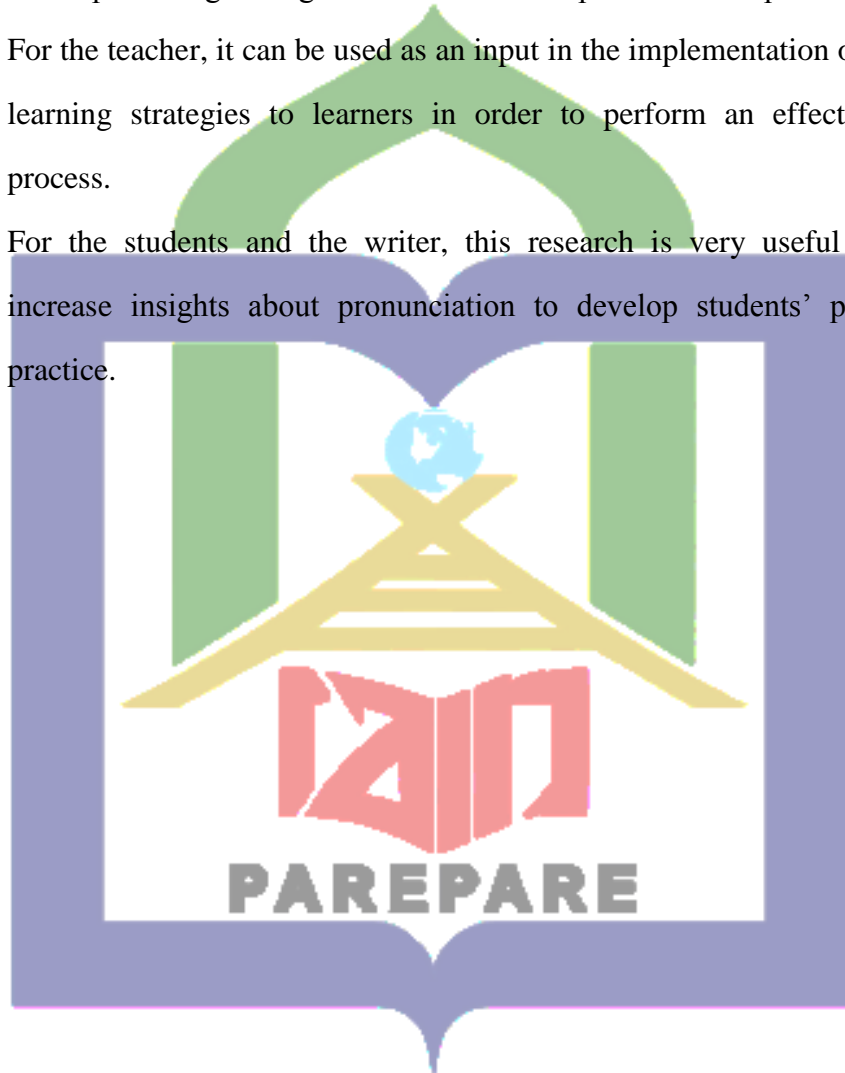
CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter deals with the review of related literature. It is important to elaborate on some theories, which are used in this research to have an understanding of certain concepts. There were many related theories as to the basis of the research.

2.1 Previous Related Research Findings

The previous related findings present some related information topic with the recent study. It is intended to provide some theoretical concepts which could support this research, some of the researchers' findings are anted concisely below.

Fakhri Fauzi conducted a research entitled "Error Analysis of Sudanese English Pronunciation on Fricatives Sound". In his research, he finds that 12 out of 13 respondents on this research are made the error of selection regarding the fricatives sound changing in their pronunciation regarding the production of fricatives sound [v] and [f]. In other words, 92.3 % of the respondents are made. This error has also become only one error made by the entire respondents on fricatives sound [v] and [f]. Fakhri Fauzi, "Error Analysis of Sudanese English Pronunciation on Fricatives Sound" (Thesis Sarjana; Jurusan English Language Education Department: Jakarta, 2014).[4]

Dedi Kurniawan did research on "The Error Analysis of the Pronunciation of Dental Fricative Consonant / θ / and / ð / by the Students of English Education Study Program Faculty of Teacher Training and Education Sriwijaya University". Some conclusions could be drawn in this study: (1) there was a tendency that the voiced and voiceless dental fricative are substituted with voiced and voiceless alveolar

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[4]Fakhri Fauzi, *Error Analysis of Sudanese English Pronunciation on Fricatives Sound* (Unpublished Thesis: University of Jakarta, 2014), p. 1.

fricative, (2) variability of error took place in this study, not only /t/ and /d/ were produced when pronouncing / θ/, and / ð/ but also /s/, and /d/ Voiced dental fricative at coda position is the most marked aspect in this study, and (4) there is a tendency that the longer the length of study, the better the pronunciation of this two sounds.[5]

Priscilla Shak conducted research entitled "Pronunciation Problems: A Case Study on English Pronunciation Errors of Low Proficient Students". In her research, she concludes that the top three pronunciation errors made by students were fricatives (30.77%), diphthong (21.68%) and followed by pure short vowels (15.38%).[6]

Departing from the three results of research that have been done before, there is a relation between the titles of researchers with Fakhri Fauzi research which is the title is focused on pronunciation errors on fricatives sound. The thing that makes it different is the object of the research. Fakhri Fauzi was analyzing Fricative sound errors by Sudanese. Therefore in this study, the researcher will focus on more general of a population which is the sixth-semester students of English program at IAIN Parepare.

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[5]Dedi Kurniawan, *The Error Analysis of the Pronunciation of Dental Fricative Consonant / θ/ and / ð / by the Students of English Education Study Program Faculty of Teacher Training and Education Sriwijaya University* (Unpublished Skripsi: Sriwijaya University, 2006), p. 157.

[6]Priscilla Shak, *Pronunciation Problems: A Case Study on English Pronunciation Errors of Low Proficient Students* (Unpublished Thesis: University of Malaysia, 2016), p. 25.

2.3   Some Pertinent Ideas

In this part, some pertinent ideas are explaining the concept of variables of research.

2.2.1   The Concept of Error Analysis

This section explains a bunch of theory relates to Error Analysis such as the definition of error analysis, types of error, and the step of error analysis.

2.2.1.1 Definition of Error Analysis

Error is usually made due to the lack of knowledge and is more formal than 'mistake' while, the analysis itself is the process of breaking a complex topic or substance into smaller parts in order to gain a better understanding of it. According to Corder:

> "Errors were the result of interference in the learning of a second language from the habits of the first language. The major contribution of the linguist to language teaching was seen as an intensive contrastive study of the system of the second language and the mother tongue of the learner".[7]

Besides errors are significant of three things, first to the teacher, in that they tell him if he or she undertakes a systematic analysis, how far towards that goal the learner has progressed and, consequently, what remains for him to learn. Second, they provide the researcher with evidence of how language is learned or acquired, and what strategies or procedures the learner is employing in his discovery of the language. Third (and in a sense, this is their most important aspect) they are indispensable to the learner himself because we can regard the making of errors as a

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[7]S. P. Corder, *Error Analysis and Interlanguage* (Edinburgh: Oxford University Press, 1982), p. 5.

device the learner uses to learn.[8] The occurrence of errors is merely signs of "the present inadequacy of our teaching methods''.

Meanwhile, according to Merriam-Webster's Collegiate Dictionary:

"Error analysis is a type of linguistic analysis that focuses on the errors that has made by the language learners while using the language. Error analysis is the analysis, for practical but also potentially for scientific ends, of errors made by students on learning another language. Meanwhile Brown said that error analysis is a surge of study of learners' errors".[9]

Furthermore, error analysis comprehends criticize the errors made by people who learn a second language or foreign language beyond their first language. Error analysis, a branch of applied linguistics, emerged in the sixties to demonstrate that learner errors were not only because of the learner's native language but also they reflected some universal learning strategies, as a reaction to contrastive analysis theory, which considered language transfer as the basic process of second language learning as what behaviorist theory suggested. In conclusion, error analysis is a branch of applied linguistics. It is concerned with the compilation, study, and analysis of errors made by second language learners and aims at investigating aspects of second language acquisition. Closely related to error analysis is the concept of interlanguage.

2.2.1.2 Types of Error

Linguists have always been attempting to describe the types of errors committed by the language learners, and that is exactly the best way to start with, as it helps out the applied linguist to identify where the problem lies. According to

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[8]S. P. Corder, *The Significance of Learners' Errors* (Edinburgh: International Review of Applied Linguistics. 5, 1967), p. 167.

[9]H. Douglas Brown, *Principles of Language Learning and Teaching* (New York: Addison Wesley Longman, 2000), p. 220.

Dulay *et al*, errors take place when the learner changes the surface structure in a, particularly systematic manner.[10]

Thus, the error, no matter what form and type it is, represents damage at the level of the target language production. Errors have been classified by J. C. Richard into two categories. The Interlanguage Error and the Intralingual Error, those two elements refer respectively to the negative influence of both the speaker's native language and the target language itself.

2.2.1.2.1 Interlanguage Errors

Interlanguage errors are errors caused by the interference of the learner's mother tongue or native language L1 (also known as interference, linguistic interference, and crosslinguistic influence), whereby the learner tends to use their linguistic knowledge of L1 on some Linguistic features in the target language[11], If the second language or we might called the target language has same feature with the first or native language or previously learn language, of course this will give some benefits to the second language learners and can be categorized as positive transfer. However, when the second language has another system or different features, as a result, it often leads to making errors, and this type of errors aroused by the negative effect of the native language interference.

2.2.1.2.2 Intralingual Errors

Intralingual errors may also be called as develop-mental errors. This is a kind of error that represented by sentences such as "*did he comed, what you are doing, he coming from Israel, I can to speak French*". Errors of this nature are frequent,

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[10]H. Burt. M. Dulay & S. D. Krashen, *Language Two* (New York: Oxford University Press, 1982) (Online) (http://libgen.me/view.php?id=827673 assessed on January 13th, 2019), p. 150.

[11]J. C. Richards & Schmidt, R., *Dictionary of Language Teaching and Applied Linguistics; 3rd Ed* (London: Longman, 2002), p. 267.

regardless of the learner's language background. Rather than reflecting the learner's inability to separate two languages, intralingual and developmental errors reflect the learner's competence at a particular stage and illustrate some of the general characteristics of language acquisition.[12] In other word, Intralingual Errors means a problem in learning second language which is influenced by unsuccessfully in learning foreign language. Thus the causes of intralingual and developmental error are as follow:

2.2.1.2.2.1 Over-generalizations

Over generalization is a process that occurs as the second language learner act within the target language.[13] Brown said that overgeneralization is the incorrect 'application negative transfer' of previously learned second language material to a present second language context. While Richard explain that overgeneralization covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language. The researcher concluded that overgeneralization is often made by the second language learners that have had experience in second language learning with imprecise perception either from the source or from their own perception. That wrong perception is become one of the aspect that cause error in their second language learning.

In pronunciation, overgeneralization error occurs when the speaker applies a pronunciation rule in cases where it doesn't apply. E.g. in pronunciation there is a difference in pronouncing English article 'the'. Article 'the' are pronouncing differently depend on what kinds of alphabet after the article. The ELF learners who

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[12]Jack. C. Richards, *Error Analysis; Perspectives on Second Language Acquisition* (London: Longman, 1974), p. 173.

[13]H. Douglas Brown, *Principles of Language Teaching and Learning, Fourth Edition* (New York: Addison Wesley Longman, Inc., 2000), p. 95.

didn't know about this rule will over generalization the sound of article 'the' no matter what kinds of alphabet after the article.

2.2.1.2.2.2 Ignorance of rule restriction

Closely related to the generalization of deviant structures is the failure to observe the restrictions of existing structures, that is, the application of rules to contexts where they do not apply. It is also known as a transfer of training, errors caused by misleading teaching examples, teachers, sometimes, unconditionally, explain a rule without highlighting the exceptions or the intended message they would want to convey. Therefore, the experience of second language learning is contributed to the errors that student always makes.[14]

2.2.1.2.2.3 Incomplete application of rules

The occurrence of structures whose deviancy represents the degree of development of the rules required to produce an acceptable utterance. For example, one of the transformations in a series may be omitted or a word may be added to another word form.[15] Error of omission is when some part of the things or the elements of the single or group of word are omitted. The words are come as it should not be. e.g.: The teacher is asked student A to pronounce the word "*the trees*". The student says */de' trə/* instead of */de' trəs/* on his pronunciation. Here, we can see that the student A is considered doing an error of omission with omitting /s/ sound.

Opposite to the errors of omission, there is an error of addition. This kind of error is can be present when some element which should not be there is added to the word or sentence. example: when Listening class is being held, students are asked to

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[14]H. Douglas Brown, *Principles of Language Teaching and Learning, Fourth Edition* (New York: Addison Wesley Longman, Inc., 2000), p. 96.

[15]S. P. Corder, *Error Analysis and Interlanguage* (Edinburgh: Oxford University press, 1981), p. 36.

write down the word *"Qualify"* and say it loud as they have heard from the audio. Instead to say */'kwol.i.fai/*, some students are said it as */'kwol.i.faid/*. From the example above, we clearly see that some students did an error of addition where they adding the */d/* sound to the word *"Qualify"*. So that, the word become as it should not be.

2.2.1.2.2.4 False concepts hypothesized

In addition to a wide range of intralingual errors that have to do with faulty rule-learning at various levels. There is a class of developmental errors that derive from faulty comprehension of the dictation of the target language. This kind of errors are results of a normal pattern of development, such as (come = comed) and (break = breaked), developmental errors indicate that the learner has started developing their linguistic knowledge and fail to reproduce the rules they have lately been exposed to in target language learning.

2.2.1.3 Step of Error Analysis

According to the linguist Corder, the following are the steps in any typical EA research:[16]

1. Collecting samples of learner language
2. Identifying the errors
3. Describing the errors
4. Explaining the errors
5. Evaluating/correcting the errors

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[16]Rod Ellis, *The Study of Second Language Acquisition* (England: Oxford University Press, 1994), p. 48.

Collection of errors: the nature and quantity of errors are likely to vary depending on whether the data consist of natural, spontaneous language use or careful, elicited language use.

Corder distinguished two kinds of elicitation: *clinical* and *experimental* elicitation. clinical elicitation involves getting the informant to produce data of any sort, for example utilizing general interview or writing a composition. Experimental elicitation involves the use of a special instrument to elicit data containing the linguistic features such as a series of pictures which had been designed to elicit specific features.

2.2.2   Definition of Pronunciation

Pronunciation is the act or manner of pronouncing words; the utterance of speech, a way of speaking a word, especially a way that is accepted or generally understood, and a graphic representation of the way a word spoken, using phonetic symbols. According to Hornby pronunciation is a way in which a language or particular word or sound is spoken.[17]

In other words, pronunciation is very important to be learned, especially in speaking skills. Pronunciation is the way in which people make a sound of words. However, many students find pronunciation as one of the most difficult aspects of learning English. Students that have good pronunciation in speaking English are more likely to be understood even if they make errors in other aspects. Whereas students with bad pronunciation must be difficult to be understood, even if the grammatical use of them is perfect.

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[17]A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 2008), p. 352.

Further Pronunciation definition taken from the Oxford Dictionary states pronunciation is how a language or a particular word or sound is spoken. If one is said to have "correct pronunciation", then it refers to both within a specific dialect." A word can be spoken in different ways by various individuals or groups, depending on many factors, such as the area in which they grew up, the area in which they now live, if they have a speech or voice disorder, their ethnic group, their social class, or their education.

Fraenkel express that there are two main steps to learning how to pronounce a language:

2.2.2.1 Receptive/list stage

In this stage, we learn to differentiate the significant sounds and patterns by listening to the language.

2.2.2.2 Productive/speaking stage

By this stage, we learn to speak or to produce what we have learned before.

As Yule said in *The Study of Language,* phonetics is the general study of speech sound.[18] While, Katamba has another statement on phonetics that is the study of the inventory of all speech sounds which humans are capable of producing.[19] Another perspective comes from Ladefoged stated that phonetics is the study that concerned with describing speech.[20] The researcher can easily conclude what the phonetics is from all the perspectives that have already previously read. The

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[18]George Yule, *The Study of Language,* 3rd *Edition* (Cambridge: Cambridge University Press, 2006), p. 30.

[19]Francis Katamba, *An Introduction to Phonology* (London: Longman, 1989), p. 1.

[20]Peter Ladefoged, *A Course in Phonetics*, *Fourth Edition* (Boston, USA: Heinle & Heinle Thomson Learning, 2001), p. 1.

phonetics is the study of the language that concerned with the speech sounds in which the sounds are described.

Phonetics is concerned with these following three matters: Auditory Phonetics, Acoustic Phonetics, and Articulatory Phonetics. Auditory phonetics or perceptual phonetics is the study of speech which deals with perception, via the ear, of speech sounds. Other areas of study such as acoustic phonetics deal with physical properties of speech as sound waves in the air, for instance. The last is articulatory phonetics which more specifically concerned with how speech sounds are made or articulated.

2.2.3 Place of Articulation

All the sound we make when we speak is the result of muscles contracting. The muscles in the chest that we use for breathing produce the flow of air that is needed for almost all speech sounds.[21] In the production of sounds, air passes through one or both two passageways, the oral cavity (mouth) or the nasal passageway (nose) depending on whether the nasal passageway is blocked off or not.[22] As one of the ways sounds productions, the place indeed needs to be studied. The place of articulation is a concern about where the sounds are made and produced. On sound production, each consonant has its own articulator's place. The articulators itself is divided into two groups of the articulator, lower articulators, and upper articulators. The lower lip, the lower teeth, and the tongue are the elements of this lower instrument. While the upper lip, the upper teeth, the palate, the velum, the uvula and the rear wall of the pharynx are part of the upper articulators (see Figure 2.1).

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[21]Piter Roach, E*nglish Phonetics and Phonology: A Practical Course* (UK: Cambridge university press, 1983), p. 8.

[22]Marianne Celce-Murcia *et al*, *Teaching Pronunciation (A Course Book and Reference Guide) 2nd Edition* (Cambridge: Cambridge University Press, 2010), p. 56.

A. nasal passage
B. alveolar (tooth) ridge
C. hard palate
D. velum/soft palate
E. lips and teeth
F. tongue
    1. tip
    2. blade
    3. body
    4. root
G. uvula
H. jaw
I. pharynx
J. trachea
K. larynx and vocal cords
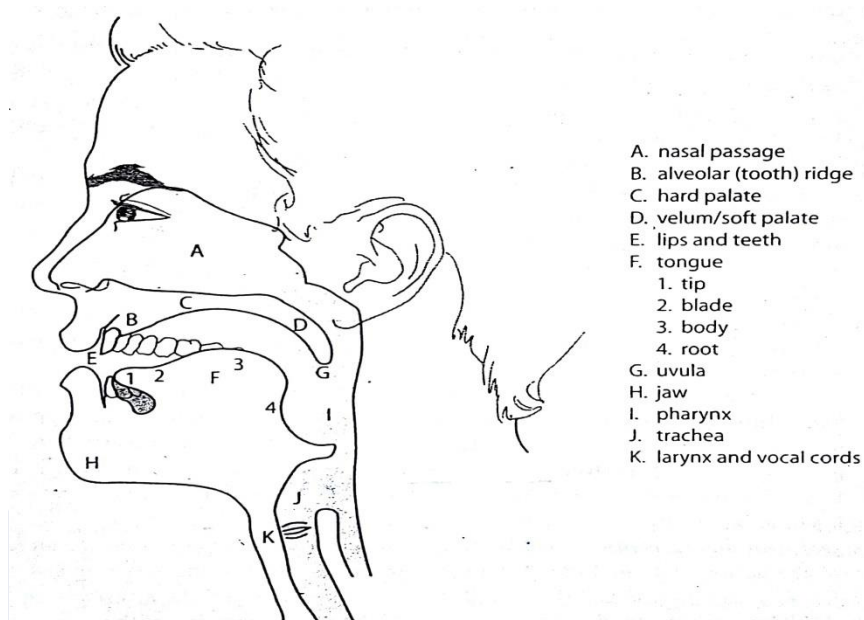
[Figure 2.1 Sagittal section diagram]

The consonants on this place of articulation are classified as follows: Bilabials, these sounds are formed using both (bi) lower and upper lips (labia). The airstreams are blocked by this instrument. The consonants which belong to these sounds are [p], [b], and [m].[23] Labiodentals, the sounds are formed using the combination of lower lips with upper teeth. The lower lips will touch the upper teeth when the consonants of this sound are pronounced. Those consonants are [f] and [v].

Dental, the obstruction on this kind of sounds is must be tongue and teeth. The blade or tip of the tongue is touched behind the upper teeth. Sometimes the sounds will protrude the upper and lower teeth; later on, this is called interdental.[24] The consonant which is included in this kind of sound is "*th*" sound symbolized with

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[23]George Yule, *The Study of Language, 3rd Edition* (Cambridge: Cambridge University Press, 2006), p. 31.

[24]Peter Ladefoged, *A Course in Phonetics, Fourth Edition* (Boston: Heinle & Heinle, 2001), p. 6.

[e], as it happened in the words "*think*", and "*thick*". Alveolar, this sound, the tongue becomes obstruction of the airstream. The tip or the blade of tongue is against the alveolar ridge. These sounds are symbolized by the consonant [t], [d], [z], [s], and [n]. Other alveolar sounds are [l] and [r] as in the initial words *lap, lit* and *right* and *write.*[25]

Palatal, this sound is produced by tongue and hard palate, the rooftop of the mouth, which is obstructed the airstream. The sound "sh" [ʃ] as in the words "shy" and "ch" [tʃ] as in the word "church" is classified into this kind of sound. Another sound like "s" in the word "pleasure" that is symbolized by [ʒ], and sound "j" in the word "joke" belong to this sound as well. Velar, this sound is formed by tongue and soft palate or velum. The back of the tongue is raised and touched the velum. The initial sound of these words is the example of the velar sound, "*car*" and "*kid*" represented by the symbol [k], and "*go*", "*gold*" represented by [g] symbol. The final sound of this word is also part of the velar sound, "ring", "sing", and "cling" that is represented by the symbol [θ]. Glottal, this kind of sound is no needed for the active use of the tongue and another part of the mouth which worked together in forming the sound. There is no obstruction for the air to pass out of the mouth. The sound [h] which exists at the beginning of "*house*" and in the middle of "*who*" words is the kind of this glottal sound.

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[25]George Yule, *The Study of Language, 3ʳᵈ Edition* (Cambridge: Cambridge University Press, 2006), p. 32.

2.2.4   The Description Theory of Fricatives Sound

2.2.4.1 Definition of Fricatives Sound

Fricatives sound could produce by forcing air through a narrow channel made by placing two articulators close together. This related to the definition stated by Ian R. A. Mackay where fricatives sounds are produced by forcing air through such a narrow passageway that a turbulent hissing noise is produced.[26]

Otherwise, Jackson stated that each place of articulation has a pair of phonemes, one *fortis* (voiceless) and one *lenis* (voiced). The *lenis* fricatives have a devoiced allophone occurring word-finally (before pause) which is in free vibration with the normal fully voiced allophone e.g. *rise, live,* and *seethe.*

Ladefoged views this point as a close approximation of two articulators so that the airstreams partially obstructed and turbulent airflow is produced.[27]   In short, the typical of the fricatives sound is the consonant will let the airflow out through the small passage. When the sound is pronounced, it will be heard like hissing sound and we can feel the pushed air as we put our hand in front of the mouth. Fricatives are a continuant consonant, which means that you can continue making them without interruption as long as you have enough air in your lungs.[28]

Fricative sounds do not experience such a stoppage as the articulators involved in producing them do not often make a complete closure against the air which travels to the mouth. Thus, within the little opening between the articulators, the emanating air is allowed to go outer space with a little sibilant (sss) sound. There

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[26]Ian R. A. Mackay, *Introducing Practical Phonetics* (US: Little, Brown and company, 1978), p. 119.

[27]Peter Ladefoged, *A Course in Phonetics, Fourth Edition* (Boston: Heinle & Heinle, 2001), p. 10.

[28]Piter Roach, *English Phonetics and Phonology: A Practical Course* (UK: Cambridge university press, 1983), p. 37.

are a total of nine fricative consonants in English: / ʃ, h, s, f, v, θ, ð, z, ʒ /, and eight of them (all except for /h/) are produced by partially obstructing the airflow through the oral cavity.

2.2.4.2 Classification of Fricative

These fricative consonants differ in terms of the point of constriction in the vocal tract (i.e., place of articulation). English has quite a complex system of fricative phonemes. They can be seen in the table below:

Place of Articulation					
	labiodental	dental	alveolar	plato-alveolar	glottal
Fortis (voiceless)	f	θ	s	ʃ	h
Lenis (voiced)	v	ð	z	ʒ	

[Table 2.1 classification of fricatives]

The fortis fricatives are said to be articulated with greater force than the lenis, and their friction noise is louder. The lenis fricatives have very little or no voicing in initial and final positions, but may be voiced when they occur between voiced sounds. Since there is only one fricative with the glottal place of articulation, the fortis-lenis distinction does not apply in that case (which is why there is a line of the chart on table 2.1 dividing *h* from the other fricatives). In the classification bellow, each of the units describes the sounds referred to as fricatives.[29]

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[29]Piter Roach, *English Phonetics and Phonology: A Practical Course* (UK: Cambridge university press, 1983), p. 39.

2.2.4.2.1 /f v/: Labio-dental Fricative
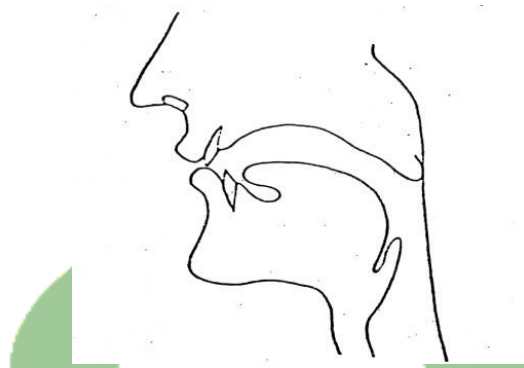
[Figure 2.2 Labiodental fricative]

The main articulators employed to produce these sounds are the lower lip and the upper teeth; this is where they have earned the name "labio-dental". They are fricatives because, as explained above, there is left a little gap between the lower lip and the upper teeth; it's through this little gap that the air which produces the two sounds passes as shown in Fig. 2.2. The fricatives' noise is never very strong and is scarcely audible in the case of *v*.

/f/ occurs as: f, ff, ph, gh as: in file, office, philosophy and cough.

When initial: fill, phoneme; medial: affair, orphan; and final: staff puff.

/v/ occurs as: v, f, ph, as in: Victor, of, nephew.

When initial: vain, Valentine; medial: avoid reveal; and final: starve, pave.

2.2.4.2.2 /θ ð/: Dental Fricative
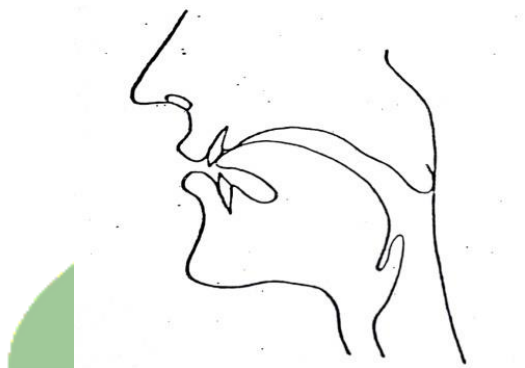
[Figure 2.3 Dental fricative]

They are Dental sound because the main organ in their production (apart from the tongue) is the upper teeth. The tongue is placed inside the teeth, as shown in Fig. 2.3, with the tip touching the inside of the lower front teeth and the blade touching the inside of the upper teeth. The air escapes through the gaps between the tongue and the teeth. As with the f and v, the fricative noise is weak.[30]

/θ/ occurs as: th as in: thin, think

When initial: thorough; medial: orphan; and final: blacksmith.

/ð/ occurs as: th, as in: then, them.

When initial: then, them; medial: father, within; and final: with.

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[30]Piter Roach, *English Phonetics and Phonology: A Practical Course*, p. 39.

2.2.4.2.3 /s z/: Alveolar Fricatives
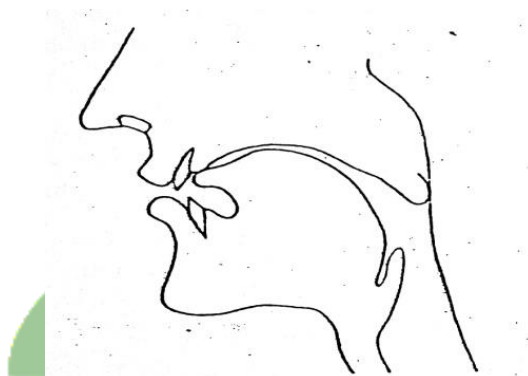
[Figure 2.4 Alveoral fricative]

Alveolar sound is made by the air that escapes through a narrow passage along the center of the tongue, and the sound produced is comparatively intense. The tongue position is shown in Fig. 2.4. They are produced with the blade of the tongue stuck to the alveolar region living a partial space for the air-stream to force out. This is the reason the pair are described as "alveolar fricative".[31]

/s/ occurs as: s, ss, c, sc, x(+k) as in: site, miss, cite, science, lax;

When initial: sink, sing; when medial: respond, decide; when final: loose, lights;

/z/ occurs as: s, ss, z, zz, x(g+) as in: rise, scissors zinc, frizzle, example

When initial: zinc, zing; when medial: lazy, excite; when final: lose, lies

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[31]Piter Roach, *English Phonetics and Phonology: A Practical Course*, p. 39.

2.2.4.2.4 /ʃ ʒ/: Palato-alveolar Fricatives
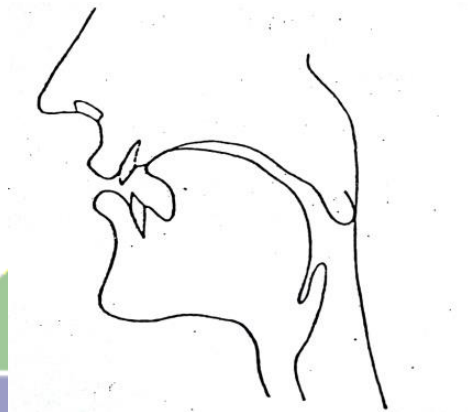
[Figure 2.5 Palato-alveolar fricative]

These fricatives are called palate-alveolar, which can be taken to mean that their place of articulation is partly palatal, partly alveolar. The tongue is in contract with an area slightly further back than that for s, z (see Fig. 2.5). If you make s, then ʃ, you should be able to feel your tongue move backward. The air escapes through passage along the center of the tongue, as in s and z, but the passenger is a little wider.[32]

/ʃ/ occurs as: s, ss, sh, sch, sc, c, ch, t as in: sure, mission, shell, schedule, conscience, oceanic, charade, nation;

When initial: shout, sugar; medial: brochure, assure; final: fish, wish.

/ʒ/ occurs as: s, z, g as in: pleasure, seizure, genre;

When initial: genre, gigue; medial: visual, measurement; final: does not occur in most English words.

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[32]Piter Roach, *English Phonetics and Phonology: A Practical Course*, p. 39.

2.2.4.2.5 /h/: Glottal Fricative
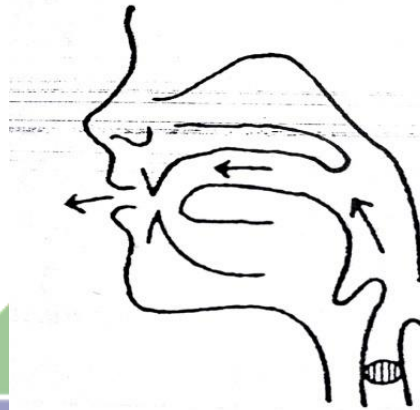
[Figure 2.6 Glottal fricative]

The place of articulation of this consonant is glottal. This means that the narrowing that produces the friction noise is between the vocal cords. However, this is not producing speech. When we produce *h* in speaking English, many different things happen in different contexts. In the word 'hat', the *h* must be followed by ǣ vowel. The tongue, jaw and lip positions for the vowel are all vowels produced simultaneously with the *h* consonant so that the glottal fricative has a ǣ quality. One way of stating the fact is to say that *phonetically h* is a voiceless vowel with the quality of the voiced vowel that follows it.[33] When in the initial position, it occurs as: *hell, his*; at the medial position as: *perhaps, behind*; it does not appear at the final position in English.

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[33]Piter Roach, *English Phonetics and Phonology: A Practical Course,* p. 39.

2.3 Conceptual Framework

The conceptual framework underlying this research is students' errors in pronouncing fricatives sounds for the sixth-semester students of English program at IAIN Parepare.

The schematic framework below to explain the variables studied, thus the conceptual framework that the researchers describe as follows:

```
┌─────────────────────────────┐
│  Sixth Semester Students of │
│      English Program        │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│   Analysis students' errors in │
│   pronouncing fricatives sound │
└─────────────────────────────┘
              │
              ▼
    ┌──────────────────────┐
    │  Finding discussion   │
    └──────────────────────┘
              │
              ▼
┌───────────────────────────────────────┐
│  1. Students' pronunciation errors on  │
│     fricative sounds                   │
│  2. The causes of students' pronunciation │
│     errors on fricative sounds         │
└───────────────────────────────────────┘
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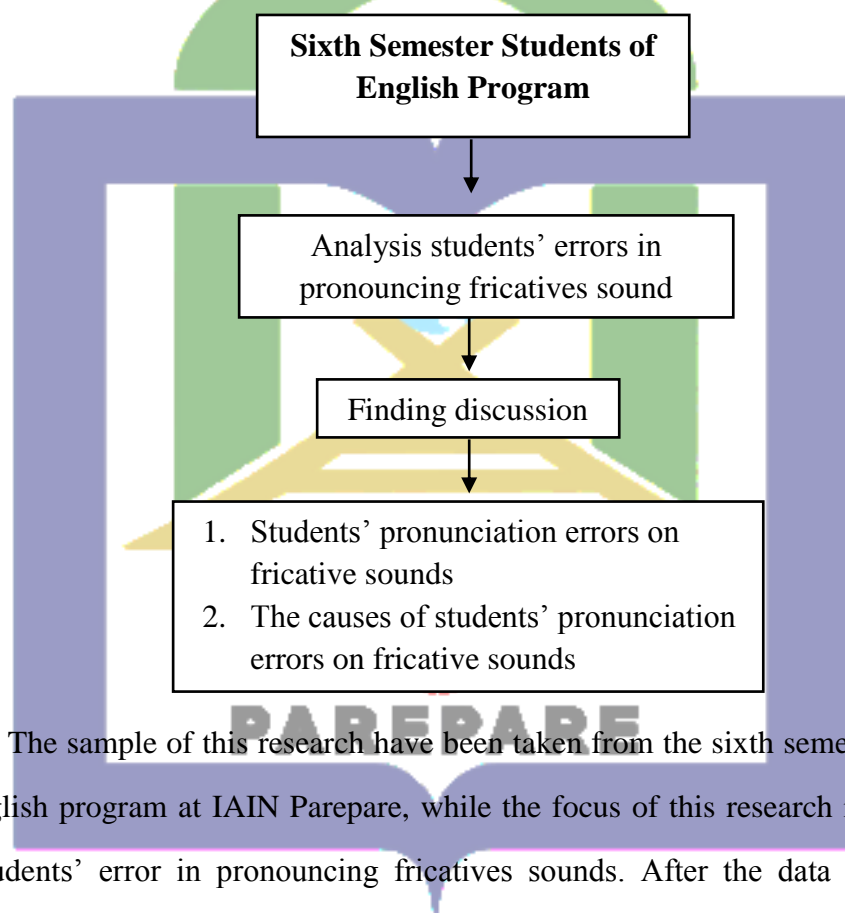
The sample of this research have been taken from the sixth semester students of English program at IAIN Parepare, while the focus of this research is to analyze the students' error in pronouncing fricatives sounds. After the data collection is complete, the researchers concluded the result of the research that include of students' pronunciation errors on fricative sounds and the causes of students' pronunciation errors on fricative sounds.

CHAPTER III
RESEARCH METHOD

3.1 The Research Design

This research was design in the form of qualitative research, especially in the descriptive method. Alison and Susan stated that the term of qualitative research can be taken to refer to research that is based on descriptive data which isn't made (regular) use of statistical procedure.[34] In other words, qualitative research is procedure narrative or textual descriptions of the data. In other sides, according to Kountur descriptive research is one of the kinds of research that give the description or interpretation of conditional that exist without manipulated or treatment variables.[35]

Therefore the researcher concluded that qualitative research is a research that includes of a description data which is the data collection are taken from the natural conditions without giving any treatment. In this study, the researcher decided to use descriptive method because the researcher want to described the pronunciation fricatives error that mostly made by the students.

3.2 Location and Duration of the Research

This research was held at IAIN Parepare, specially the education of English program students. The reason why the researcher choose this place because the student of English program at IAIN Parepare have pronunciation class as one of their subject which mean most of the students has the knowledge about how to pronounce each sounds well. The duration of this research was more than one month.

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[34]Alison Mackey and Susan M. Gass, *Second Language Research; Methodology and Design* (London: Lawrence Erlbaum Associetes, Inc Publisher, 2005), p. 162.

[35]Roni Kountur, *Metode Penelitian untuk Penulisan Skripsi dan Thesis* (Jakarta: PPM, 2003), p. 105.

3.3 Focus of the Research

The focus of this study was to know the mostly fricatives error made by the students and the causes of the error. In the analyzed data, the researcher has five kinds of fricatives sounds that being focused on. They were the labio-dental fricative, dental fricative, alveolar fricative, plato-alveolar fricative and glottal fricative sound. Additionally, the researcher has conducted the research in English program at the students who have passed the pronunciation class.

Besides, the type of sample technique that used in this research was purposive sample or a non-probability sample where this sample was selected based on the characteristics of a population and the objective of the study. Purposive sampling is also known as judgmental, selective, or subjective sampling.[36] The reasons this research used purposive technique sampling was because the researcher want to focus on particular characteristics of the population that are of interest, which could be best enable them to answer the research questions. In this case, the sample's particular characteristics should be having the same experienced, which is already passed pronunciation class. In pronunciation class it is taught how to produce certain sounds properly therefore the sample should be the one that already finish this subject.

3.4 Kinds of Source Data

Based on the source, research data can be grouped into two types of data, namely primary and secondary data.

3.4.1 Primary data is a data that being disseminated by researchers directly from the data. This kind of data also called original data or the most recent new

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[36]Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D* (Bandung: Alfabeta, 2017), p. 120.

data for dates to obtain primary data, which collected directly. Primary data obtained directly from the sixth semester students of English program at State Islamic Institute of Parepare. Where the students are selected purposively. The selected students are the respondents who have finish the pronunciation class where the respondents were asked to doing some pronunciation test and participated in interview.

3.4.2   The secondary data in this study is data that has been processed in the form of a written script or document.[37] Secondary data is data that is collected directly; data obtained from existing data and has a relationship with the information to be studied. Secondary data can be obtained from various kinds of books, newspapers, documents, internet, journals, and other data that can be used as supplementary data. This is data obtained from the institution in the form of numbers student.

3.5 Variable of the Research

The variable in this research consist of one variable that was the students' error in pronouncing fricatives sounds.

3.6 Instruments of the Research

The instruments that used in this research were the pronunciation test and interview. The Pronunciation test was use to know the ability to producing fricatives sounds and the interview instrument was use to know the causes or the factors that influence the students' pronunciation. In the using of a pronunciation test, the researcher given the learner a text that includes fricatives sound and they was read

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[37]Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 1997), p. 112.

the text while recording their voice in the tape recorder. The learner also asked about a few questions in an interview section for this research's purpose.

3.7 Procedure of Collecting Data

This study is a kind of qualitative research, where the purpose of this study was to find out any errors of this research, therefore the steps to find out as knowledge and goal of this study are as follow:

1. The researcher comes to the faculty to collecting the data
2. The researcher distributed the paper of pronunciation test to the students
3. The student asked to read the word clearly one by one
4. Transcribing the students' voice
5. Doing an interview
6. Identify the students' pronunciation to find out any error.

These several steps of the procedures of collecting data help the researcher to found out the issue of the research to take a conclusion for research steps.

3.8 Techniques of Data Analysis

After this research data collected, the exiting data would be processed by using the technique of data analysis. The steps of error analysis are as follow:

3.8.1   Identify the error

In the identification of the error made by students, the researcher listened to the students' utterance in the form of audio recording and comparing the sounds repeatedly with the correct phonetic transcription. Then the writer takes the phonetic transcription of the student's speech and makes the pattern of errors pronounced by the students. The correct pronunciation was taken from the Multilingual Online Dictionary which can be accessed from 'www.glosbe.com'.

3.8.2 Classify the error

After identifying the error, the researcher was classifying how many fricative errors pronounced by the students. The classification was using the following formula:

$$P = \frac{n1}{\sum N} \times 100\%$$

In which: P = *percentage of each error*

nl = *total of the given error*

$\sum N$ = *total of the whole error*

3.8.3 Explain the error

In this step, the writer had to make a valid conclusion in the form of a brief description of the errors after interpreting those errors. After the writer did all the phases in data processing, then the collected data would be analyzed through a descriptive qualitative analysis where the writer link it up in written form, it is meant to know the students' error in pronouncing English fricatives.
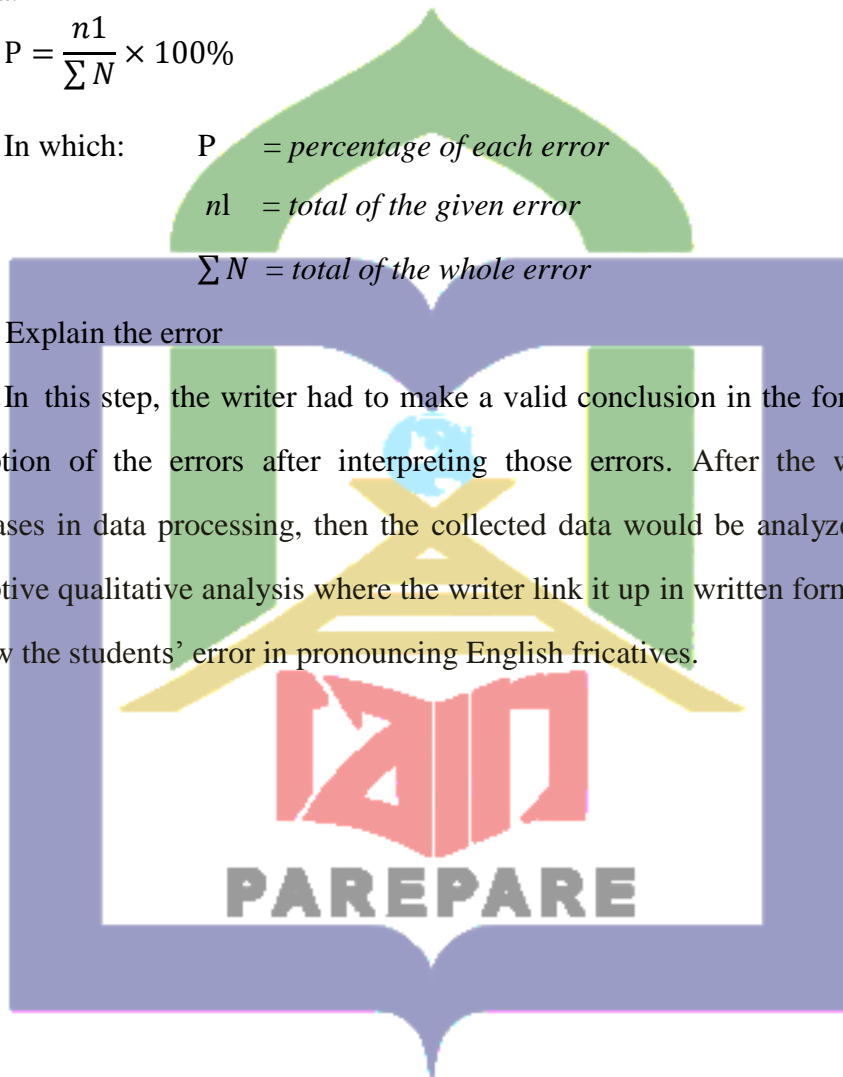
CHAPTER IV
FINDINGS AND DISCUSSION

This chapter deals with findings, data analysis, and discussion. The result of the data was presented in the findings (description of the research) and further explained in the data analysis technique and discussion.

4.1 Findings

4.1.1 Description of the Research

The description of the data presented in this section includes the result of the analysis data. In order to find out the answer to the research question in the first chapter, the researcher used a pronunciation test to know the fricatives error that is mostly made by the students. Furthermore, the researcher also did some interviews with the students that already done the pronunciation test to answer the second problem statement that is "What are the causes of the errors made by the sixth-semester students of English program at IAIN Parepare in pronouncing fricatives sounds?"

In the process of collecting the data, the researcher firstly makes sure the students already learned about how to produce each of the English sounds properly in other words the students should be finished the pronunciation class which taught about how vowel and consonant sounds are made. The result of the data was according to the students' ability in pronunciation. In the pronunciation test, the researcher gave 35 words that include fricatives sounds, after the test given, the researcher calculated the fricatives errors that mostly made from the result of the test which has been recorded.

4.1.2 Findings through the Pronunciation Test

As stated previously the data were collected through a pronunciation test by 20 respondents. The test consisted of nine kinds of fricatives sounds /f/, /v/, / θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/ and /h/. Based on the analysis conducted by the researcher from the result of the pronunciation test that has been given to each respondent, obtained the results as follow:

No	List of Word	Kind of Sounds	Frequency of Respondent Pronounced Words		Total Errors	Percentage of the Errors	Total Respondent
			Correct	Incorrect			
1	Fox		20	0			
2	Fought	/f/	20	0	0	0%	
3	Ferret		20	0			
4	For		20	0			
5	Victor		8	12			
6	Never	/v/	8	12	51	34%	
7	Live		7	13			
8	Venezuela		3	17			
9	Think		16	4			
10	Both	/θ/	15	5	26	18%	
11	Author		15	5			
12	Thoroughly		8	12			20
13	Father		20	0			
14	Brother	/ð/	20	0	5	3%	
15	These		20	0			
16	Clothes		15	5			
17	Jess		20	0			
18	Sell	/s/	20	0	0	0%	
19	Essential		20	0			
20	Briefcases		20	0			
21	Zoe		17	3			
22	Crazy	/z/	20	0	22	15%	
23	Zebra		20	0			
24	Designer		1	19			
25	Surely	/ʃ/	19	1	24	16%	

26	Wish		15	5			
27	Welsh		16	4			
28	Champagne		6	14			
29	Measure	/ʒ/	15	5	18	12%	
30	Television		20	0			
31	Exposure		13	7			
32	Leisure		14	6			
33	Hospital	/h/	20	0	0	0%	
34	Helicopter		20	0			
35	Ahead		20	0			
Total of the Whole Error					146	100%	

[Table 4. 1 Pronunciation Test Result]

Table 4.1 shows the percentage of the fricatives error made by the sixth-semester students of the English program. Based on the result, the researcher found that some respondents changed some of the fricatives to similar sounds. The detail explained as follows:

1. [v]

The first error that mostly made by the students are the /v/ sounds. The /v/ sound is the labiodentals voiced fricatives, where to produce this sound, we should place the upper teeth against the inside of the lower lip and release the air with voiced sound[38] but about 34% of the most fricatives error found in this sound. From the analysis, the researcher found about 12 students could not pronounce the /v/ sound correctly in the words *Victor* /ˈvɪk.tə(ɹ)/ and *Never* /ˈnɛv.ə(ɹ)/ and about 13 students mispronounce the sound /v/ in word *Live* /lɪv'/ and also about 17 students made error in the word *Venezuela* /vɛn.ɛzˈweɪ.lə/. Most of the students who made an error in this sound changed the voiced /v/ sounds to be the voiceless /f/ sound. From this result, it

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[38] Jean Yates, *Pronounce it Perfectly in English* (New York: Barron's Educational Series, Inc. 1995), p. 84.

can be seen that the students still cannot distinguish the differences between these two consonants because it almost sounds the same.

2. [θ]

The second fricative error that mostly made is the dental voiceless /θ/ or /tha'/ sound, where to produce this sound we must hold the tip of our tongue between our top and bottom teeth and force the air out with a voiceless sound.[39] From the table, it shows that about 18% error was made in this sound and most of the students that mispronounce this sound are change the voiceless fricative /θ/ to be the voiceless stops /t/ sound. There's also about five students change the voiceless fricative /θ/ in the word *Author /ˈɔːθə/* to be the voiced stops /d/ sound. In Indonesian, the sound /θ/ doesn't exist therefore many students just pronounce them based on it written form.

3. [ʃ]

Plato-alveolar voiceless fricative /ʃ/ is on the third-order as the most fricative error that mostly made by the students. To make the sound /ʃ/ or /sh/, touch the palate with the sides of the tongue and release the air slowly through the passageway formed down the center of the tongue. Do not stop the airflow and do not make a sound with your voice.[40] According to the analysis, about 10 errors occur because of the students change the voiceless Plato-alveolar /ʃ/ sound to be voiceless alveolar /s/ sound in the word *Surely /ˈʃɔː.li;/, Wish /wɪʃ/* and *Welsh /wɛlʃ/.* And also about 14 students still unfamiliar with the word *Champagne*, as a result, they change the consonant /ʃ/ in the word *Champagne /ʃæmˈpeɪn/* to be voiceless /ch/ sound. In other words, most of the students just read it based on its spelling.

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[39]Jean Yates, *Pronounce it Perfectly in English*, p. 123.

[40]Jean Yates, *Pronounce it Perfectly in English*, p. 92.

4. [z]

The fourth-place of the mostly fricative error made by students was the alveolar voiced /z/ sound. In order to make this sound we should place our tongue against the palate and release the air slowly, but do not stop the air and do not make a sound with our voice.[41] Based on table 4.1, about 3 students made an error in the word *Zoe /Zoë/,* and about 19 students made error in the word *Designer /dəˈzīnər/,* from the analysis, all the students who made an error in this sound changed the voiced /z/ sound to be the voiceless /s/ sound. It seems that the students could not differentiate voiced and voiceless sound correctly, from this reason they pronounced the word */dəˈzīnər/* as */dəˈsīnər/* as well.

5. [ʒ]

The last fricative error that mostly made is the Plato-alveolar voiced /ʒ/ or /zh'/ sound. We can produce this sound by touch our palate with the sides of our tongue and release the air slowly through the passageway formed down the center of the tongue.[42] Based on the table 4.1, about 12% of error was made in this sound, the 20 errors found in the voiced /ʒ/ sound change by the students to be the voiceless /s/ sound. It can happen because as we know the consonant /ʒ/ doesn't exist in Indonesian, therefore many students still unfamiliar and cannot pronounce this sound correctly.

Additionally, here is the table of students' score which had been summed up by calculating their pronunciation test. The table aims to assist the researcher in comparing the differences of the students who got high scores and low scores, to further be used as one of the researcher's reference material in finding the causes of

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[41]Jean Yates, *Pronounce it Perfectly in English*, p. 96.

[42]Jean Yates, *Pronounce it Perfectly in English*, p. 94.

students' pronunciation errors. Also, the cells which being bold are the students who got the highest score, the detail can be seen as follows:

No	Respondents	Total Score	No	Respondents	Total Score
1	Respondents 1	21	11	Respondents 11	25
2	Respondents 2	26	12	Respondents 12	27
3	Respondents 3	26	13	**Respondents 13**	**32**
4	**Respondents 4**	**33**	14	**Respondents 14**	**29**
5	Respondents 5	24	15	**Respondents 15**	**33**
6	**Respondents 6**	**30**	16	**Respondents 16**	**32**
7	Respondents 7	21	17	Respondents 17	26
8	Respondents 8	22	18	Respondents 18	24
9	**Respondents 9**	**32**	19	**Respondents 19**	**30**
10	Respondents 10	27	20	**Respondents 20**	**30**

[Table 4. 2 Students' Pronunciation Score]

4.1.3 Findings of the Interview

In the interview session, all the respondents have various answers but there was one question where the answer of all the students was similar, this question was in number fourth. In that question, all the students agreed that pronunciation was one of the difficult subjects. Some of them stated that it was because in pronunciation there were so many words that almost sound the same but have a different meaning. While the others said, it was hard to differentiate the changes of sound in word form that ending with -ed, as we know the suffix -ed can be produced */ɪd/, /t/,* or */d/* according to the kinds of the consonant before the suffix. In other sides, the students also admitted it's difficult to pronounce the contrast between the vocal either the consonant sounds in English. Furthermore, to know the factors that influenced the students' error in pronouncing fricatives, each answer of them would be declared detail on the table below:

No	Respondents	Interview Question		
		Question Item 1	**Question Item 2**	**Question Item 3**
		Since when did you start to learn English?	**Have you taken an English course? If yes, for how long?**	**Do you have any study group? What's the strategy in the group?**
1	Respondent 1	Junior High School	Yes, for about 1 month	No
2	Respondent 2	Elementary School	Yes, for about 2 months	Yes, she said they like to discuss and share their knowledge in the group.
3	Respondent 3	Elementary School	No	No
4	Respondent 4	Elementary School	Yes, about 2 til 3 months	No
5	Respondent 5	Junior High School	Yes, not sure about the duration	No
6	Respondent 6	Elementary School	No	No
7	Respondent 7	Elementary School	No	No
8	Respondent 8	Elementary School	Yes, for about 1 month	No
9	Respondent 9	Junior High School	Yes, for about 4 months	No
10	Respondent 10	Elementary School	No	No
11	Respondent 11	Junior High School	No	No
12	Respondent 12	Junior High School	Yes, for 1 year	No
13	Respondent 13	Junior High School	Yes, for about 3 months	Yes, the strategy that she use in group is to always practice their english by only used english when they meet

No	Respondents	Interview Question		
		Question Item 1	Question Item 2	Question Item 3
		Since when did you start to learn English?	Have you taken an English course? If yes, for how long?	Do you have any study group? What's the strategy in the group?
14	Respondent 14	Junior High School	Yes, for about 1 year and half	No
15	Respondent 15	Elementary School	Yes, for several months	Yes, by sharing their knowladge to each others
16	Respondent 16	Elementary School	Yes, for about 3 months	Yes, by sharing their knowladge to each others
17	Respondent 17	Junior High School	Yes, for about 2 months	Yes, by sharing their knowladge to each others
18	Respondent 18	Junior High School	Yes, for about more than 1 year	No
19	Respondent 19	Elementary School	No	No
20	Respondent 20	Elementary School	No	No

[Table 4. 3 Interview Result Item 1 till 3]

Table 4.3 includes of three-item of interview questions; the first is about the duration of study English, the second is an English course attended and the third is about what strategy the students use in their study group. Depending on the students' pronunciation results, show that the three aspects above did not give an impact on their pronunciation. The reason can be seen at the students who got the high score mostly admitted that they didn't attend an English course and didn't have any study group to improve their pronunciation while the students who claim to have taken an English course still made a lot of errors in their pronunciation test.

No	Respondents	Interview Question	
		Question Item 4	Question Item 5
		What do you think about pronunciation subject?	**What kind or media do you use to improve your pronunciation?**
1	Respondent 1	She admits that she didn't have any interest in learning pronunciation because it's too difficult	Watching an English Video and reading some books
2	Respondent 2	Even when pronunciation is difficult to learn but she still has so much interest in it, because studying pronunciation are so fun for her	Watching some videos or listening to an English audio
3	Respondent 3	She said pronunciation is such an interesting subject but sometimes it still hard for her to pronounce several sounds.	Repeatedly reading a tongue twister and listening to western songs
4	Respondent 4	She likes to study pronunciation, because studying pronuciation was quite interesting for her	English books and internet
5	Respondent 5	She said that she had a strong desire for pronunciation subject. It was because of her awareness about pronunciation which is one of the important skills in English, "with good pronunciation everyone will be easier to understand what we mean and it can help us to communicate well with the others" she said	Watching western movies, listening to English song, dictionary or English books
6	Respondent 6	She admitted pronunciation was one of a difficult subject and that's a thing which made her doesn't really interest to genuinely learn it	Watching some movies

No	Respondents	Interview Question	
		Question Item 4	Question Item 5
		What do you think about pronunciation subject?	What kind or media do you use to improve your pronunciation?
7	Respondent 7	She said pronunciation subject is help her to speak well that's why she has an interest in it, even so, she still think that studying pronunciation was too difficult	Audio books
8	Respondent 8	Even when she has an interest in learn pronunciation but she still didn't have any motivation to practice her skill more often.	Western movies or video
9	Respondent 9	Basically, pronunciation is a little bit hard for him especially when he find some unfamiliar words and the stressing aspect	Some videos on youtube or western music
10	Respondent 10	In her opinion, she thought that if we have a good speaking skill, include clear pronunciation will considered us to capable as an English teacher, that's why she has interest in studied pronunciation.	Imitating the native speaker by watching videos and listening to the music or learn it from books
11	Respondent 11	Want to sounds like a native speaker is her motivation to loved pronunciation subject.	Watching an English movies or listening to the music
12	Respondent 12	Listening to the way a native speaker speak are the reasons she love to study pronunciation but she still thought that pronunciation was too difficult, especially when she found unfamiliar words.	Listening to western songs or reading some books
13	Respondent 13	Based on her confession, although pronunciation is a bit difficult but she still has an interest in it because after all learning pronunciation is very necessary	Imitating the actor pronunciation through western movies or videos on YouTube

No	Respondents	Interview Question	
		Question Item 4	**Question Item 5**
		What do you think about pronunciation subject?	**What kind or media do you use to improve your pronunciation?**
14	Respondent 14	She admitted that she didn't have any interest in pronunciation class; one of the factors is because it's too difficult even so it's still needs to be learned	Using an App on her Smartphone
15	Respondent 15	She also admitted that she was quite interested in learning pronunciation even though he sometimes had difficulty in producing some sounds	Using an App or watching some movies
16	Respondent 16	In her perception, learning pronunciation was very difficult especially when she has to distinguish the vocals therefore she felt she didn't very interesting in it	Watching pronunciation videos on youtube or listening to the way a native speaker speech by some audio
17	Respondent 17	She thinks it an important subject, because one of the factors of someone to call fluent in English is depends on how easily someone understand what we means.	Imitating the native speaker who talk through a video
18	Respondent 18	Because pronunciation is considered too difficult made her not really interested to learn it and it was because sometimes she couldn't distinguish several sounds.	Not sure about the media that she use because she never really practice her pronunciation
19	Respondent 19	She really could enjoy studying pronunciation because she wants to be able to speak like a native speaker	Try to imitate the pronunciation every time she heard a new words
20	Respondent 20	She admitted that pronunciation was one of her favorite subject and usually to improve her pronunciation skill she learn it through some videos or movies by imitate the pronunciation of native speaker that she listening to.	Imitate the pronunciation of the native speaker by watching some videos or movies

[Table 4. 4 Interview Result Item 4 till 5]

Next, in Table 4.4 the researcher also found that the students who have done the interview just mentioned monotonous strategies to improve their pronunciation like listening to western music or watching some movies. Whereas many more strategies could improve their pronunciation intensively, such as learn from, transcription phonetic or also known as International Phonetic Alphabet (IPA), watch some pronunciation podcasts video, record yourself to watch how your month and lips move, pay more attention on the position of your tongue, etc. As stated by Corder errors are significant of three things; first to the teacher, second error are indispensible to the learner itself, and the third is what strategies or procedure that the learner employing in their discovery of the language.[43]

Therefore, in order to have a better pronunciation in the future, the students expected to try more strategies to improve their pronunciation skill, besides, students' good personality towards the language also seen could giving a positive impact.

No	Respondets	Interview Question		
		Question Item 6	Question Item 7	Question Item 8
		How often is your practicing time?	Do you always use your mother tongue in daily conversation?	How often do you use English in daily conversation?
1	Respondets 1	Once in two weeks	Yes	Rarely
2	Respondets 2	Uncertainly	Yes	Sometimes
3	Respondets 3	Once a month	Yes	Sometimes
4	Respondets 4	Not really sure	No	Quite often
5	Respondets 5	Uncertainly	Yes but mixed it with her L2	Very seldom
6	Respondets 6	Once a month	Yes	Seldom
7	Respondets 7	Three times a month	Yes, sometimes	Rarely
8	Respondets 8	Uncertainly	No	Rarely
9	Respondets 9	Uncertainly	No	Sometimes

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[43]S. P. Corder, *The Significance of Learners' Errors* (Edinburgh: International Review of Applied Linguistics. 5, 1967), p. 167.

No	Respondets	Interview Question		
		Question Item 7	**Question Item 8**	**Question Item 9**
		How often is your practicing time?	Do you always use your mother tongue in daily conversation?	How often do you use English in daily conversation?
10	Respondets 10	Twice a week	No	Seldom
11	Respondets 11	Uncertainly	Yes	Seldom
12	Respondets 12	Once a week	Yes	Seldom
13	Respondets 13	Once a week	Occasionaly	Sometimes
14	Respondets 14	Uncertainly	No	Frequently
15	Respondets 15	Once a month	Yes	Sometimes
16	Respondets 16	Once a month	Mixed with her L2	Quite often
17	Respondets 17	Uncertainly	Yes but mixed it with her L2	Sometimes
18	Respondets 18	No sure	No	Rarely
19	Respondets 19	Once a week	No	Sometimes
20	Respondets 20	Uncertainly	No	Quite often

[Table 4. 5 Interview Result item 6 till 8]

From the result of interview above, the researcher found that most of the students admitted that they didn't practice their pronunciation continuously and prefer to only use their mother tongue than English in daily conversation. As explained in chapter II, Corder stated that this could cause an error on their pronunciation because there are differences between language system and features in students' mother tongue and target language.[44] For example the students still read some words according to it written form where it clearly can be seen as the negative effects of students' native language, as we know either Indonesian or students' regional language could be read based on it spelling while in English it couldn't.

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[44]S. P. Corder, *Error Analysis and Interlanguage* (Edinburgh: Oxford University Press, 1982), p. 5.

Additionally, the rarely practicing of English pronunciation could also raise an error in pronouncing a sounds, it could be happen because when students didn't practice or learn English pronunciation more often, they would be made wrong interference and interpretation of their target language. According to Richards and Schmidt this type of error called Interlanguage Errors, where the learner tends to use their linguistic knowledge of L1 on some linguistic features in the target language[45]. In conclusion, the negative effect to always used our mother tongue which definitely has different features with the target language could raise an error in our pronunciation, besides investing more time to practice will also be able to help us improve our pronunciation because practice makes it better.

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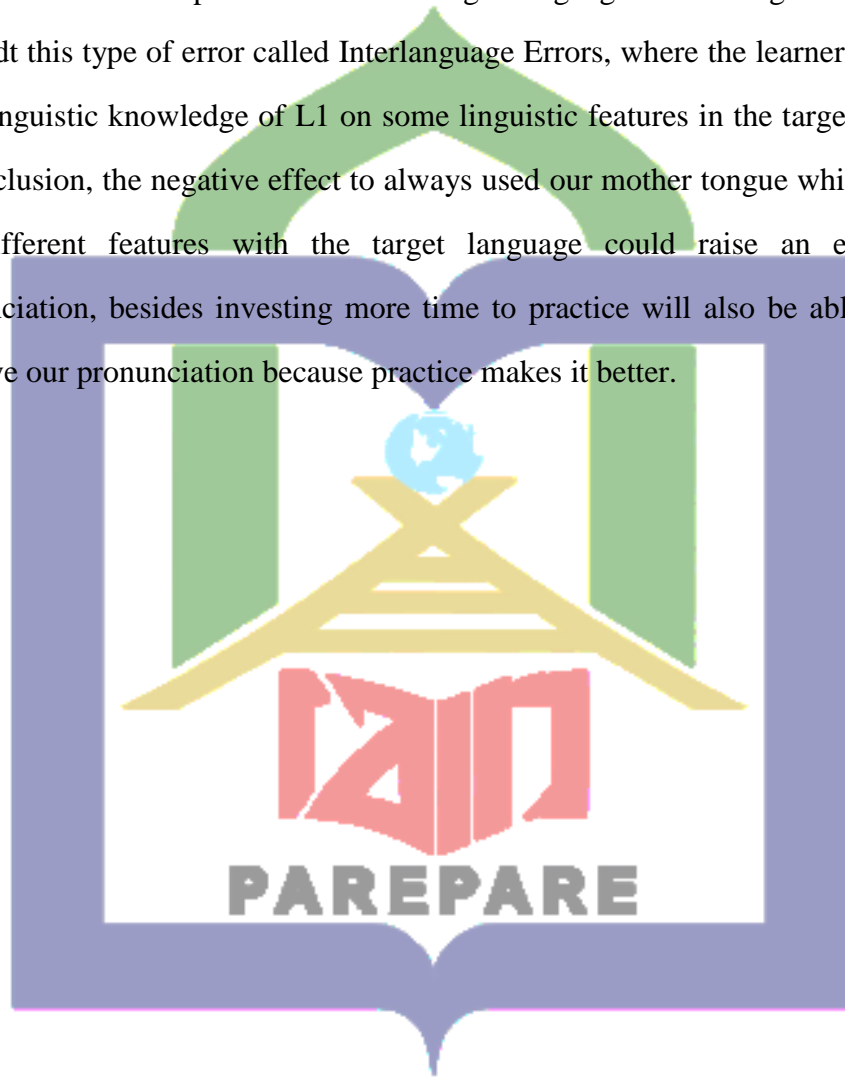
[45]J. C. Richards & Schmidt R., *Dictionary of Language Teaching and Applied Linguistic; 3rd Ed* (London: Longman, 2002), p. 267.

4.2 Discussion

The description of the explanation below was from the result of students' pronunciation tests, interview sessions, and researcher analysis. The data that has been collected already presented and processed in the previous findings which also will be discussed in the further section. Therefore, to answer the problem statement in chapter one, the researcher provided the discussion as follow:

4.2.1 The Description of the Mostly Fricatives Error Made by the Students

Based on the findings, it was shown that there are five kinds of fricatives errors that mostly made by the students. According to the result of the pronunciation test, it found that the sound which occupies the first place as the most frequently encountered error in students' pronunciation is the /v/ sound. The total of students who made an error in pronouncing these sounds is about 17 students, where most of the students who made an error in this sound changed it with another fricative consonant that sounds similar.

Meanwhile, the second place as the most error made by the students was followed by the /θ/ sound. Where about 18% of errors are found in this dental voiceless fricative sounds. Most of the students mispronounced the word */θɜːrəliː/* into */trokliː/*, they changed the /θ/ to be the /t/ sound, in other words, they pronounce it based on it written form. The same cases also happened in the sounds /ʃ/, /z/ and /ʒ, where the most error in this sounds occurs because the students just read the words based on its spelling. This kind of error could be happening because of the lack of students' knowledge in understanding the rules of pronouncing

fricatives sounds.[46] Therefore, the students still got confused and made some errors when pronounced the sound that doesn't exist in their mother tongue.

4.2.2 Explanation about the Causes of Errors Made by the Students in Pronouncing Fricatives Sounds

After analyzed the result of the interview session, the researcher got information about the causes of errors made by the sixth-semester students of English program in pronouncing fricatives sounds. Several factors of the most pronunciation errors made by the students were diagnosed into two categories:

1. Interlanguage Errors

As stated in chapter II, the interlanguage errors were errors caused by the interference of the learner's mother tongue or native language.[47] There was a strong relationship between the learner's native language and target language which causes them intertwined with one another. In other words, comparing the language system that exists in EFL learner's mother tongue and apply them in the foreign language which has been learning already becomes a common fact. As a result interference of this matter will bring up a new problem. Wrong interference and interpretation of EFL learners raised new problems like an error in pronouncing a sound. Of course, it comes from the lack of understanding the foreign language.

The evidence could be seen at the most errors found in the pronunciation test, where the errors have mostly happened in the sounds that do not exist in either Indonesian or their regional language. The voiceless /θ/ sound does not exist in Indonesian or Buginese, therefore some students changed the consonant /θ/ into

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[46]Jack. C. Richards, *Error Analysis; Perspectives on Second Language Acquisition* (London: Longman, 1974), p. 173.

[47]J. C. Richards & Schmidt R., *Dictionary of Language Teaching and Applied Linguistics: 3rd Ed* (London: Longman, 2002), p. 267.

plosive /t/ and /d/. Others the voiceless fricative /ʃ/ does not exist in students' native language, some students changed the Plato-alveolar voiceless /ʃ/ into alveolar voiceless /s/ and even into voiceless /ch/ in the word Champagne.

Next, the voiced fricative /ʒ/ does not exist in students' native language; as a result, some students change it into voiceless fricative /s/. For the last, the students also made an error in fricative /v/ and /z/ sounds because of the fricative /v/ does not exist in students' native language otherwise even when the /z/ sound did exist in Indonesian but it rarely used in either Indonesian or Buginese. From this result, it can be seen that the absence of certain sounds in students' native language was being replaced with similar sounds. In other words, an error occurs because of the differences between learner' native language and target language.

2. Intralingual Errors

Intralingual Errors means a problem in learning the second language which is influenced by unsuccessfully in learning a foreign language.[48] Intralingual itself has several factors that cause the error, from this research, the researcher found the causes of students' pronunciation error in the intralingual category as follow:

a. Over-generalization

Over-generalization covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language.[49] Based on the data, errors occur caused by the students read English words as in written form. For example, the students read the word Designer */dəˈzīnər/* as */dəˈsīnər/* and read the word Champagne /**ʃ**æmˈpeɪn/ as /**ch**æmˈpeɪn/. As we know in

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[48]Jack. C. Richards, *Error Analysis; Perspectives on Second Language Acquisition*, p. 173.

[49]H. Douglas Brown, *Principles of Language Teaching and Learning, Fourth Edition* (New York: Addison Wesley Longman, Inc., 2000), p. 95.

Indonesian all words were read by its written form and the students apply the same rules in their native language to the target language.

b. Incomplete application of rules

Incomplete application of rules is an error that occurs represents the degree of development of the rules required to produce an acceptable utterance, for example like the occurrence of added and omission error.[50] Based on students' pronunciation tests, the researcher found that some students made an omission error like pronounce the word Clothes /kloʊðz/ as /kloʊt/, in other words, they consider doing an error of omission with omitting /-es/ sound. The researcher also found some students doing an additional error in the word Author, they produce the Author as /ˈɔːðo(r)s/ instead of /ˈɔːθə/. From that example, it can be seen the students adding the /s/ sound from the word Author where it should not be added.

3. Students' personality towards pronunciation

From the interview session, the researcher also found that the students who got high score in pronunciation test [the detail can be seen at table 4. 2] admitted that they are quite often to speak English with their friends or practice their pronunciation by using a media like an App, watching some videos or movies to increasing their skill while the students who got the lower score admitted that they didn't have any specific time to study pronunciation and occasionally to use English in their daily conversation. As stated by Miller, non-linguistic factors related to an individual's personality and learning goals, attitude towards the target language, culture, native speakers, and type of motivation which are beyond the teacher's control. In this respect, Miller believes that changing and not changing speech patterns is affected by

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[50]S. P. Corder, *Error Analysis and Interlanguage* (Edinburgh: Oxford University press, 1981), p. 36.

how much responsibility the student takes, how much the student practices outside of class, and how ready the student is.[51]

Therefore the researcher takes the conclusion that the duration of their learning and practice time effect their pronunciation skill, in other words, the more often their study or practice time the better their pronunciation would be. Although there are still several aspects which might be the effect of their skill, such as situation and process including students' learning environment, curriculum, educators, facilities, etc. furthermore, this cannot always be the determining aspect.

4.   Pronunciation viewed as one of difficult subject

On the findings of the interview above, the researcher already mentioned that almost all the respondents involved on this study stated that pronunciation is one of difficult subjects. As stated by Aliaga, English pronunciation is one of the most difficult skills to acquire and learners should spend lots of time to improve their pronunciation[52]. Besides, understandable pronunciation is one of the basic requirements of learners' competence because with good pronunciation leads to learning while bad pronunciation promotes to great difficulties in language learning.[53]

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[51]Masgoret A. & Gardner R., *Attitudes, Motivation and Second Language Learning: A Meta-Analysis of Studies Conducted by Gardner and Associates* (Language learning research club: University of Michigan, 2003) (online) (http://dx.doi.org/10.1111/1467-9922.00227 assessed on December 18th, 2019), p. 167-210.

[52]Aliaga, *The Role of Phonetic Training in L2 Speech Learning: Proceedings of the Phonetics Teaching and Learning Conference (PTLC2007)* (London: University College, 2007) (Online) (http://www.phon.ucl.ac.uk/ptlc/ptlc2007web.procindex.html assessed on December 19th, 2019).

[53]Abbas Gilakjani P., *A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction* (International Journal of Humanities and Social Science, *2* (3), 2012), p. 119-128.

According to Abbas and Mohammad on their research, there are several factor that effecting pronunciation to become one of the most difficult parts for a language learner, such as; the interference of ELF accent; Stress, intonation, and rhythm; different sounds and features; students' motivation and exposure towards the subject; the attitude of students to the target language, and many more.[54] However, many ELF teachers still are not aware of the importance of pronunciation. Mostly teachers only pay enough attention to grammar and vocabulary in learning a foreign language or only help learners to become skillful in listening and reading. As the result, this becomes one of the major reasons for students' pronunciation errors because they didn't have enough knowledge about this skill.

In the same way students' perfective on the subject are also suspicious to be one of their lacks in pronunciation. Their thought of pronunciation to be one of difficult subject indirectly could limitations their ability, because they program their brain to think so. As stated by Jim Kwik on his seminar "your brain is like a supercomputer and self-talk is a program it will run. So if you tell yourself, you're not good at remembering names, you will not remember the name next person you meet because you programmed your supercomputer not to".[55]

Therefore, the students have to monitor their self-talk, if the students keep think and go around to telling people that pronunciation is so difficult for them or their pronunciation is so horrible etc, it will surely inhibit the development of their pronunciation, as a consequence they can't improve their self more.

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[54]Abbas Gilakjani P. & Mohammad Reza A., *Why is Pronunciation so Difficult to Learn?* (Malaysia: Universiti Sains Malaysia, 2011) (Online) (https://www.ijern.com/journal/2016/April-2016/09.pdf assessed on December 18th 2019).

[55]Mindvalley, *Unleash your Super Brain to Learn Faster | Jim Kwik* [video file] (2018, march 28th) (https://youtu.be/uT_GcOGEFsK assessed on December 19th, 2019).

In conclusion, both teachers and students has important role in developing students' pronunciation skill. The ELF teachers expected to give more attention on this subject because expert guidance is extremely needed in this case. Likewise, the students also have to be more confident with their ability and most importantly they should take care with their self-talk because the way they think could effects their ability.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter consists of two sections namely the conclusion and suggestion of the research. The conclusion is based on the finding and discussion of the research and the suggestion deal with some ideas given by the researcher.

5.1 Conclusion

Based on the analysis that has been described in this skripsi, the researcher gave a conclusion as follows:

5.1.1 From the analysis data, the researcher found that the sixth-semester students of English program at IAIN Parepare are still having some errors and trouble in their pronunciation. Based on the findings and discussion, the most fricatives errors made by the students is the /v/ sounds, from the analysis it shows about 34% of error was made in this voiced labiodentals fricative, while in voiceless dental fricative /θ/ sound, it was about 18% of error occurs and about 16% of errors found in voiceless plate-alveolar fricative /ʃ/ as well. Otherwise, about 15% of error occurs in the voiced alveolar /z/ sound and 12% errors made in voiced Plato-alveolar /ʒ/ sound. In fact, fricatives sound changing not the only error that occurs in students' pronunciation but also happened in both consonants and vowels sound changing. Mostly, they changed the sound on the list of words with another sound that they thought it had similar sound comparing to their mother tongue.

5.1.2 The causes of error in pronouncing fricative sounds by the sixth-semester students in English programs are divided into two categories; the first is an interlingual error or the error of students' native language reference and the second is intralingual transfer. Interlingual error happened because of the

negative transfer from the source language to the target language. The lack of knowledge and absence of certain sounds in students' native language also found to be the cause of students' errors in pronouncing fricatives sounds. Besides that, the fact about pronunciation which knows as one of the difficult aspect concluded to being one of the factors. Additionally, the duration of study time and practice of English also showed can interference students' pronunciation skill as well regardless of several factors that can also influenced it.

5.2 Suggestion

Finding out that the learners still having some errors and trouble in pronouncing fricatives sounds, the researcher would like to convey some suggestion which might be useful for the learner, lecturers, or another side:

5.2.1 The students should have much awareness about the differences of language system rules in both students' native language and the target language. A plenty of authentic conversation practice expected can improve their pronunciation skill and if possible, they should accompanied by an expert or at least a friend who is good in pronunciation to understand and correct their mistake.

5.2.2 The students should not have hesitated to ask the lecturer every time they did not really understand about the material, because pronunciation is one of the important aspects to have a good English speaking ability.

5.2.3 Familiarize students' self in listening to English conversation can help them improve their pronunciation. Therefore, EFL teachers are expected to speak clearly and slowly in their pronunciation classes and they should convince their learners that their language is understandable.

5.2.4 Teachers should teach their learners that slow speech with correct pronunciation is much better than fast speech with wrong pronunciation. Learners should also understand that understandability is more important than fast speech

5.2.5 Motivation, attention, guidance and a good technique to teach English from the lecturer are really needed by the students to learn the way to pronounce the English sounds properly, especially the sounds that do not exist in students' native language such as fricatives sounds.
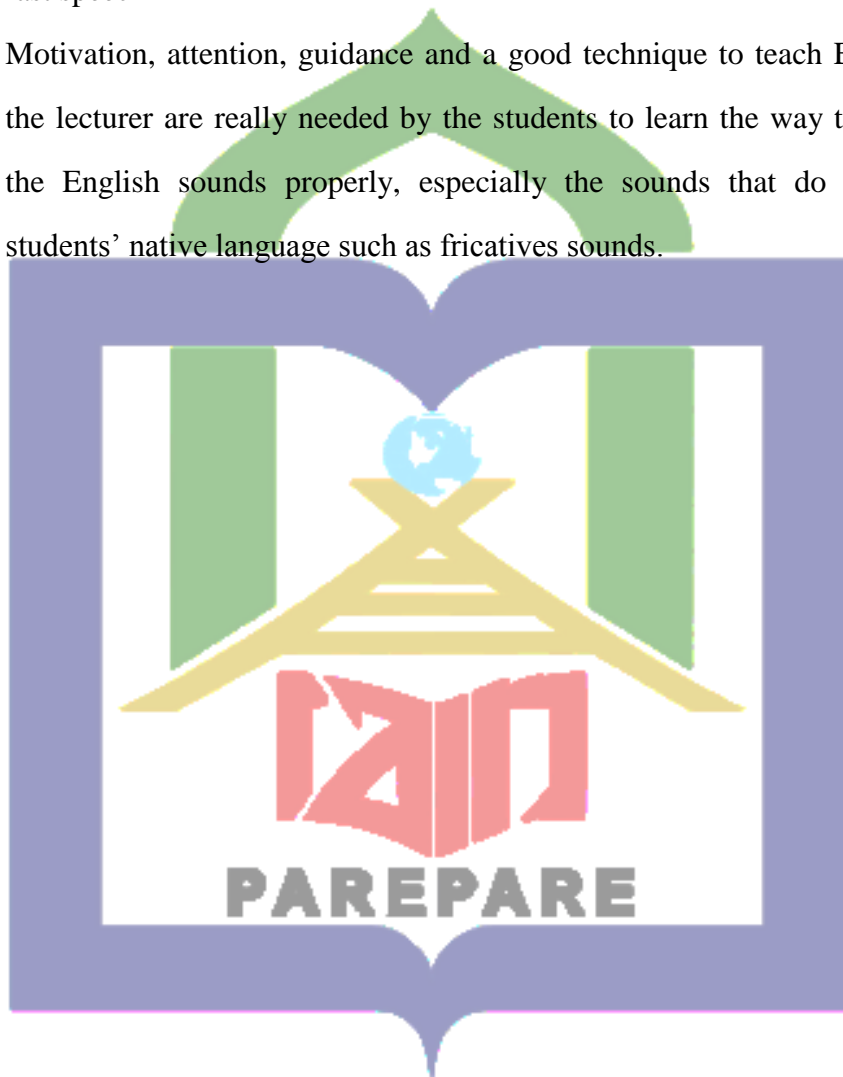
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APPENDICES

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NAMA MAHASISWA : YATRIANI

NIM/JURUSAN : 15.1300.080 / PBI

FAKULTAS : TARBIYAH

JUDUL : AN ANALYSIS OF STUDENTS' ERROR IN PRONOUNCING FRICATIVES SOUNDS FOR THE SIXTH SEMESTER STUDENTS OF ENGLISH PROGRAM AT IAIN PAREPARE

Instrumen penelitian

Dalam penelitian ini, peneliti menggunakan instrument interview dan pronunciation test untuk mengumpulkan informasi terkait data yang ingin diperoleh. Instrument test akan dilengkapi dengan kunci jawaban sebagai pegangan dalam penelitian dan sebuah lembar pedoman wawancara yang terlampir sebagai berikut:

APPENDIX I. RESEARCH INSTRUMENT

INSTRUMENT

Pronunciation Test and Interview

1. Pronunciation test

   Read the following sentence with clear pronunciation!

   /f/ : The **f**ox **f**ought o**ff** the **f**erret **f**or **f**ood

   /v/ : **V**ictor ne**v**er li**v**ed or dro**v**e in **V**enezuela

   /θ/ : **Th**ink about bo**th** au**th**or's **th**eories **th**oroughly

   /ð/ : **M**y fa**th**er and brother share **th**ese clo**th**es

   /s/ : **S**ophie and Je**ss** **s**ell e**ss**ential briefca**s**es to busine**ss**men

   /z/ : **Z**oe has cra**z**y **z**ebra-striped de**s**igner shoe**s**

   /ʃ/ : **S**urely you wi**sh** Wel**sh** sta**t**ions sold **ch**ampagne?

   /ʒ/ : He mea**s**ures his A**s**ian tele**v**ision expo**s**ure at lei**s**ure

   /h/ : **H**e **h**elped to fund the **h**ospital's **h**elicopter a**h**ead of the election

2. Interview

   1. Since when did you start to learn English?
   2. Did you ever take an English course? If yes, how long you take your English course?
   3. Did you have any study group to help you in learning English? If yes, what kind of strategy do you use in your group?
   4. What do you think about pronunciation subject?
      - Do you have any interest in learning pronunciation? Why?
      - Did pronunciation subject difficult to learn? If yes, what kinds of difficulty do you ever faced?
   5. What kind of media that you use in order to improve your pronunciation?
   6. How often do you practice your pronunciation in a week? (except in the class)
   7. Do you always use your mother tongue in your daily conversation?
   8. Do you often use English when talked with your friends? How often?

APPENDIX II. KEY ANSWER OF THE PRONUNCIATION TEST

No	List of Word	Suggested Pronunciation	Kinds of Sounds
1	Fox	/fɒks/, /fɒks/	
2	Fought	/fɔːt/, /fɑt/, /fɔt/	
3	Ferret	/ˈfɛrɪt/, /ˈfɛrɪt/	/f/
4	For	/fɔː(ɹ)/, /foʊɹ/, /fɔːɹ/, /fə(ɹ)/, /fɚ/, /fɔɹ/	
5	Victor	/ˈvɪk.tə(ɹ)/	
6	Never	/ˈnɛv.ə(ɹ)/, /ˈnɛvɚ/	/v/
7	Live	/lɪvˈ/	
8	Venezuela	/vɛn.ɛzˈweɪ.lə/, /ˌvɛn.ɪˈzweɪ.lə/	
9	Think	/θɪŋk/, /θɪŋk/	
10	Both	/bəʊθ/, /boʊθ/	/θ/
11	Author	/ˈɔːθə/, /ˈɔːθɚ/, /ɑθɚ/	
12	Thoroughly	/θɜːrəli:/, /θɜːr.ə.li/	
13	Father	/ˈfɑː.ðɚ/, /ˈfɑː.ðə(ɹ)/, ˈfɑːðə(r)	
14	Brother	/ˈbɹʌð.ə/, /ˈbrʌðə(r)/	/ð/
15	These	/ðiːz/	
16	Clothes	/kloʊðz/, /kləʊðz/, /kloʊz/	
17	Jess	/dʒɛs/	
18	Sell	/sɛl/	/s/
19	Essential	/ɪˈsɛn.tʃəl/, /ɪˈsɛnʃəl;/	
20	Briefcases	/ˈbriːfˌkeɪs/	
21	Zoe	/Zoë/	
22	Crazy	/ˈkɹeɪzi/, /ˈkreɪzɪ;/	/z/
23	Zebra	/ˈziːbɹə/, /ˈzɜbrə/	
24	Designer	/dəˈzīnər/	
25	Surely	/ˈʃɔː.li;/	
26	Wish	/wɪʃ/	/ʃ/
27	Welsh	/wɛlʃ/	
28	Champagne	/ʃæmˈpeɪn/	
29	Measure	/ˈmɛʒə/	
30	Television	/ˈtɛləˌvɪʒən/, ˈtɛlɪˌvɪʒən/	/ʒ/
31	Exposure	/ɪkˈspoʊʒɚ/	
32	Leisure	/ˈliːʒɹ/, /ˈliːʒər, /ˈlɛʒ.ə(ɹ)/, /ˈlɛʒə;/	
33	Hospital	/ˈhɒspɪtl/	
34	Helicopter	/ˈhɛlɨˌkɑptɚ/, /ˈhɛl.ɪˌkɒp.tə(ɹ)/	/h/
35	Ahead	/əˈhɛd/	

APPENDIX III. 1 TRANSCRIPTION OF STUDENTS PRONUNCIATION TEST (Respondent 1-6)

No	List of Word	Suggested Pronunciation	Kinds of Sounds	Respondents					
				1	2	3	4	5	6
1	Fox	/fɒks/, /fɒks/	/f/	√	√	√	√	√	√
2	Fought	/fɔ:t/, /fɑt/, /fɔt/		√	√	√	√	√	√
3	Ferret	/ˈfɛrɪt/, /ˈfɛrɪt/		√	√	√	√	√	√
4	For	/fɔ:(ɹ)/, /foʊɹ/, /fɔːɹ/, /fə(ɹ)/, /fɚ/, /fɔɹ/		√	√	√		√	√
5	Victor	/ˈvɪk.tə(ɹ)/	/v/	/ˈfɪk.to(ɹ)/	/ˈfɪk.to(ɹ)/	√	/ˈfɪk.to(ɹ)/	/ˈfɪk.to(ɹ)/	√
6	Never	/ˈnɛv.ə(ɹ)/, /ˈnɛvə/		/ˈnɛb.ə(ɹ)/	/ˈnɛb.ə(ɹ)/	/ˈnɛb.ə(ɹ)/	√	/ˈnɛf.ə(ɹ)/	√
7	Live	/lɪv'/		/lɪf/	/lɪf/	/lɪf/	√	/lɪf/	/lɪf/
8	Venezuela	/vɛn.ɛzˈweɪ.lə/, /ˌvɛn.ɪˈzweɪ.lə/		/fɛn.ɛzˈze.la/	/fɛn.ɛzˈzue.la/	/fɛn.ɛzˈzue.la/		/fɛn.ɛzˈzue.la/	/fɛn.ɛzˈzue.la/
9	Think	/θɪŋk/, /θɪŋk/	/θ/	/tɪŋk/	√	√	√	/tɪŋk/	√
10	Both	/bəʊθ/, /boʊθ/		/boʊt/	√	√	√	√	√
11	Author	/ˈɔ:θə/, /ˈɔ:θɚ/, /ɑθɚ/		/ˈɔ:ðə/	√	√	√	√	√
12	Thoroughly	/θɜ:rəli:/, /θɜːr.ə.li/		/sɜ:trəli:/	/tɜ:rəli:/	/tr.u.li/	√	/tɜ:rəli:/	√
13	Father	/ˈfɑ:.ðɚ/, /ˈfɑ:.ðə(ɹ)/, ˈfɑːðə(r)	/ð/	√	√	√	√	√	√
14	Brother	/ˈbɹʌð.ə/, /ˈbrʌðə(r)/		√	√	√		√	√
15	These	/ ði:z/		√	√	√		√	√
16	Clothes	/kloʊðz/, /kləʊðz/, /kloʊz/		/kloʊtes/	/kloʊt/	√	√	√	√
17	Jess	/dʒɛs/	/s/	√	√	√	√	√	√
18	Sell	/sɛl/		√	√	√	√	√	√
19	Essential	/ɪˈsɛn.tʃəl/, /ɪˈsɛnʃəl;/		√	√	√	√	√	√
20	Briefcases	/ˈbri:fˌkeɪs/		√	√	√	√	√	√
21	Zoe	/Zoë/	/z/	√	√	√	√	√	√
22	Crazy	/ˈkɹeɪzi/, /ˈkreɪzɪ;/		√	√	√	√	√	√

23	Zebra	/'ziːbɹə/, /'zɜbrə/		√	√	√	√	√	√
24	Designer	/də'zīnər/		/də'sɜknər/	/də'sīnər/	/də'sīnər/	/də'sīnər/	/də'sīnər/	/də'sīnər/
25	Surely	/'ʃɔː.liː/		/'sɔː.liː/	√	√	√	√	√
26	Wish	/wɪʃ/		/wɪs'/	√	√	√	√	√
27	Welsh	/wɛlʃ/	/ʃ/	/wɛls'/	√	√	√	√	√
28	Champagne	/ʃæm'peɪn/		/kæm'peɪn/	√	/kæm'peɪn/	√	/chæm'peɪn/	/chæm'peɪn/
29	Measure	/'mɛʒə/		√	√	/'mɛi'sə/	√	/'mɛi'sə/	√
30	Television	/'tɛləˌvɪʒən/, 'tɛlɪˌvɪʒən/	/ʒ/	√	√	√	√	√	√
31	Exposure	/ɪk'spoʊʒə/		√	/ək'spoʊsə/	/ək'soʊsə(r)/	√	/ək'spoʊsə/	√
32	Leisure	/'liːʒɜr/, /'liːʒər, /'lɛʒ.ə(ɪ)/, /'lɛʒəː/		√	/'liːsur/	/'liːsur/	√	/'liːsur/	/'ləiːsur/
33	Hospital	/'hɒspɪtl/		√	√	√	√	√	√
34	Helicopter	/'hɛliˌkɑptə/, /'hɛl.ɪˌkɒp.tə(ɪ)/	/h/	√	√	√	√	√	√
35	Ahead	/ə'hɛd/		√	√	√	√	√	√

APPENDIX III. 2 TRANSCRIPTION OF STUDENTS PRONUNCIATION TEST (Respondent 7-12)

No	List of Word	Suggested Pronunciation	Kinds of Sounds	Respondents					
				7	8	9	10	11	12
1	Fox	/fɒks/, /fɒks/	/f/	√	√	√	√	√	√
2	Fought	/fɔːt/, /fɑt/, /fɔt/		√	√	√	√	√	√
3	Ferret	/ˈferɪt/, /ˈfɛrɪt/		√	√	√	√	√	√
4	For	/fɔː(ɹ)/, /foʊɹ/, /fɔːɹ/, /fə(ɹ)/, /fɚ/, /fɔɹ/		√	√	√	√	√	√
5	Victor	/ˈvɪk.tə(ɹ)/	/v/	/ˈfɪk.to(ɹ)/	/ˈfɪk.to(ɹ)/	√	√	/ˈfɪk.to(ɹ)/	/ˈfɪk.to(ɹ)/
6	Never	/ˈnɛv.ə(ɹ)/, /ˈnɛvɚ/		/ˈnɛf.ə(ɹ)/	/ˈnɛf.ə(ɹ)/	√	√	/ˈnɛf.ə(ɹ)/	/ˈnɛb.ə(ɹ)/
7	Live	/lɪv'/		/laɪf/	/lɪf/	√	√	/lɪf/	/lɪf/
8	Venezuela	/vɛn.ɛzˈweɪ.lə/, /ˌvɛn.ɪˈzweɪ.lə/		/fɛn.ɛsse.la/	/fɛn.ɛzˈzue.la/	√	/fɛn.ɛzˈzue.la/	/fɛn.ɛzˈzue.la/	/fɛn.ɛzˈzue.la/
9	Think	/θɪŋk/, /θɪŋk/	/θ/	/tɪŋk/	√	√	√	/tɪŋk/	√
10	Both	/bəʊθ/, /boʊθ/		/boʊt/	√	√	√	√	/boʊt/
11	Author	/ˈɔːθə/, /ˈɔːθɚ/, /ɑθɚ/		/ˈɔːðo(r)/	/ˈɔːðə/	√	/ˈɔːðo(r)s/	√	/ˈɔːðo(r)s/
12	Thoroughly	/θɜːrəli:/, /θɜːr.ə.li/		/tɜːrəli:/	/sɜːtrokli:/	√	trokli	/tr.u.li/	/trokli:/
13	Father	/ˈfɑː.ðɚ/, /ˈfɑː.ðə(ɹ)/, ˈfɑːðə(r)	/ð/	√	√	√	√	√	√
14	Brother	/ˈbɹʌð.ə/, /ˈbrʌðə(r)/		√	√	√	√	√	√
15	These	/ ðiːz/		√	√	√	√	√	√
16	Clothes	/kloʊðz/, /kləʊðz/, /kloʊz/		/kloʊtes/	√	√	√	√	√
17	Jess	/dʒɛs/	/s/	√	√	√	√	√	√
18	Sell	/sɛl/		√	√	√	√	√	√
19	Essential	/ɪˈsɛn.tʃəl/, /ɪˈsɛnʃəl;/		√	√	√	√	√	√
20	Briefcases	/ˈbriːfˌkeɪs/		√	√	√	√	√	√
21	Zoe	/Zoë/	/z/	/Suu/	√	√	√	√	√
22	Crazy	/ˈkɹeɪzi/, /ˈkreɪzɪ;/		√	√	√	√	√	√

23	Zebra	/'ziːbɹə/, /'zɜbrə/		√	√	√	√	√	√
24	Designer	/dəˈziːnər/		/dəˈsɪknər/	/dəˈsənər/	/dəˈsiːnər/	/dəˈsiːnər/	/dəˈsiːnər/	/dəˈsiːnər/
25	Surely	/ˈʃɔː.li;/		√	√	√	√	√	√
26	Wish	/wɪʃ/	/ʃ/	/wɪs'/	/wɪs'/	√	/wɪs'/	/wɪs'/	√
27	Welsh	/wɛlʃ/		/wɛl'/	wels	√	wels	wels	√
28	Champagne	/ʃæmˈpeɪn/		/chæmˈpeɪkni/	/chæmˈpeɪn/	/kæmˈpeɪjed/	/kæmˈpeɪn/	/chæmˈpeɪn/	√
29	Measure	/ˈmɛʒə/		√	/ˈmiˈsə(r)/	√	/ˈmɛiˈsə/	√	√
30	Television	/ˈtɛləˌvɪʒən/, 'tɛlɪˌvɪʒən/	/ʒ/	√	√	√	√	√	√
31	Exposure	/ɪkˈspoʊʒɚ/		√	/imˈpisoʊr/	/əkˈspoʊsɚ/	√	√	√
32	Leisure	/ˈliːʒr/, /ˈliːʒər, /ˈlɛʒ.ə(ɹ)/, /ˈlɛʒə;/		√	/ˈləiːsur/	√	√	√	√
33	Hospital	/ˈhɒspɪtl/		√	√	√	√	√	√
34	Helicopter	/ˈhɛlɪˌkɒptɚ/, /ˈhɛl.ɪˌkɒp.tə(ɹ)/	/h/	√	√	√	√	√	√
35	Ahead	/əˈhɛd/		√	√	√	√	√	√

APPENDIX III. 3 TRANSCRIPTION OF STUDENTS PRONUNCIATION TEST (Respondent 13-18)

No	List of Word	Suggested Pronunciation	Kinds of Sounds	Respondents					
				13	14	15	16	17	18
1	Fox	/fɒks/, /fɒks/	/f/	√	√	√	√	√	√
2	Fought	/fɔːt/, /fɑt/, /fɔt/		√	√	√	√	√	√
3	Ferret	/ˈfɛrɪt/, /ˈfɛrɪt/		√	√	√	√	√	√
4	For	/fɔː(ɹ)/, /foʊɹ/, /fɔːɹ/, /fə(ɹ)/, /fɚ/, /fɔɹ/		√	√	√	√	√	√
5	Victor	/ˈvɪk.tə(ɹ)/	/v/	√	/ˈfɪk.to(ɹ)/	√	√	/ˈfɪk.to(ɹ)/	/ˈfɪk.to(ɹ)/
6	Never	/ˈnɛv.ə(ɹ)/, /ˈnɛvɚ/		√	√	√	√	/ˈnɛf.ə(ɹ)/	/ˈnɛb.ə(ɹ)/
7	Live	/lɪvˈ/		√	√	√	√	/lɪf/	/lɪf/
8	Venezuela	/vɛn.ɛzˈweɪ.lə/, /ˌvɛn.ɪˈzweɪ.lə/		√	/fɛn.ɛzˈzue.la/	/fɛn.ɛzˈzue.la/	/fɛn.ɛzˈzue.la/	/fɛn.ɛsse.la/	/fɛn.ɛzˈze.la/
9	Think	/θɪŋk/, /θɪŋk/	/θ/	√	√	√	√	√	√
10	Both	/bəʊθ/, /boʊθ/		√	√	√	√	/boʊt/	/boʊt/
11	Author	/ˈɔːθə/, /ˈɔːθɚ/, /ɑθɚ/		√	√	√	√	√	√
12	Thoroughly	/θɜːrəliː/, /θɜːr.ə.li/		√	√	√	√	/trokliː/	/trokliː/
13	Father	/ˈfɑː.ðɚ/, /ˈfɑː.ðə(ɹ)/, ˈfɑːðə(r)	/ð/	√	√	√	√	√	√
14	Brother	/ˈbɹʌð.ə/, /ˈbrʌðə(r)/		√	√	√	√	√	√
15	These	/ðiːz/		√	√	√	√	√	√
16	Clothes	/kloʊðz/, /kləʊðz/, /kloʊz/		√	/kloʊs/	√	√	/kloʊt/	√
17	Jess	/dʒɛs/	/s/	√	√	√	√	√	√
18	Sell	/sɛl/		√	√	√	√	√	√
19	Essential	/ɪˈsɛn.tʃəl/, /ɪˈsɛnʃəl;/		√	√	√	√	√	√
20	Briefcases	/ˈbriːf.keɪs/		√	√	√	√	√	√
21	Zoe	/Zoë/	/z/	/Suë/	/Suë/	√	√	√	√
22	Crazy	/ˈkɹeɪzi/, /ˈkreɪzɪ;/		√	√	√	√	√	√

23	Zebra	/ˈziːbɹə/, /ˈzɜbrə/		√	√	√	√	√	√
24	Designer	/dəˈzīnər/		/dəˈsīnər/	/dəˈsīnər/	/dəˈsīnər/	/dəˈsīnər/	/dəˈsīnər/	/dəˈsīnər/
25	Surely	/ˈʃɔː.li;/		√	√	√	√	√	√
26	Wish	/wɪʃ/	/ʃ/	√	√	√	√	√	√
27	Welsh	/wɛlʃ/		√	√	√	√	√	√
28	Champagne	/ʃæmˈpeɪn/		√	/chæmˈpeɪn/	√	/chæmˈpeɪn/	/khæmˈpeɪn/	/chæmˈpeɪn/
29	Measure	/ˈmɛʒə/		√	√	√	√	√	/ˈmiˈsə(r)/
30	Television	/ˈtɛləˌvɪʒən/, ˈtɛlɪˌvɪʒən/		√	√	√	√	√	√
31	Exposure	/ɪkˈspoʊʒə/	/ʒ/	/əkˈspoʊsə/	√	√	√	√	/əkˈspoʊsə/
32	Leisure	/ˈliːʒɜr/, /ˈliːʒər, /ˈlɛʒ.ə(ɹ)/, /ˈlɛʒə;/		√	√	√	√	√	/ˈliːsur/
33	Hospital	/ˈhɒspɪtl/		√	√	√	√	√	√
34	Helicopter	/ˈhɛlɪˌkɑptə-/, /ˈhɛl.ɪˌkɒp.tə(ɹ)/	/h/	√	√	√	√	√	√
35	Ahead	/əˈhɛd/		√	√	√	√	√	√

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APPENDIX III. 3 TRANSCRIPTION OF STUDENTS PRONUNCIATION TEST (Respondent 19-20)

No	List of Word	Suggested Pronunciation	Kinds of Sounds	Respondents 19	Respondents 20
1	Fox	/fɒks/, /fɒks/	/f/	√	√
2	Fought	/fɔ:t/, /fɑt/, /fɔt/		√	√
3	Ferret	/ˈfɛrɪt/, /ˈfɛrɪt/		√	√
4	For	/fɔ:(ɹ)/, /foʊɹ/, /fɔ:ɹ/, /fə(ɹ)/, /fɚ/, /fɔɹ/		√	√
5	Victor	/ˈvɪk.tə(ɹ)/	/v/	√	/ˈfɪk.to(ɹ)/
6	Never	/ˈnɛv.ə(ɹ)/, /ˈnɛvɚ/		/ˈnɛf.ə(ɹ)/	/ˈnɛb.ə(ɹ)/
7	Live	/lɪvˈ/		/lɪf/	/lɪf/
8	Venezuela	/vɛn.ɛzˈweɪ.lə/, /ˌvɛn.ɪˈzweɪ.lə/		/fɛn.ɛzˈzue.la/	/fɛn.ɛzˈze.la/
9	Think	/θɪŋk/, /θɪŋk/	/θ/	√	/tɪŋk/
10	Both	/bəʊθ/, /boʊθ/		√	/boʊt/
11	Author	/ˈɔ:θə/, /ˈɔ:θɚ/, /ɑθɚ/		√	√
12	Thoroughly	/θɜ:rəli:/, /θɜ:r.ə.li/		/trokli:/	√
13	Father	/ˈfɑ:.ðɚ/, /ˈfɑ:.ðə(ɹ)/, ˈfɑ:ðə(r)	/ð/	√	√
14	Brother	/ˈbɹʌð.ə/, /ˈbrʌðə(r)/		√	√
15	These	/ ði:z/		√	√
16	Clothes	/kloʊðz/, /kləʊðz/, /kloʊz/		√	√
17	Jess	/dʒɛs/	/s/	√	√
18	Sell	/sɛl/		√	√
19	Essential	/ɪˈsɛn.tʃəl/, /ɪˈsɛnʃəl;/		√	√
20	Briefcases	/ˈbri:fˌkeɪs/		√	√
21	Zoe	/Zoë/	/z/	√	√
22	Crazy	/ˈkɹeɪzi/, /ˈkreɪzɪ;/		√	√

23	Zebra	/ˈziːbɹə/, /ˈzɜbrə/			√	√
24	Designer	/dəˈziːnər/			/dəˈsīnər/	/dəˈsīnər/
25	Surely	/ˈʃɔː.li;/		/ʃ/	√	√
26	Wish	/wɪʃ/			√	/wɪsˈ/
27	Welsh	/wɛlʃ/			√	√
28	Champagne	/ʃæmˈpeɪn/			√	/chæmˈpeɪn/
29	Measure	/ˈmɛʒə/		/ʒ/	√	√
30	Television	/ˈtɛləˌvɪʒən/, ˈtɛlɪˌvɪʒən/			√	√
31	Exposure	/ɪkˈspoʊʒə/			√	/əkˈspoʊsə/
32	Leisure	/ˈliːʒɜr/, /ˈliːʒər, /ˈlɛʒ.ə(ɹ)/, /ˈlɛʒə;/			√	/ˈliːsur/
33	Hospital	/ˈhɒspɪtl/		/h/	√	√
34	Helicopter	/ˈhɛlɪˌkɑptə/, /ˈhɛl.ɪˌkɒp.tə(ɹ)/			√	√
35	Ahead	/əˈhɛd/			√	√

APPENDIX IV. THE SCORE OF STUDENTS' PRONUNCIATION TEST

No	List of Word	Respondents																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	Fox	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2	Fought	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3	Ferret	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
4	For	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
5	Victor	-	-	√	-	-	√	-	-	√	√	-	-	√	-	√	√	√	-	√	-
6	Never	-	-	-	√	-	√	-	-	√	√	-	-	√	√	√	√	-	-	-	-
7	Live	-	-	-	√	-	-	-	-	√	√	-	-	√	√	√	√	-	-	-	-
8	Venezuela	-	-	-	√	-	-	-	-	√	-	-	-	√	-	-	-	-	-	-	-
9	Think	-	√	√	√	-	√	-	√	√	√	-	√	√	√	√	√	√	√	√	√
10	Both	-	√	√	√	√	√	-	√	√	√	√	-	√	√	√	√	-	-	√	√
11	Author	-	√	√	√	√	√	-	-	√	-	√	-	√	√	√	√	√	√	√	√
12	Thoroughly	-	-	-	√	-	√	-	-	√	-	-	-	√	√	√	√	-	-	-	√
13	Father	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
14	Brother	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
15	These	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
16	Clothes	-	-	√	√	√	√	-	√	√	√	√	√	√	-	√	√	√	√	√	√
17	Jess	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
18	Sell	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
19	Essential	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
20	Briefcases	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
21	Zoe	√	√	√	√	√	√	-	√	√	√	√	√	-	-	√	√	√	√	√	√
22	Crazy	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
23	Zebra	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

No	Word																				
24	Designer	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	√
25	Surely	-	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
26	Wish	-	√	√	√	√	√	-	-	√	-	-	√	√	√	√	√	√	√	√	√
27	Welsh	-	√	√	√	√	√	-	-	√	-	-	√	√	√	√	√	√	√	√	√
28	Champagne	-	√	-	√	-	-	-	-	-	-	-	√	√	-	√	-	-	-	√	-
29	Measure	√	√	-	√	-	√	√	-	√	-	√	√	√	√	√	√	√	-	√	√
30	Television	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
31	Exposure	√	-	-	√	-	√	√	-	-	√	√	√	√	√	√	√	√	-	√	√
32	Leisure	√	-	-	√	-	-	√	-	√	√	√	√	√	√	√	√	√	-	√	√
33	Hospital	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
34	Helicopter	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
35	Ahead	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	Total Score	21	26	26	33	24	30	21	22	32	27	25	27	32	29	33	32	26	24	30	30

Note :

[yellow] The students who got the high score

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B-482 /In.39.5.1/PP.00.9/08/2019
Lampiran : 1 Bundel Proposal Penelitian
H a l : Permohonan Rekomendasi Izin Penelitian

Yth. WALIKOTA PAREPARE
Cq. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
    KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: YATRIANI
Tempat/Tgl. Lahir	: PINRANG, 19 Desember 1996
NIM	: 15.1300.080
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: KABUPATEN PINRANG

Bermaksud akan mengadakan penelitian di wilayah KOTA PAREPARE dalam rangka penyusunan skripsi yang berjudul :

"AN ANALYSIS OF STUDENTS' ERROR IN PRONOUNCING FRICATIVES SOUNDS FOR THE SIXTH SEMESTER STUDENTS OF ENGLISH PROGRAM IN THE ACADEMIC YEAR 2016/2017 AT IAIN PAREPARE"

Pelaksanaan penelitian ini direncanakan pada bulan Agustus sampai selesai.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

27 Agustus 2019
Wakil Dekan I,

Herdah

Tembusan :
1. Rektor IAIN Parepare

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jalan Veteran Nomor 28, Parepare Telp (0421) 23594, Fax (0421)27719, Kode Pos 91111
Email : dpmptsp@pareparekota.go.id, Website : www.dpmptsp.pareparekota.go.id
P A R E P A R E

Parepare, 13 September 2019

Nomor   :   760/IPM/DPM-PTSP/9/2019
Lampiran :   –
Perihal   :   **Izin Penelitian**

Yth.   Rektor Institut Agama Islam Negeri (IAIN) Kota Parepare

Di -

P a r e p a r e

DASAR :

1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah
3. Peraturan Menteri Dalam Negeri Nomor 17 Tahun 2016 tentang Pedoman Penelitian dan Pengembangan di Kementerian Dalam Negeri dan Pemerintah Daerah
4. Peraturan Daerah Kota Parepare No. 8 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah.
5. Peraturan Walikota Parepare No 39 Tahun 2017 tentang Pelimpahan Wewenang Pelayanana Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Parepare
6. Surat Wakil Dekan I Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare, Nomor : B.1482/In. 39.5.1/PP 00.9/09/2019 tanggal 27 Agustus 2019 Perihal Permohonan Rekomendasi Izin Penelitian.

Setelah memperhatikan hal tersebut, Pemerintah Kota Parepare (Kepala Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu Kota Parepare) dapat memberikan Izin Penelitian kepada :

N a m a   :   Yatriani
Tempat/Tgl Lahir :   Pinrang /   19-12-1996
Jenis Kelamin :   Wanita
Pekerjaan / Pendidikan :   Pelajar /   S1
Program Studi :   Pendidikan bahasa inggris
A l a m a t   :   Jln. Alecalimpo Kelurahan fakkie, kec. Tiroang Pinrang 91256

Bermaksud untuk melakukan Penelitian/Wawancara di Kota Parepare dengan judul :

An analysis of students' errors in pronouncing fricatives sounds for the sixth semester students of English program in the academic year 2016/2017 at IAIN Parepare

Selama   :   TMT 17/09/2019   S/D 20-10-2019
Pengikut/Peserta :   **Tidak Ada**

Sehubungan dengan hal tersebut pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan yang tertera dibelakang Surat Izin Penelitian ini.

Demikian izin penelitian ini diberikan untuk dilaksanakan sesuai ketentuan berlaku.

Kepala Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu Kota Parepare

HI. ANDI RUSIA, SH., MH
Pangkat : Pembina Utama Muda
NIP. 19620915 198101 2 001

TEMBUSAN   :   Kepada Yth.
1. Gubernur Provinsi Sulawesi Selatan Cq. Kepala BKB Sulsel di Makassar
2. Walikota Parepare di Parepare
3. Rektor IAIN Kota Parepare di Parepare
4. Saudara Yatriani
5. Arsip.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

SURAT KETERANGAN PENELITIAN
NOMOR : B2448/In.39.5/PP.00.9/12/2019

Yang bertanda tangan di bawah ini,

Nama	: Dr. H. Saepudin, S.Ag., M.Pd.	
NIP	: 19721216 199903 1 001	
Jabatan	: Dekan	
Instansi	: Institut Agama Islam Negeri Parepare	

dengan ini menerangkan bahwa

Nama	: Yatriani	
NIM	: 15.1300.080	
Fakultas/Prodi	: Tarbiyah/Pendidikan Bahasa Inggris	
Alamat	: Jl. Alle Calimpo Kec. Tiroang Kab. Pinrang	

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri Parepare mulai bulan Agustus sampai dengan bulan September 2019, dengan judul penelitian **"An Analysis Of Students' Error In Pronouncing Fricatives Sounds For The Sixth Semester Students Of English Program In The Academic Year 2016/2017 At IAIN Parepare"**

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 26 Desember 2019

Dekan,

H. Saepudin

APPENDIX VIII. CURRICULUM VITAE

Yatriani was born in Pinrang, South Sulawesi on December 19th, 1996. She is the second child and the only one daughter in her family; she has one older brother and two younger brothers from the marriage of her parents Sudirman and Rasdiana.

She began her study in elementary school at SD Inpres Koperapoka Negeri 2 Mimika Papua and graduated in 2008. Then she registered in SMP Negeri 7 Mimika Papuaat the same year to continuing her study for three years and graduated in 2011. After she graduated from junior high school, she continues her study in the same year at SMK Petra Mimika Papua and graduated in 2014.

In 2015, she continued her study at State Islamic Institute (IAIN) Parepare to take her undergraduate program in English Program of Tarbiya Faculty about four years. She graduated her study in IAIN Parepare by writing skripsi entitle;

"An Analysis of Students' Error in Pronouncing Fricatives Sounds for the Sixth Semester Students of English Program at IAIN Parepare"