STUDENTS' ERRORS IN PRONOUNCING VOICED AND VOICELESS ENGLISH CONSONANTS

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Abstract

This research aimed to identify the pronunciation errors made by the second semester of English Language Education Study Program of STKIP Nias Selatan. This research was a kind of qualitative research. The subject in this research was second class (28 students) of the second semester. Meanwhile, the object in this research students' error in pronouncing voiced and voiceless English consonants made by second semester and the causes of the errors itself. The documentations of students' pronunciation and interview were used to collect the data of the research.. The result of data analysis showed that; (1) There are some of the errors that students made in pronouncing voiced and voiceless English consonants based on the manner of articulations, such as: error in pronouncing /ʒ/, /ð/, /θ/ and /ʃ/. Students also made errors based on the rules in pronouncing consonants, it was error in pronouncing silent consonants, double consonants, consonants digraph/other combinations, indeed in pronouncing simple consonants students still made the errors. (2) The factors that causes the students error in pronouncing English consonants were: students' first language, amount of exposure, phonetic ability, motivations, combinations of English sounds, concept of English sound, curriculum of Indonesian, and the last students' facilities in learning English. It is recommended that the students to practice English a lot especially in pronunciation, and lecturer should be more active and creative to help the students who have difficulty in English pronunciation.

Keywords: Voiced Consonants, Voiceless Consonants, Students' Errors

1. INTRODUCTION

Since English is an international language, it is usede to communicate among nations all over the world. People fell that English is getting more and more important, especially in trade era. Globalization era demands people all over the world to communicate in English to improve their economic growth, social progress, and cultural development.

English is one of the most widely used international languages both as a means of oral communication, and as a means of written communication, including the writing of newspapers, magazines, and books on science and technology. Therefore, people who want to be acquinted with technological and scientific advances have to master the language well since it is much used in science and technology especially for the students as the generation of the nation. It means that English is not only has important roles in globalization era, but it is also has important roles with the education to progress the education to follow the development of the era globalization.

In Indonesia, English teaching is the obligation for any school because it has been decided that English is a compulsory subject. Moreover, students in English department, they will have many chances and choices to study abroad or to find out a job out of their country. This is in relation to the Indonesia curriculum where English is treated as a subject. Based on the curriculum, four language skills namely: speaking, reading, writing, and listening are involved on that subject. Then to support the four language skills, some basic language components like vocabulary, structure, pronunciation, and spelling are also given in teaching English for the learner.

From the four components above, there is ones component of the language that has very important role in learning English, especially in speaking and listening that is pronunciation. Pronunciation is a key of communication in which listener will catch the message of what the speaker say without misunderstanding if the pronunciation is correct. Therefore, pronunciation is essential to be developed. It is important for every student to master adequate pronunciation, especially when she or he communicates with foreigners.

In pronouncing the words correctly, we should know how the sounds are produced. Our voice is produced by vibration of our vocals cords. English pronunciation consists of two components: segmental and suprasegemental. Segmental includes vowels and consonants, while the suprasegmental embodies pitch, stress, intonation and juncture.

In fact, many learners of English as a second language have major difficulties with English pronunciation, often even after years of learning language. In the process of learning English many students face difficulties and produce some errors in pronouncing English since they should transfer their ideas from their first language to foreign language especially in pronouncing of consonants which is not also exist in Indonesian as well as English vowels. It is also happen with

the others learners besides the learner of Indonesian which learn English as a Foreign Language. According to Kenworthy (1987:123): Some problems learners have need to be given high priority because they are vital for intelligibility; others do not affect intelligibility and can be given low priority (for example, sounds which occur relatively rarely in English, such as /ʃ/, /ð/ and /θ/). Learners may also have problems which can be given optional attention. These sounds are called as voiced and voiceless English consonant. Pronunciation is viewed as a sub-skill of speaking. This often result in them facing difficulties in areas such as communication gap, low self confident (then experience social isolation), employment difficulties, limited opportunities for further study. Those difficulties for instance,students may not know how to pronounce the sounds or particular sounds of English in natural speech, sounds combinations on with putting particular sounds in particular positions. They may also have trouble in differentiate two words which has slightly similar sounds. Those difficulties faced by students are what become errors.

In the specific case, thus problem also happens to students college of English Language Education Study Program of STKIP Nias Selatan. Students have speaking class and pronunciation class, so there is high possibility doesn't make errors. In fact, not all students can pronounce well, sometimes in one of presentation, answering, or giving opinion they make mistake in pronouncing of words and in another occasion they also make the same mistake, no matter they large of vocabulary and the knowledge of grammar, they still get difficulties in pronouncing of words, and sometimes the students prefer to silent then much practice to speak English because they are afraid to make something wrong in their pronunciation, and another reasons because they are not be able to make the different English sounds especially in English consonants sounds which has many ways to pronounced the consonants.

Their pronunciation will be wrong because of their habit to pronounce the incorrect pronunciation and also because they less in practice the English in classroom or out of class. They repeated all the words everytime but still in incorrect ways. That is the kind of errors because they do it every time when they have a conversation in English.

It makes them unconfident to pronounce other words. This condition need attention from the lecturer, because they are students college in English Language Education Study Program, further they will become as English teachers, hence if lecturer neglect it, what they said cannot be understood by listeners because unintelligible and incomprehensible, or poorly they will teach their students with wrong pronunciation too.

Based on problem above, the researcher interested in doing a scientific research to identify what the errors in pronounciation make by students college of English Language Education Study Program and to find out what the causes of the problem occur in pronunciation.

Analyzes of students errors are very important, students will know their difficulty to pronounce words correctly, they also will earlier realize their lack, so for further they will not do over again error to pronounce same or analogous words and the teacher/lecturer will discover teaching and learning process, so she/he can pursue a good method to teach and improve their students ability especially focus in the student lacking.

The objectives of this research were to find out the errors made by second semester of English Language Education Study Program in pronouncing voiced and voiceless English consonants and also to know the causes of students' errors in pronouncing English consonants.

This research expected to be meaningful for everyone who reads it, such as: it is useful for the Second Semester Students of English Language Education Study Program to enrich their knowledge about pronunciation and to improve their mastery of the English pronunciation. Besides, the students are also expected to be able to practice the English sounds correctly in real conversation as a candidate of teacher.

Moreover, this research also expected to help English Lecturer to predict about the errors that made by the students in pronouncing voiced and voiceless English consonants and as basic to find out the solution for students' problem in pronunciation. And also for readers to expand their knowledge about the voiced and voiceless English consonants. Besides that, it can be used as an additional reference for the next researcher especially those who are interested in the study of English pronunciation. And also as an enrichment of STKIP Nias Selatan library literature.

In this case, the researcher choose the second semester of English Language Education Study Program as a subject which have learnt about pronunciation of English. So, the researcher proposes a scientific research entitled: "Students' Errors in Pronouncing Voiced and Voiceless English Consonants made by the Second Semester Students of English Language Education Study Program of STKIP Nias Selatan in 2019/2020

2. RESEARCH METHOD

This research is conducted by using the qualitative approach. Qualitative is one of research method where the research is done in the natural setting. Creswell (2014:32) said that qualitative research is the data emerge from qualitative study are descriptive, that is, data are reported in words (primarily the participant's words) or picture rather than in numbers. The

objective of qualitative approach is to find out the the answer of what, how and why the problem happens.

This research uses a descriptive qualitative research since the data are in the formed of words, it is the form of research finding is the description of error pronunciation, and the reason of pronunciation error.

Based on definition above, the researcher concluded that qualitative research is the data of the study is written in words which be reported descriptively. Therefore, to answer the question concerning the current status of the object of the study. The data of this qualitative research are analyzed descriptively which describes the errors in pronouncing voiced and voiceless consonant.

This research was conducted at STKIP Nias Selatan, which is located in Telukdalam. The pronunciation test was done on January 29th until 31st 2020 as the data students' pronunciation.

The data of this research was obtained directly from the second semester of English Language Education Study Program of STKIP Nias Selatan in Academic Year 2019/2020. The subject of this research was second semester of English Language Education Study are:

1. Documentation was used in order to get the answer of the data which obtained from the Second Semester Students of English Study Program. The documentation have been done by recording students' pronunciation in pronouncing voiced and voiceless English consonants. The documentations of students' pronunciation have done on January 29th until 31st 2020 as the data students' pronunciation.

2. Interview, the researcher collected data using semi-strucured interview. The informants of this research were asked his/her opinion or suggestion about the problem by using semi-structure interview. The target of interview was to find out the answer of the data which sourced from the lecturer of pronunciation subject at STKIP Nias Selatan. The steps of interview are:

a. Decided for whom the interview is done
b. Prepared the main topic that is discussed
c. Opened and started the interview
d. Confirmed the result of interview and closed it
e. Write down the result of interivew
f. Identified the result of interview

In analyzing the data qualitatively, the researcher is using error analysis method. Corder as quoted by Ellis (1994:48) suggests the following steps to conduct an error analysis research, those are:

(1) Identification of errors

In this step, the researcher studied the acquired data and tried to find out the the students' error in pronouncing voiced and voiceless consonants. Identification of errors refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions. These data are condensed so as to make them more manageable.

(2) Classification of errors

In classifying of students errors in pronouncing English word, the researcher classified based on the rules in pronouncing English Consonants. They are, Simple Consonants, Silent Consonants, Consonants with different flavours, Double Consonants, Consonants digraphs/other combinations.

(3) Explanation of Errors

In this step, the researcher explain the errors by establishing the source of errors and then calculated the errors in order to know kinds and total of errors made by the Second Semester Students of English Study Program.

(4) Drawing a conclusion

The last step would be drawing a conclusion based on the analysis. In this step, the researcher have to make a valid conclusion in the form of a brief description of the errors. The researcher also tabelized the result of the analysis. This table is meant to ease the identification each students' errors.

3. RESEARCH FINDINGS AND DISCUSSIONS

This part is intended to present the result of the data analysis based on the fact found after doing the research. It covers common error and the factors that cause students' errors in pronouncing English consonants.

1) Kinds of Students' Errors in Pronouncing English Consonants

a. Based on the Place of Articulations:

From the results of the students' errors, there were four of consonants sounds that pronounced by students in errros, they were /ʒ/, /ð/, /θ/, and /ʃ/ sounds. The students' errors were divided in to two parts,
they were two (2) errors in pronouncing voiced (/ʒ/,/ð/) and two
a. errors in pronouncing voiceless (/ʃ/, /θ/)
English Consonants.

The result of the research shows that the dominated of students' errors in pronouncing voiced and voiceless English consonants sounds by second semester students of English Language Education Study Program of STKIP Nias Selatan based on the rules of Place of Articulation has described below:

/ʒ/

/ʒ/ sound is made by pushing the air through a gap in the mouth, creating a friction sound. This is type of fricative sound. Most of students was made the replacement of /ʒ/ with /dʒ/, /tʃ/, /ʃ/, and /s/.

/ð/

Sound /ð/ is categorized as voiced dental fricative. The subject of this research tend to make error in pronouncing /ð/ into sound /d/ which is categorized

as voiced alveolar stop. The way to articulated dental sounds is the tip of the tongue touches the upper teeth.

/θ/

/θ/ is categorized as a voiceless dental fricative. The students as the subject of this research did deviation of this sound into /t/. (θ/t) different place of articulation /θ/ is interdental whereas /t/ is alveolar.

/ʃ/

This sound have to articulate with the tip of the tongue is close to the alveolar ridge, while the front of tongue concave to the roof of the mouth. Almost all of participants changed /z/ sounds with sounds.

b. Based on the Rules in Pronouncing English Consonants

No	Rules in Pronouncing English Consonants	Students' Errors in Pronunciation
1	Simple Consonants	sound /dʒ/ becomes /j/ Sounds
2	Silent Consonants	All of the silent letter is Pronounced By the students: (/b/, /c/, /d/, /g/, /h/, /k/, /l/, /n/, /p/, /s/, /t/, /w/)
3	Consonants with Different Flavours	a. When the letter of /c/ becomes as sound of /s/ and /ʃ/ sound. b. When the letter of /g/ becomes as sound of /dʒ/ and /ʒ/ sound. c. When the letter of /s/ becomes as sound of /ʃ/ and /ʒ/ sound d. When the letter of /t/ becomes as sound of /ʃ/ and /tʃ/ sound e. When the letter of /x/ becomes as sound of /gz/ and /z/ sound f. When the letter of /y/ becomes as sound of /i/ and /ai/ sound
4	Double Consonants	a. When the Letter of /cc/ Becomes as sound of /ks/ and /tʃ/ sound. b. When the letter of /gg/ becomes as /dʒ/ sound. c. When the letter of /ss/ becomes as /ʃ/ sound. d. When the letter of /zz/ becomes as /ts/ sound.
5	Consonants Digraphs/ other combinations	a. When the letter of /ch/ Becomes as sound of /k/ and /ʃ/sound. b. When the letter Of /gh/ Becomes as sound Of /g/, /f/sound, and silent. c. When the letter of /ch/ becomes as sound of /k/ and /ʃ/ sound. d. When the letter of /ph/ becomes as /f/ sound. e. When the letter of /sh/ becomes as sound. f. When the letter of /th/ becomes as /θ/ sound and /ð/ sound.
		g. When the Letter of /wh/ becomes as /w/ sound and /h/ sound.

From the analysis above the researcher found five kinds of error that students attend to do the errors in pronouncing English consonants, they are: Simple Consonants, Silent Consonants, Consonants with Different Flavours, Double Consonants, Consonants Digraph/other combinations.

2. Factor causes of the errors

Based on the research findings and according to the theories, below are explained the factor causes of the errros that students' made in pronounciation. This research findings are related to the theory of Kelly (2000:8) and also the theory according to Kenworthy (1987:4) which has explained factor that effect pronunciation. They were:

a. Students' First Language: The reasons of error were caused by the effect of the first language it becomes the most difficulties to students in pronouncing consonants which are some of the consonants in English not exist in their first language.

b. Amount of Exposure: They less practice of English especially in pronunciation also the causes of the errors that students made. It is also as the factors beause students' environments which is not support them to speak by using English. The people arounds of students are not using English as language in conversation. If the learner is not living in an English-speaking environment, it is should not affect their pronunciation skills or there is no such advantage for their pronunciation.

c. Phonetic Ability: If the students have good phonetics abilities, they will not get problem to make the distinguished between one sounds to another sounds evethough the phonetic of English not exist in their first language.

d. Combinations of English sounds: Combinations of English sounds makes the problems and difficulties to students in learning the second language. English also has unfamiliar consonants, there are some various

By considering about the research results above, besides based on theories which has explained the factors caused students problem, the researcher also found that students' problems which contrasts with the theories that have explained previously in Chapter II (on page 25-26), the second semester of English Language Education Study Program of STKIP Nias Selatan had another factors caused their problem in pronunciation, they were :

1. The students of English Language Education Study Program of STKIP Nias Selatan did not have large knowledge about pronunciation. It is caused by when they learn English from the elementary school, junior high school, senior high school to get basic of English they just

focus on the meaning of the words without regarding how to pronounce the words in correctly. In addition, however students' problem in pronunciation it also depends on pronunciation learning, where as in Indonesia curriculum there is no specific class to obtain the pronunciation as subject in the process of learning English. That is why students felt got stuck when they learn pronunciation in college, because they did not have basic about English pronunciation. It can be concluded that students problem in learning English pronunciation, it is not depending by students' age like theory of Kenworthy (1987:4) which included age as a factor caused of students problem. Because, as we know that students' age at elementary school it started around six years-old, it means that the students of English Language Education Study Program of STKIP Nias Selatan have learnt English since they were child hood, but they were still poor to pronounce of English words, so they will never speak as native speaker as theory stated.

2. Students learning spelling in English, but not about pronouncing in English. They learnt about spelling from the elementary school, but they learn pronunciation when they became students at college. So, the big question is how students know to pronounce the words during in elementary school until senior high school? So, actually the results of this research shows that, students' knowledge about spelling is used as a basic to pronounce the words of English. They guessed to pronounce words like a spelling sounds. However as we know that, spelling sounds of English are different from English words pronunciation. It is contrast with students' native language which has same spelling and pronunciation sounds.

3. Sources of knowledge were the factor caused their problem. Sources of knowledge have an important rule in learning English. Sources of knowledge can be from the educational institutions, the teacher and also the students, Hence, the result of this research discovered that some of students could not pronounce the words correctly because they did not have sources for learning English like a dictionary of pronunciation, or the other things like computer, cassete which could improve their English pronunciation.

4. CLOSING
a. Conclusion

After analyzing students' errors in pronouncing voiced and voiceless English Consonants made by the second semester of English Language Education Study Program of STKIP Nias Selatan, it can be concluded that:

1. Kinds of students' errors in pronouncing consonants as the results of this research were divided in to two parts. They were:
a. Based on the Place of Articulations
The errors that students made in pronouncing voiced and voiceless English consonants, they were /ʒ/, /ð/, /θ/, and /ʃ/ sounds. The students' errors were divided in to two parts, they were two (2) errors in pronouncing voiced (/ʒ/,/ð/) and two (2) errors in pronouncing voiceless (/ʃ/, /θ/) English Consonants.
b. Based on the rules in pronouncing consonants.
The students do the errors each types of rules in pronouncing consonants, they are: error in pronouncing silent consonants, consonants with different flavours, double consonants, consonants digraph/ other combinations.
a. The factors that causes the students error in pronouncing English consonants are: students' first language, amount of exposure, phonetic ability, motivations, combinations of English sounds, concept of English sound, Curriculum of Indonesian, and the last is Students' Facilities in learning English.

b. Suggestions

Based on the result of this research, the researcher recommends the following suggestions:
a. For Students
They have to practice English a lot, because there are many English words which are difficult to pronounce. Therefore, students need to practice more and more to pronounce many words. The researcher also gives a suggestion to students that they can take advantage from the smart phone or laptop that they have, they can download many dictionaries in play store that supports a native speaker's voice input and also the phoneme transcription.
b. For lecturers
The lecturer of English Pronunciation is expected to help the students by giving the students a great opportunity to actively use English in the classroom. And also the lecturer is hopefully can solve the students' problem in pronunciation especially for the students who have difficulty in the pronunciation of English, that is in pronouncing English consonants sounds based on the rules in pronouncing consonants (simple consonants, silent consonants, consonants with different flavours, double consonants, and consonants digraph/other combinations).
c. For the next researchers
The findings of this research is expected to give many benefits for them as a guideline or reference to conduct many other studies in phonology or pronunciation analysis as the development of the research.

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