



Indonesian EFL Undergraduate Students' Pronunciation Difficulties of English Fricatives Based on Letter-Sound Relationship

Tri Angkarini

Universitas Indraprasta PGRI Jakarta, Indonesia

triangkarini2022@gmail.com

Received: 27 February 2023

Accepted: 26 May 2023

Published: 20 June 2023

DOI: <https://doi.org/10.33541/jet.v9i2.4726>

Abstract

This study aims to identify the pronunciation issues with English fricatives that undergraduate students encounter as a result of the intricate link between the English letter and sound. The purpose of this study is to gather comprehensive data regarding students' pronunciation difficulties in terms of the degree of difficulty associated with each English fricative sound, as well as the types of words in which they occur (monosyllabic words, disyllabic words, and multisyllabic words). In order to explain the English sounds that were contributing to the students' pronunciation issues, a descriptive qualitative method was adopted in this study. The information was gathered by recording students speaking 48 words with English fricatives. The results showed that sound /θ/ accounts for 93.9% of the challenges, followed by sound /v/ at 81.8% and sound /ð/ at 60.6%. The main cause of the students' difficulties is the irregularity of the letter-sound relationship, and this can be prevented by altering the teaching strategy and making use of listening practice.

Keywords:

*Pronunciation,
English Fricatives,
Letter-sound
relationship*

INTRODUCTION

Language is first heard. An infant learns to speak by listening to and mimicking the sounds his mother makes. This gift of mimicry, which also endows us with the gift of speaking, endures for a while. It is commonly recognized that a child who is ten years old or younger can learn any language properly if they are raised in that language, regardless of where they were born or who their parents were. Nevertheless, beyond this age, the ability to imitate accurately decreased, and as we all too well know, adults find it extremely difficult to learn the pronunciation of foreign languages as well as other

language-related skills. However, pronunciation plays an important role in learning a foreign language, especially English (Charpentier-Jiménez, 2019; Marzá, 2014; Pourhosein Gilakjani, 2011; Zafary, 2021) since it determines someone's comprehensibility and intelligibility in spoken language. This finding implies that pronunciation issues with English sounds may alter word meaning and impair understanding. A few things can affect how well you learn English pronunciation. Together with age, other factors that affect pronunciation include native language accents and variations between native and foreign languages.

One of the main problems of learning English pronunciation is the influence of students' native language (Brown, 2011; James, 2013; Kosasih, 2017; Saadah & Ardi, 2020; Sukarni et al., 2020). They have been conversing in their native tongue since they were young. As a result, until they are adults, they continue to speak in the same manner. This habit becomes the reason for English pronunciation errors because it is difficult for them to reset the speech organ to produce the speech sound of this language (Putra, 2019; Ramelan, 2003). In other words, Indonesian-speaking learners will develop the phonemes of Indonesian which are difficult for them to change their movements of speech organs since it has been deeply implanted in them as part of their habits.

The disparities between English and Indonesian also cause students to transfer their Indonesian structural habits to English, which can be a big barrier to learning this foreign language's structure (Andi-Pallawa & Fiptar Abdi Alam, 2013). English and Indonesian have different letter-sound relationships, although English does not. For instance, whether it appears at the start, middle, or end of words, the Indonesian letter "o" produces an identical sound. (orasi /*ɔrʌsi:*/, otomotif /*ɔtɔmɔti:f*/, demo /*dɛmɔ*/). On the other hand, in English, the letter "o" has various sound production in different positions of the words (origin /*ɔrɪdʒɪn*/, colon /*kəʊlɒn*/, taboo /*tə'bu:*/). Indonesian students therefore frequently pronounce English letters similarly to how they do in Indonesian. In other words, as they will be simple to transfer and may operate well during foreign language learning, similarities between native language and foreign language can drive students to study. However, given the differences between the two languages, studying can become demotivating for students, which can lead to poor transfer (James, 2013).

Due to the differences between Indonesian and English sound systems, there are sounds in English that do not exist in Indonesian (Antaris & Omolu, 2019). For example, English has 8 (eight) fricative consonants which consist of /f/, /v/, /s/, /z/, /θ/, /ʃ/, /ʒ/, and /ð/. While in Indonesian, it only has 4 (four) fricative consonants which include /f/, /ʃ/, /s/, and /z/. Consequently, Indonesian learners face challenges when they have to pronounce these unfamiliar sounds. Moreover, Indonesian learners also have problems identifying consonant /θ/ and /ð/ since it is usually represented by similar letters (th) in the writing system.

A number of scholars have investigated and clarified the English pronunciation used by native speakers of several languages around the world, including Japanese, French, Portuguese, Thai, etc. But because it seeks to be a part of a sequence of studies on pronunciation problems made by EFL Indonesian-speaking learners, this study is crucial. Utama (2018) conducted a study to investigate the way Balinese people pronounce English fricatives and compared it to Standard English as well as the problems which are occurred. I Made Mangku Pastika, a former governor of Bali, provided speech footage that served as the study's data source. The observation method was used and a speech

analyzer computer program was utilized to analyze the pronunciation of the words that contain fricatives. Based on this study's findings, it was revealed that there are some sound substitutions occurred. The sound /z/ was used instead of the sound /s/. The same problems with pronouncing /z/ for the sound /s/, as well as the problems with /θ/ for /t/, were identified in the pronunciation of non-formal speech.

Pardede (2007) made an additional effort to look into the pronunciation errors made by the English Department freshmen at FKIP-UKI Jakarta when articulating fricative consonants of English. To accomplish the task, 26 English Pronunciation students in the morning class during the academic year 2006–2007 were asked to read aloud a passage comprising the sounds /f/, /v/, /x/, /θ/, /ʃ/, /ʒ/, /s/, /z/, and /ð/. Each subject's reading was documented on tape, and any mistakes were found by carefully examining the data. The analysis's findings showed that the subjects had difficulty producing five English fricatives, including /z/, /x/, /y/, and /z/. The plausible explanation is that these sounds are absent from Indonesian. The author suggested minimal pair exercises that increase students' understanding of the distinctions between Indonesian and English phonemes in order to correct these inaccuracies.

According to the Communicative Effect Taxonomy, Mulyadi, Ansar, and Kholid (2018) also conducted a study to determine the most typical pronunciation errors produced by Pattani's students as well as to determine how many global and local errors there are while pronouncing the English fricative. The results of this qualitative study indicated that the fricative [ð] is the most typical mistake. Then, some reasons for the participants' inaccuracies in terms of interlingual and intralingual transfer, such as: first, the English fricative sounds [θ], [ð], and [ʒ] are unique, unshared sounds, and [θ] and [ð] were mistaken for the stops [t] and [d].

Furthermore, Putra (2019) did research to examine pronunciation faults of plosive and fricative consonants in recordings generated by students at a Jakarta vocational high school. His research employed the qualitative method, and the results showed that 64% of pupils and 36% of plosives respectively produced consonant errors. They make mistakes because they don't know how to pronounce some words and because English and Indonesian pronunciations differ. The researcher suggests putting more emphasis on teaching students how to improve their communication abilities. There may be challenges that Indonesian students deal with, according to the four research that have been discussed. The discrepancies between their language and English are mostly to blame for this. The learners are greatly perplexed and challenged by the similarities and discrepancies in the letter-sound correspondences of the two languages. Although there are established answers, the issues can be resolved with increased administration and teacher involvement. For instance, simple pair exercises are required to help students understand the distinctions between English and Indonesian phonemes. Moreover, creative teaching strategies are required to raise students' communicative proficiency.

Depending on the circumstances, this study will focus on difficulties faced by undergraduate students in pronouncing English fricatives based on letter-sound relationships. The main goal of this research is to provide detailed information about students' pronunciation challenges in terms of difficulty levels of each English-fricative sounds, their position in a word, and type of words (monosyllabic words, disyllabic words, and multisyllabic words). While other studies on English fricatives have concentrated on the types of errors and the causes of the errors, this study attempts to

view the issues from a different angle so that the findings may be taken into account by educators when developing the material which needs to be given more attention to help students' pronunciation.

METHOD

The quality of relationships, activities, circumstances, or materials was examined in this study using the descriptive qualitative method, which is also known as qualitative research (Frankel, 2009). In light of the aforementioned claim, this study only observes the phenomenon of current research at a certain time. Thus, information about undergraduate students' difficulties pronouncing English fricatives was acquired from them.

The subject of this research includes twenty Indonesian students preparing for the undergraduate degree in English Education at Universitas Indraprasta PGRI, Jakarta. Importantly, the participants studied for five semesters at the time when they participated in these experiments and have already taken the Pronunciation subject in the second semester.

In this research, a list of 48 words containing English fricatives is used as an instrument. The list is classified into three types of words, mono-syllabic words, dissyllabic words, and multisyllabic words. The instrument is designed in such a way as to investigate the students' ability in pronouncing those three types of words and look into their problems. English fricatives that are included in those words are also placed in different positions, in the beginning, in the middle, and at the end.

The After the students' voice recordings were collected, they were listened, and analyzed. The voices were transcribed into their phonetic transcription based on the speakers' pronunciation. Next, the transcription of speakers' pronunciation was compared with the transcription of standard English pronunciation by looking at Oxford Dictionary. Finally, the differences and similarities between those two transcriptions were presented in a form of a table and chart. The findings are then analyzed and broken down by percentage.

FINDINGS AND DISCUSSION

Research Findings

Based on the analysis of students' voice recordings, the findings of the students' pronunciation of English Fricatives are depicted in the table and followed by the explanation. The table shows the type of words and the words which were tested on students, the phonetic transcription of the words based on the Oxford Dictionary, the phonetic transcription of the students' incorrect pronunciation, and the error percentage made by the students.

Table 1 shows that 18% of students made mistakes in pronouncing the sound /f/ which is represented by the letter "gh" and in the word *wife* when this sound is represented by the letter 'f', students do not have any difficulties at all. In pronouncing dissyllabic words, 9% of students had a challenge when performing the sound /f/ in the word *nephew* which is represented by the letter "ph". On the other hand, in the word *farmer*, students made no mistakes when pronouncing the sound /f/ which is represented by the letter "f". In multisyllabic words, there were no students made mistakes when the sound /f/ is represented by the letter "f" in the word *joyfully*. However, when the sound /f/ was

represented by the letter “ph” in the word *autograph*, 27% of students’ pronunciations were false.

Table 1
Result of Students’ Pronunciation of Sound /f/

TYPE OF WORDS	WORDS	PHONETIC TRANSCRIPTION	ERRORS MADE BY STUDENTS	ERROR PERCENTAGE
MONOSYLLABIC WORDS	Laugh	/lɑ:f/	/lɑ:v/	18%
	Wife	/waɪf/		0%
DISSYLLABIC WORDS	Nephew	/'nefju:/	/'nɪpju:/	9.0%
	Farmer	/'fɑ:mə/		0%
MULTISYLLABIC WORDS	Joyfully	/'dʒɔɪf(ə)li/		0%
	Autograph	/'ɔ:tə,grɑ:f/	/'ɔ:tə,grɑ:p/	27%

Table 2 shows that all words contain the sound /v/ and they are represented by the “v” letter in various positions. It is revealed from the table that the majority of students made mistakes in pronouncing the word *save* and *starve* in monosyllabic words when the sound /v/ is in a final position (100% and 72.72%). Moreover, all of the students made mistakes in pronouncing this sound in the word *village* and *advise* whether the position of the sound /v/ is in the beginning or at the end of the words. In multisyllabic words, only 18% of students made pronunciation mistakes when pronouncing the word *seventeen* but when pronouncing the word *venomous*, 72.72% of students had errors of it.

Table 2
Result of Students’ Pronunciation of Sound /v/

TYPE OF WORDS	WORDS	PHONETIC TRANSCRIPTION	ERRORS MADE BY STUDENTS	ERROR PERCENTAGE
MONOSYLLABIC WORDS	Save	/seɪv/	/seɪf/	100%
	Starve	/stɑ:v/	/stɑ:f/	72.72%
DISSYLLABIC WORDS	Village	/'vɪlɪdʒ/	/'fɪlɪtʒ/	100%
	Advise	/əd'vaɪz/	/əd'faɪs/	100%
MULTISYLLABIC WORDS	Seventeen	/sev(ə)n'ti:n/	/sefən'ti:n/	18%
	Venomous	/'venəməs/	/'feɪnəməs/	72.72%

As seen in Table 3, all words contain the sound /θ/ and they are represented by “th” letters in different positions. It was found that in monosyllabic words, all of the students had difficulties in pronouncing the word *thief* when the sound /θ/ is at the beginning of the words while in the final position, 54.54% of students made mistakes when pronouncing the word *both*. In dissyllabic words, all of the students made errors when pronouncing the word *thirsty* and the majority of students (81.81%) also failed in making correct pronunciation of the word *bathroom* when the position of the sound /θ/ is in the middle. Furthermore, in multisyllabic words, 81.81% of the students made errors to pronounce this sound at the beginning of the words *Theatrical*, and in the middle position, 98.9% of the students also had challenges in pronouncing the word *Cathedral* correctly.

Table 3
Result of Students' Pronunciation of Sound /θ/

TYPE OF WORDS	WORDS	PHONETIC TRANSCRIPTION	ERRORS MADE BY STUDENTS	ERROR PERCENTAGE
MONOSYLLABIC WORDS	Thief	/θi:f/	/ti:f/	100%
	Both	/bəʊθ/	/bɔ:t/	54.54%
DISSYLLABIC WORDS	Thirsty	/'θɜ:(r)sti/	/'tɜ:rsti/	100%
	Bathroom	/'bɑ:θru:m/	/'betru:m/	81.81%
MULTISYLLABIC WORDS	Theatrical	/θi'ætrɪk(ə)l/	/te'a:trɪkəl/	81.81%
	Cathedral	/kə'θi:drəl/	/ke'tədrəl/	98.9%

Table 4 depicts that in each type of word, all of the words have the sound /ð/ in it and all of them are represented by “th” letters in various positions. In monosyllabic words, 54.54% of students had low-quality performance in producing the sound /ð/ both in the front and the final position of the word *those* and *breathe*. All of the students (100%) even failed to make the correct pronunciation of this sound in dissyllabic words when it's in the front of the word *therefore* while in the middle position, only 45.45% of the students made incorrect pronunciation of the word *southern*. In multisyllabic words, 27.27% of students made pronunciation errors when this sound is in the front position of the word *thereafter* while in the middle position, 45.45% of the students failed to make correct utterances of the word *furtherance*.

Table 4
Result of Students' Pronunciation of Sound /ð/

TYPE OF WORDS	WORDS	PHONETIC TRANSCRIPTION	ERRORS MADE BY STUDENTS	ERROR PERCENTAGE
MONOSYLLABIC WORDS	Those	/ðəʊz/	/doʊz/	54.54%
	Breathe	/bri:ð/	/bri:θ/, /bri:t/	54.54%
DISSYLLABIC WORDS	Therefore	/'ðeə(r)fɔ:(r)/	/'de(r)fɔ:(r)/	100%
	Southern	/'sʌðə(r)n/	/'sɔ:tərn/	45.45%
MULTISYLLABIC WORDS	Thereafter	/'ðeər'ɑ:ftə(r)/	/'der'ɑ:ftər/	27.27%
	Furtherance	/'fɜ:(r)ðərəns/	/'fɜ:rtərəns/	45.45%

All words in Table 5 here contain the /s/ sound and they are all represented by the “s” letters in different positions. The result obtained from this table revealed that in monosyllabic words, all of the students can pronounce the word *straw* and *place* correctly whether the sound /s/ is in the front or final position. In dissyllabic words, all of the students have no difficulties to pronounce the word *science* when the sound /s/ is in the front position but in the middle position, 18.18% of the students have low performance in pronouncing the word *listen*. Furthermore, when pronouncing the sound /s/ in the front position of the word *psychology*, the students have no mistakes at all but when they pronounce this sound in the word *disciple*, 18.18% of students failed to utter it correctly.

Table 5

Angkarini: Indonesian EFL Undergraduate Students' Pronunciation Difficulties of English Fricatives Based on Letter-Sound Relationship

Result of Students' Pronunciation of Sound /s/

TYPE OF WORDS	WORDS	PHONETIC TRANSCRIPTION	ERRORS MADE BY STUDENTS	ERROR PERCENTAGE
MONOSYLLABIC WORDS	Straw	/strɔ:/		0%
	Place	/pleɪs/		0%
DISSYLLABIC WORDS	Science	/'saɪəns/		0%
	Listen	/'lɪs(ə)n/	/'lɪz(ə)n/ /'lɪst(ə)n/	18.18%
MULTISYLLABIC WORDS	Psychology	/saɪ'kɒlədʒi/		0%
	Disciple	/'dɪ'saɪp(ə)l/	/'dɪ'skaɪp(ə)l/	18.18%

Table 6 shows that all of the words in every classification have /z/ sound in them and most of them are represented by the “z” letter. Only the word “easy” is represented by the “s” letter. From the table, it is revealed that in monosyllabic words, all of the students made correct pronunciation of the sound /v/ in the front position of the word *zoo*. However, the majority of students (81.81%) failed to utter this sound in the final position of the word *size*. Surprisingly, all of the students have no mistakes in pronouncing this sound whether it is in the front and middle position of the word *zero*, and *easy*. All of the students also don't have any difficulties in pronouncing this sound in the front position of the word *zoological* but in the middle position of the word *hospitalization*, 45.45% of the students made mistakes in pronouncing this sound.

Table 6
Result of Students' Pronunciation of Sound /z/

TYPE OF WORDS	WORDS	PHONETIC TRANSCRIPTION	ERRORS MADE BY STUDENTS	ERROR PERCENTAGE
MONOSYLLABIC WORDS	Zoo	/zu:/		0%
	Size	/saɪz/	/saɪs/	81.81%
DISSYLLABIC WORDS	Zero	/'zɪərəʊ/		0%
	Easy	/'i:zi/		0%
MULTISYLLABIC WORDS	Zoological	/zu:ə'lədʒɪk(ə)l/		0%
	Hospitalization	/hɒspɪt(ə)laɪ'zeɪʃ(ə)n/	/hɒspɪt(ə)laɪ'seɪʃ(ə)n/	45.45%

Table 7 reveals that no students made mistakes in pronouncing the sound /ʃ/ in the word *shell* which is represented by “sh” letters while in the word *flash*, 27.27% of the students made errors in pronouncing this sound which sound /ʃ/ is also represented by a similar letter. In dissyllabic words, 27.27% of the students had difficulties in pronouncing this sound in the word *shuffle* which is represented by the “sh” letter, and in the word *machine* which is represented by the “ch” letter. When pronouncing this sound in multisyllabic words, only 9.09% of students made an incorrect pronunciation of this sound in the word *shamelessness* which is represented by the “sh” letter, and no one failed to pronounce this sound in the word *pronunciation* which is represented by the “t” letter

Table 7
Result of Students' Pronunciation of Sound /ʃ/

TYPE OF WORDS	WORDS	PHONETIC TRANSCRIPTIO N	ERRORS MADE BY STUDENTS	ERROR PERCENTAG E
MONOSYLLABIC WORDS	Shell	/ʃel/		0%
	Flash	/flæʃ/	/fleɪs/	27.27%
DISSYLLABIC WORDS	Shuffle	/'ʃʌf(ə)l/	/'sʌfəl/	27.27%
	Machine	/mə'ʃi:n/	/mə'si:n/	27.27%
MULTISYLLABI C WORDS	Shamelessnes s	/'ʃeɪmləsənəs/	/'si:mləsənəs /	9.09%
	Pronunciation	/prəˌnʌnsɪ'eɪʃ(ə)n/		0%

As shown in Table 8, the majority of students (81.81%) had difficulties in pronouncing the sound /ʒ/ in the word *rouge* which is represented by the “g” letter while in the word *beige* which this sound is represented by a similar letter, only 36.36% of the students made mistakes. In dissyllabic words, 54.54% of the students had challenges when pronouncing the word *pleasure* which the sound /ʒ/ is represented by the “s” letter and 45.45% of the students also made incorrect pronunciation in producing this sound in the word *garage* which the sound /ʒ/ is represented by “g” letter. In multisyllabic words, 72.72% of the students cannot pronounce the word *measurement* in which the sound /ʒ/ is represented by the “s” letter and 63.63% of the students also made errors in producing this sound in the word *camouflage* which the sound /ʒ/ is represented by “g” letter.

Table 8
Result of Students' Pronunciation of Sound /ʒ/

TYPE OF WORDS	WORDS	PHONETIC TRANSCRIPTIO N	ERRORS MADE BY STUDENTS	ERROR PERCENTAG E
MONOSYLLABI C WORDS	Rouge	/ru:ʒ/	/ru:θ/, /ru:tʒ/, /ru:z/, /ru:s/, /roʊk/	81.81%
	beige	/beɪʒ/	/beɪtʒ/, /beɪdʒ/	36.36%
DISSYLLABIC WORDS	Pleasure	/'plezə(r)/	/'pleʃə(r)/, /'plezə(r)/	54.54%
	Garage	/'gær.ɑ:ʒ/	/'gɜ:reɪtʒ/, /'gɜ:ra:s/	45.45%
MULTISYLLABI C WORDS	Measureme nt	/'meʒəm(ə)nt/	/'mi:ʃəməns/, /'mezəmənt/	72.72%
	Camouflage	/'kæməflɑ:ʒ/	/'ka:mɒfleɪtʒ/, /'kəmɒfle s/, /'ka:mɒfleɪk/, /'kæməflɑ :ʃ/	63.63%

The pronunciation result of each sound then is compared in terms of their type of words. As seen in the first chart above, it is revealed that students make more errors in pronouncing Dissyllabic words rather than monosyllabic and multi-syllabic words. The average percentage of the error from pronouncing Dissyllabic words is 44.88% followed by Monosyllabic words at 42.61% and Multisyllabic words at 36.26%.

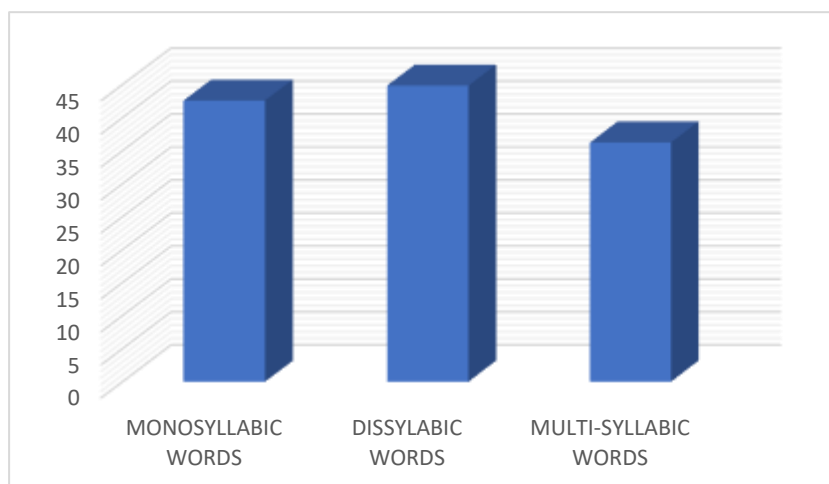


Figure 1. Students' Difficulties in terms of their type of words

In terms of sound, the highest percentage of difficulties goes to sound /θ/ in the initial position of the word for 93.9% and followed by sound /v/ in the first and final position for 81.8%, sound /θ/ in the medial and final position for 78.4%, sound /v/ in the initial position for 72.7% and sound /ð/ in the initial position for 60.,6%.

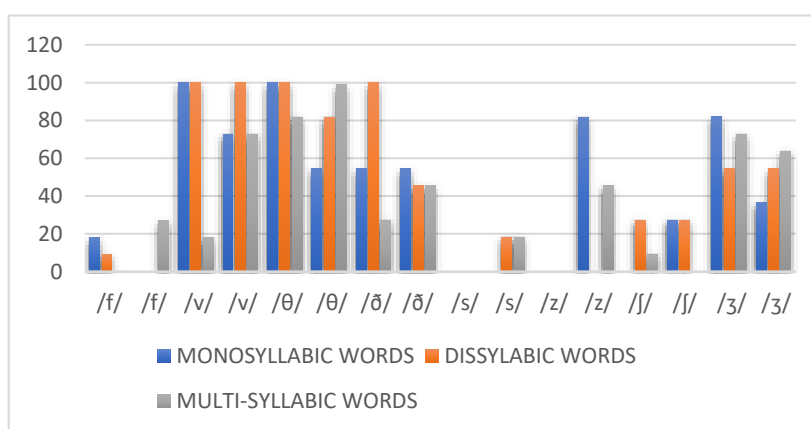


Figure 2. Students' Difficulties in terms of English Fricative Sounds

Discussion

The results indicate that most students do not significantly struggle when English fricatives have symbols that are similar to those used in written form. All of the students can correctly pronounce the sounds in the beginning, medial, and final positions in the words Farmer, Joyfully, and Wife. This is counter to a study by Maysarah, Andi Idayani, and Betty Sailun (2023), which found that one of the most common pronunciation errors students made was saying the sound /f/ in the medial position before saying it in the final position. Similar to this, the students found it simpler to pronounce the sounds /s/ in the words Straw and Science as well as /z/ in the words Zero, Zoo, and Zoological as well as the sound /ʃ/ in the word Shell.

Angkarini: Indonesian EFL Undergraduate Students' Pronunciation Difficulties of English Fricatives Based on Letter-Sound Relationship

There are some words, though, that are mispronounced despite sharing similar letter symbols. When the students spoke the sound /v/, there was evidence of this. They'll probably switch the difficult-to-pronounce sound /v/ for the easier-to-pronounce /f/. A similar conclusion was reached by Enxhi et al. (2012), who found that the sound /v/ is not utilized unless it comes from a borrowed word, proving that it is not native in origin. Also, it was observed that even if this sound is represented by the letter "V," students still had difficulty pronouncing it correctly. Due to the absence of the fricative sound in some native languages, such as Sundanese, the respondent's mother tongue background has had an impact on the sound production (Fauzi, 2020).

A few students also made mistakes when they attempted to pronounce the sound /s/ when it was represented by the same letter sign "s" and was followed by another letter, as in the words Listen and Disciple. They thought that the letters "st" in the word Listen and "sc" in the word Disciple represented two distinct sounds that should be combined. They pronounced the words Listen and Disciple as /'lɪst(ə)n/ and /dɪ'skɑɪp(ə)l/, respectively, instead of /'lɪs(ə)n/ and /dɪ'sɑɪp(ə)l/. In other words, students will probably speak these terms the same way they are written. Situmeang and Lubis (2020), who also found that certain study participants have trouble differentiating between English phonetic features and their distribution, support this finding. Students only mispronounce the sound /z/ in the final position (Size) and the anti-penultimate position while producing the sound (Hospitalization). They swapped out the difficulty for their speech organs to make the sound /z/ for the sound /s/. The students have difficulty saying it because of the word's length and the position of this sound. Nonetheless, for the majority of students, this sound is not a major issue. Theresia Budi Sucihati (2022), who also demonstrated that the majority of participants have no trouble pronouncing these two sounds, lends credibility to the evidence.

The majority of students, however, struggle greatly when the written forms of English fricatives use various symbols. It was discovered that the students substituted the sound /p/ for the sound /f/, which is represented by the letter /ph/ as in the words Nephew and Signature. Some students had a tendency to pronounce the word laugh with a /v/ sound instead of a /f/ sound. Even when the answer changed the sound from the same location and with the same articulation, this is still incorrect and is considered an error. That is as a result of the incorrect sound that is chosen and used in its speech (Fauzi, 2020).

Interesting results were also obtained when the students uttered the sounds /θ/ and /ð/. It was found that most students pronounce the sound /ð/ more easily than the sound /θ/. The average percentage of errors of sound /ð/, which is larger than sound /θ/, served as evidence for this. The majority of pupils tended to substitute the sound /t/ for the sound /θ/ in the initial, medial, or final positions. The students' sound production was also motivated by the letter "th," which stands for this sound. It appeared that they were pronouncing this sound as though it were written. Similar to the issue with the sound /θ/, students also mistakenly substituted the sound /d/ and the sound /t/ for the sound /ð/. Remarkably, just a few students had trouble pronouncing the word Thereafter correctly. The findings of Enxhi et al. (2012) and Situmeang and Lubis (2020), which revealed that the substitution of /t/ and /d/ is expected from speakers who use Malay and Mandarin as their first languages, respectively, confirm the aforementioned result. They added that one

of the causes of this issue is that students find it difficult to make these unfamiliar sounds using their own speech organs.

The sound /ʃ/, which appears in the terms Flash, Shuffle, Machine, and Shamelessness, was also found to be difficult to pronounce. The majority of students find this sound to be less difficult than other English fricative sounds because it is frequently represented by the letter "sy" in words like "syarat," "syahdu," "syariat," and many more in Indonesian. Yet when this sound is represented by the letters "sh, c, t, ss, s, ch" in English words, a problem arises. The students changed the sound /ʃ/ to /s/ because it has no bearing on the meaning of the phrases in their native language of Indonesian (Situmeang & Lubis, 2020).

In contrast to the sound /ʃ/, the sound /ʒ/ was extremely difficult for the majority of students to pronounce. The fundamental issue is that nouns like Rouge, Beige, Pleasure, Measuring, Garage, and Camouflage employ the letters "g" and "s" to express this sound. Since the letter "g" stands in for the sound /ʒ/ in the words Rouge and Camouflage, most students chose to pronounce this sound as a glottal stop, emphasizing the sound /k/ in the final position and changing the words into /rouk/ and /'ka:mɒfleik/. The way the words Warteg and Ajeg are pronounced in Indonesian is similar to this. Moreover, some students change this sound to the sound /dʒ/ found in the word Manage. The students chose the wrong sound choice because of the similarity between the letter "ge" positions in the words Manage, Rouge, Beige, Garage, and Camouflage. Students also changed the sound /ʒ/ in the words pleasure and measurement to /ʃ/, /s/, or /z/, just like they did with the word Ensure. The students believed that the letters "sure" in the words Pleasure, Measurement, and Ensure have the same sound because of their similarity. The uneven link between English vowel alphabets and vowel phonemes of English influences, according to Ali (2015), is one of the most significant elements affecting the learning of pronunciation of English vowels (Ezzeldin, 2013). The student's capacity to acquire English pronunciation would be hampered by their ignorance of the anomalies in the relationship between English sounds and letters.

Surprisingly, it was found that when compared to monosyllabic and multisyllabic words, dissyllabic words have the greatest proportion of students who have difficulty pronouncing English fricative sounds. The words Therefore, Thirsty, Village, and Advise, which all reach 100%, account for the greatest percentage. This may be due to students' inconsistent use of both the letter names and sounds in English speech as well as their limited understanding of these concepts. It has also been demonstrated that it is simpler to pronounce English fricatives in monosyllabic and multisyllabic phrases than in dissyllabic ones. The results differ from those of Ali (2015), who discovered that students have trouble pronouncing multi-syllabic words.

CONCLUSIONS AND SUGGESTIONS

According to the findings and further discussion, there are various factors that influence students' difficulties pronouncing English fricative sounds. The textual representations of the English fricative sounds could influence students' decisions on which sound to select incorrectly. The majority of them frequently pronounce it as it is written. Another element is the similarity of the spelling. When students discover that two words have the same spelling, they frequently pronounce them in the same way. In summary, the students developed their own rule and attempted to generalize the idea. Also, the student's inability

to move their speech organs has an impact on their capacity to pronounce these sounds. This is presumably due to the student's inability to accurately mimic the proper pronunciation due to lack of practice and doubt. So, if listening practice is included, practicing in a classroom can be successful. Students can learn more about how to decode the correspondence between English Fricatives letters and English Fricative sounds by listening. Also, by demonstrating the English Fricatives letter(s) to the students and vice versa, it is possible to teach them how to pronounce the English Fricatives sound.

REFERENCES

- Ali, E. M. T. (2015). The Elimination of Pronunciation Problems of English Vowels of Saudi Students of English Resulting from Complex Letter-Sound Relationship. *International Journal of Language*, 3(1), 35–41. <https://doi.org/10.15640/ijll.v3n1a5>
- Andi-Pallawa, B., & Fiptar Abdi Alam, A. (2013). A Comparative Analysis between English and Indonesian Phonological Systems. *International Journal of English Language Education*, 1(3). <https://doi.org/10.5296/ijele.v1i3.3892>
- Antaris, I., & Omolu, F. A. (2019). FACTORS AFFECTING PRONUNCIATION DIFFICULTIES OF 8th GRADE STUDENTS OF MTSN PALU BARAT. *Journal of Foreign Language and Educational Research*, 2(2), 10–19.
- Brown, D. (2011). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd ed.). Pearson Education Limited.
- Charpentier-Jiménez, W. (2019). University students' perception of exposure to various English accents and their production. *Actualidades Investigativas En Educación*, 19(2), 1–27. <https://doi.org/10.15517/aie.v19i2.36908>
- Enxhi, S. Y., Tan, B. H., & Yong, M. F. (2012). Speech disfluencies and mispronunciations in English oral communication among Malaysian undergraduates. *International Journal of Applied Linguistics and English Literature*, 1(7), 19–32. <https://doi.org/10.7575/ijalel.v.1n.7p.19>
- Ezzeldin, M. T. A. (2013). Pronunciation problems: Acoustic analysis of the English vowels produced by Sudanese learners of English. *International Journal of English and Literature*, 4(10), 495–507. <https://doi.org/10.5897/IJEL12.031>
- Fauzi, F. (2020). Error Analysis of Sundanese English Pronunciation on Fricatives Sound. *Buletin Al-Turas*, 20(1), 199–218. <https://doi.org/10.15408/bat.v20i1.3756>
- Frankel, J. R. and N. E. W. (2009). *How to Design and Evaluate Research in Education* (7th editio). McGraw Hill.
- James, C. (2013). *Error in language learning and use* (C. N. Catlin, ed.itle. Pearson Education Limited.
- Kosasih, M. M. (2017). Native Language Interference in Learning English Pronunciation: A Case Study at A Private University in West Java, Indonesia. *International Journal of Education and Research*, 5(2), 135–150.
- Marzá, N. E. (2014). A practical corpus-based approach to teaching English for tourism. *International Journal of Applied Linguistics and English Literature*, 3(1), 129–136. <https://doi.org/10.7575/aiac.ijalel.v.3n.1p.129>

- Maysarah, Andi Idayani, B. S. (2023). *STUDENTS' ABILITY IN PRONOUNCING ENGLISH FRICATIVE CONSONANTS AT ENGLISH LANGUAGE EDUCATION OF FKIP UIR*. 44(12), 2–8.
- Mulyadi, W. W., Ansar, F. A., & Kholid, I. (2018). An Analysis of Pattani's Students Pronunciation in Pronouncing English Fricative Consonants at Uin Lampung. *Jurnal Smart*, 4(1), 61–72.
- Pardede, P., & Indonesia, U. K. (2007). The Production of English Fricatives by The Freshmen of The English Department of FKIP-UKI Jakarta: An Error Analysis. Paper presented at Conference: FKIP-UKI English Department Bimonthly Collegiate Forum, UKI Jakarta, 1–24.
- Pourhosein Gilakjani, A. (2011). A Study on the Situation of Pronunciation Instruction in ESL/EFL Classrooms. *Journal of Studies in Education*, 1(1), 1–15. <https://doi.org/10.5296/jse.v1i1.924>
- Putra, F. P. (2019). An Error Analysis of English Plosive and Fricative Consonants at Vocational High Schools. *Wanastra: Jurnal Bahasa Dan Sastra*, 11(2), 141–150. <https://doi.org/10.31294/w.v11i2.6213>
- Ramelan. (2003). *English Phonetics*. Publication.
- Saadah, F., & Ardi, H. (2020). The Analysis of Students' Pronunciation Error on English Diphthong Made by Fifth Semester of English Language Education Program Universitas Negeri Padang. *Journal of English Language Teaching*, 9(1), 188. <https://doi.org/10.24036/jelt.v9i1.107829>
- Situmeang, I. T., & Lubis, R. F. (2020). Students' difficulties in pronouncing fricative consonant. *English Journal for Teaching and Learning*, 08(01), 38–46.
- Sucihati, T. B., & Pd, M. (2022). *An Analysis of Fricative Consonants of English Reading Used by the Fourth Semester of Manajemen Program Universitas PGRI Madiun*. 5(2), 157–163.
- Sukarni, S., Setiyono, J., & Nurhadi, R. (2020). Suprasegmental Errors of Students with Javanese Mother Tongue: A Case at a Private Islamic University in Purworejo. *Ta'dib: Jurnal Pendidikan Islam*, 25(2), 83–95. <https://doi.org/10.19109/td.v25i2.6084>
- Titah Madriyanti Utama, L. G., Mas Indrawati, N. L. K., & Udayana, I. N. (2018). The Pronunciation of English Fricatives in the Speech by a Non Native Speaker. *Humanis*, 22, 118. <https://doi.org/10.24843/jh.2018.v22.i02.p17>
- Zafary, A. (2021). *Afghan EFL Students' Perceptions about English Pronunciation*. 21(4), 63–80. www.languageinindia.com