AN ANALYSISOFPRONUNCIATION ERRORS OF ENGLISH CONSONANTS : /θ/ and /ð/ BY THE STUDENTS OF THE ENGLISH EDUCATION STUDY PROGRAM OF UNIVERSITY OF BENGKULU.

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ABSTRACT

This research was aimed to know and to analyze how English students in University of Bengkulu, English Education Study program class A and B, academic year 2015/2016 pronounced English consonants /θ/ and /ð/. The instrument used for collecting the data was recording. This research used qualitative and quantitative method. The result of this research showed most of English students pronounced English consonants /θ/ and /ð/ incorrectly. It showed that the students were not good at pronouncing English consonants /θ/ and /ð/ when they were located at the middle or at the final of the words. Based on the findings, the study concluded that the errors were caused by several reasons such as the sound of /θ/ and /ð/ which did not exist in Bahasa Indonesia, the influence of similar sound with Bahasa Inonesia consonants /t/ and /d/, and also the carelessness.

Key word : English consonants /θ/ and /ð/, Errors, Middle,final.

INTRODUCTION

English is an international language used by people across the world. It is important because English is used as media in sharing information, trading, marketing, education, and many others. In Indonesia, English is a foreign language which is important to learn by Indonesian learners.In 1967, government put English as one of the compulsary subject to learn in curriculum and it is still learned by students until now. According to Fahrawaty (2013) English takes an important role in school as a subject that gives students a space to access more knowledge and technology globally

In higher education in Indonesia, English has been taught as one of the subject at the first year of study for all majors. On the other hand, English is a must language to use in the first year until the end of the study for English education study program. It also happens in English education study program of the University of Bengkulu. English is learned through several subjects. One of the subject is called Phonology. This subject compulsary subject in English department.

According to Yule (1996) Phonology is the study of the systems, patterns and use of sounds that occur in the languages in the world. In line with this theory, phonology is important for English education students in order to know how to pronounce English words properly and know its phonetics form.

In phonology subject, English students learn all of the English symbols such as vowels and consonants. According to International Phonetic Alphabet(IPA, 2015) English has total consonants such as /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /s/, /z/, /ʒ/, /tʃ/, /dʒ/, /θ/ ,/ð/, /m/,/n/, /ŋ/, /h/, /l/, /r/, /w/, /j/. From these consonants, some exist in Bahasa Indonesia such as /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /s/, /z/ /m/,/n/ ,/h/, /r/, /w/, /j/, but some are not.

There are two consonants that do not exist in Bahasa Indonesia, those are /θ/ and /ð/. It makes Indonesian learners hard to find appropriate way to speak those consonants. Consequently, Indonesian have the difficulties in pronoucing some words in learning English (Rustipa, 2003) . This phenomenon also happens toward English students of English education of the University of Bengkulu. A lot of English students pronounce those consonants wrongly either in the classroom or out of the classroom. They also hardly pronounce these consonants appropriately even they often replace these consonants with the similar sounds in Bahasa Indonesia when they are in conversation.

Lots of consonants /θ/ and /ð/ that should be pronounced correctly but they are ignored, so that makes their pronounciation in some words would be wrong. The consonant /θ/ should pronounce softly and voiceless in order to get this exact sounds like a native, while the consonant /ð/ should be pronounced hardly and voiced to get its sound.

Some words using /θ/ should pronounce with "th" voiceless often pronounced with /t/, /s/, or missing "th" itself by the students of English. For example : *three /* 'θri;/ become {tree /'tri;/ or sri /'sri;/} , *think* /'θiŋk;/ become {ting /'tiŋ;/ or singk /'siŋ;/}, *bathtub* /'bɑ:θtʌb;/ become {betab /'betab;/ or besab /'besab;/}. While in voiced consonant /ð/ English students tend to replace with /d/ and /z/. For example words *than* /'ðən;/ become {Den /'den;/ or Zen /'zen;/}, *their* /'ðeə(r);/ become {Deir /'dei(r);/ or Zeir /'zei(r);/}, and *brother* /'brʌðə(r);/ become brader /'bradə(r);/ or brazer /'braze(r);/. *"I am thinking you"* pronounced into *"I am Sinking you".* The first sentence clearly understood that she or he is in remembering someone meanwhile, if we say the second sentence to the listener they will think that we are threatening them to make someone get drown. This pronounce lead us into misunderstanding.

While another example is *" Thank you"* pronounced into *"Sank you"* or "Brother" pronounced into "Brazer" will lead the negative impression because the word *"Sank you"* means that you want to make people drown and *"Brazer"* sounds like a porn website in America.

The cases above happened with English students of English education study program of the University of Bengkulu. It is indicated that English education students pronouncing consonants /θ/ and /ð/insufficiently. It leads missunderstanding and negative impression between the speaker and listener when they are in conversation.

Foreigner will think those words in different meaning because the unappropriate pronounciation made by the English students. Considering of these phenomenon often happen in English students, the researcher feel that it is important to conduct the research about An Analysis of Pronounciation Errors of English Consonants : /θ/ and /ð/ by the Students of the English Education Study Program of University of Bengkulu.

METHOD
This research was descriptive study as a research design. Burns and Grove

(2003:195) define a research design as "a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings". Parahoo (1997:142) describes a research design as "a plan that describes how, when and where data are to be collected and analysed".According to Aggarawal (2008) descriptive research is related with gathering the information about prevailing conditions or situations for the purpose of description and interpretation.

The data of this study was analyzed by using both qualitative and quantitative method. Descriptive qualitative was used for analyzing and describing the result of the data. On the other hand, quantitative was used for calculating the data to get the percentage before describing it. This type of research method was not simply collecting and tabulating facts but included proper analyses, interpretation, comparisons, identification of trends and relationships. The population in this research was English Department student semester 5 who already learned speaking 1, 2, 3 and phonology subjects. The total population was about 79 students.

According to Gay and Diehl (1992) If we take more samples it will be better for te result but sampling depends on what kind of the research. If it is a qualitative research the minimum sample is 10% from the population. Here, the researcher will take 20% samples of the population which about 20 persons will be researchers' sample. The instrument in this research was recording. The researcher would transcribe the data into phonetic symbol. The researcher used an Audacity to see the pattern of the data recorded in order to check the correct and incorrect of the students' pronounciation. There were some procedures in the data analysis, they were :

1. Transcribing the data recorded based on Oxford Advanced Learner's Dictionary, Oxford university Press.
2. Analyzing the data trancribing by comparing the transcription with receive pronunciation of English consonants words to identify the wrong and right of the English students' consonants pronunciation,
3. Downloading a video of English consonants word by native speaker from youtube and converting the video into audio then, cutting the audio which pronounced consonants.
4. Doing input the audio from native speaker and the data recorded by the students into Audacity,
5. Then, the researcher would compare the received pronounciation of consonants from native speaker with the data recorded by the students one by one.
   Example :
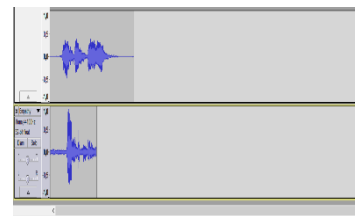
6. The data would be analyzed based on the qualitative and quantitative method.The percentage on the data was found by using this following formula:

$$P = \frac{F}{N} \ x \ 100 \ \%$$

Where :
P : percentage
F : frequency of students' pronunciation in wrong/right way
N : number of students

After getting the number of percentage of the students' errors pronounciation,

the researcher would classify it into criteria. The criteria proposed by Depdikbud (1994) as follows :

NO	Percentage	Classification
1	66 % - 100 %	High error
2	36 % - 65 %	Moderate error
3	0 % - 35 %	Low error

7. Describing the final result;
8. Drawing conclusion and suggestion
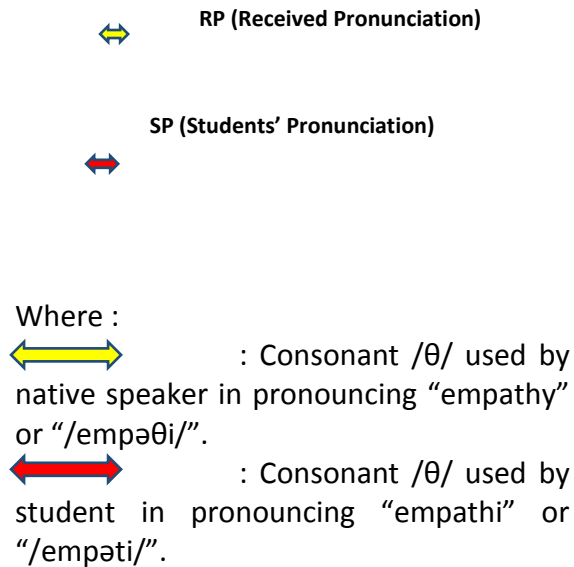
RESULT AND DISCUSSION
Result
The main purpose of this research was expected to know how the students pronounced English Consonants /θ/ and /ð/ and to identify to what extent were the errors of pronunciation of sounds /θ/ and /ð/ made by the students of the English study program. These two English consonants such as /θ/ and /ð/ were found in IPA 2015. The result of this research shows that most of English students pronounced the English consonants /θ/ and /ð/ incorrectly, specifically when these sounds located in the middle and in the end of the words. The fact prove these 40 consonants were pronounced incorrectly by more than 55% of the students. For example the consonant /θ/ in word "wealthy", most of the students pronounced it like /wel**t**i/ rather than /welθi/, **"empathy"** they pronounced it /empə**t**i/ and "youth" pronounced into /jou:**t**/.While consonant /ð/ in word "that"most of them pronounced it into "**d**et" rather than /ðæt/,"another" pronounced into /ənʌ**d**ə(r)/ and "therefore" they pronounced it /**d**eəfɔ:(r)/. On the other hand they could pronounce these two consonants well when they were located at the beginning of the words.

There were 11 pronunciation of /θ/ and /ð/ the students made higher errors in words such as weal**th**y, empa**th**y, you**th**, **th**at, **th**ese, whe**th**er, nor**th**ern, toge**th**er, **th**eir, lea**th**er, and **th**em. 75% of the students pronounced these 11 words incorrectly and this was categorized as *high error* based on Classification of Errors Percentage by Depdikbud (1994). Meanwhile, there was 50% of the students pronounced these two English consonants incorrectly and it was categorized as *moderate error*. These moderate errors were shown in 27 words such as **th**ief, **th**ermometer, **th**erapy, grow**th**, **th**irsty, **th**eater, any**th**ing, heal**th**y, **th**ink, no**th**ing, brea**th**, sympa**th**y, sou**th**, **th**read, apa**th**y, mou**th**, wi**th**, **th**erefore, **th**ere, ba**th**e, **th**an, al**th**ough, soo**th**e, smoo**th**, sunba**th**e, sou**th**ern and ano**th**er. Similarly with 2 words of mo**th**er and fa**th**er the students also made errors in pronouncing them. There was 25% of the students who made incorrect pronunciation and they were categorized as *low error.*

The data recorded were transcribed into phonetic symbol to compare the students pronunciation with the receive pronunciation as the standard of the pronunciation. The data transcription of 2 consonants can be seen in appendix 2. The data recorded was listened one by one by the researcher then was analyzed by using an Audacity as technology to compare natives' speaker pronunciation with English students' pronunciation to make data more valid. The data analysis can be seen in appendix 3. Below were two of the examples of data analysis by using Audacity.Figure 12. A comparison of pronunciation of the word "Empathy" between RP and SP.

 RP (Received Pronunciation)

 SP (Students' Pronunciation)

Where :

 : Consonant /θ/ used by native speaker in pronouncing "empathy" or "/empəθi/".

 : Consonant /θ/ used by student in pronouncing "empathi" or "/empəti/".

As seen by figure 12, there was the comparison between native speaker and student in pronouncing consonant /θ/ in word "empathy". The first data in figure 12 showed that there was long air flow when the sound came out from mouth. It was marked by yellow line in the picture. On the other hand, the second data showed the student did not take long air flow when it was pronounced. It was marked by red line in the picture. The result of the picture concluded that the student subtituted consonant /θ/ with /t/. Based on the data analysis above, the reseacher got the percentages of the students who pronounced English consonants /θ/ and /ð/ incorrectly and correctly. Table 1 showed the error in pronouncing initial words were quite high. As can be seen table 1 contained seven words and the incorrect pronunciation more than 40% each word. In calculation the incorrect pronunciation made by the students for the initial place reached 49% which was quite high. In the other hand the students were good enough in pronouncing these words as can be seen there was 51% of them made it correct. Surprisingly the number of incorrect pronunciation increased when the consonant was located at the middle of the words. As

shown from the table above 61% of the students made errors in pronouncing these seven words of consonant /θ/. The table showed the percentage of incorrect pronunciation each word more than 50% which mean the students were not good at pronouncing them. the students only made it 39% as the correct pronunciation. The final position of the consonant /θ/ in these six words also showed that the students were lacking of pronouncing them when they were located at the end of the words. 63% of the students made it incorrect which mean this percentage was higher when the words were located at the middle position. The number of incorrect pronunciation for the consonant /θ/ increased when it came into the middle and final position. It also was proven by only 37% of them made it correct. As can be seen from the table above the number of incorrect pronunciation was increased based on the posisition of the consonant. 49% for the intial position increased into 61% when they located at the middle and 63% for the final position. These percentages showed the students had the difficulties in pronouncing the consonant when the location of the consonant changed. In conclusion 58% of the students made incorrect pronunciation and 42% of them made it correct for this consoant. As shown from table 5 the students made error in pronouncing these seven words of consonant /ð/ when it located at the initial of the words. 63% was enough to described that the students were lacking of pronouncing them. this percentge was really high because most of the students made 50% incorrect pronunciation for each word. Meanwhile the initial position of these seven words were high frequency words but they still made incorrect pronunciation. Only 37% of the students made correct pronunciation. As shown from the table of consonants /ð/, the

students made high error in pronouncing it when the consonant located at the middle of the words. 58% of them made incorrect pronunciation which lower than the initial position. Each word from these 9 words most of the students made it incorrect more than 60%. This error described the students were not good at pronouncing them. Only 42% of the students made correct pronunciation. Table 7 showed that the students were lacking of capability in pronouncing these four consonants /ð/ when they located at the final of the words. It was proven by 60% of them made incorrect pronunciation and it was higher than when the words were located at the middle position. Only 40% of them made it appropriate pronunciation. As can be seen from the table above the percentages incorrect pronunciation was fluctuative. It was 63% of incorrect pronunciation when they were located at the initial of the words then 58% when the consonant was at the middle position and it increased when they located at the final of the words about 60% of them made it incorrect pronunciation. In conclusion 60% of the students made incorrect pronunciation of consonant /ð/ and only 40% of them made it correct. Based on the total percentages above, these showed that more than 55% of the students pronounced English consonants /θ/ and /ð/ incorrectly. It showed 11 words such as empathy, wealthy, youth, that, their, them, these, leather, wheter, northern, and together. These words became the highest error of the students made incorrect pronunciation. The total percentages of the eleven words reached until 75% of the students pronounced them incorrectly and it was categorized as a *high error* based on Classification of Errors Percentage by Depdikbud (1994). As the tables showed these eleven words position were at the middle and at the

final of the words. It proved that the students were lacking of pronouncing these consonants of /θ/ and /ð/ when they were located at the middle of the words and at the final of the words.

Discussion

Data shown by the result above there were 11 words using English consonants /θ/ and /ð/ classified as *high error* with the percentage 75% in accumulative. These incorrect pronunciations made by the students showed that the students were poor of the ability. In this research the students had given 40 words of English consonants /θ/ and /ð/ , 11 of the words were pronounced incorrectly such as wealthy, empathy, youth, that, these, wheter, northern, together, their, leather and, them. After getting and analyzing the data recorded, the researcher found that most of students subsituted consonants /θ/ with Indonesia /t/ and /ð/ with Indonesia /d/. For example, in word wealthy, most of the students pronounced it like /welti/ rather than /welθi/ and its percentage reached out 70% of students pronounced it incorrectly. For the word empathy they pronounced it /empəti/ and the same case with the word youth pronounced into /jou:t/. This word had the highest percentage of wrong pronunciation that reached until 90%.

For the word together pronounced into /təgedə(r)/ , the students substituted this consonant /ð/ with /d/. The same case with words that , these, wheter, northern, their, leather, them and southern. The students subsitited this /ð/ with Indonesian /d/. The result above also showed that there were 27 words classified as *moderate error* because the percetage of incorrect pronunciation reached out 50% in accumulative. Words such as thief, thermometer, therapy, growth, thirsty, theater, anything, healthy,

think, nothing, breath, sympathy, south, thread, apathy, mouth, with, therefore, there, bathe, than, although, soothe, smooth, sunbathe, southern, and another. English consonants /θ/ and /ð/ in these 27 words were subsituted with Indonesian /t/ and /d/.

Contradictly with the two words such as mother and father got the lowest percentage of incorrect pronunciation that was 25% in accumulative and its categorized as *low error*. The students who made it wrong subsituted the English consonant /ð/ in these two words Indonesian /d/. For example word mother changed into /mʌdə(r)/ and the same thing with word father. Inccorect pronunciation of English consonants /θ/ and /ð/ happened in this case may because these two consonants did not exist in Bahasa Indonesia. Another thing was these two consonants sounds like Indonesian /t/ and /d/ when it pronounced.

The subtitution phenomenon happened because the students found these consonants were sound like consonants in Bahasa Indonesia. It was supported by Ramelan's theory that cited in Cahyono and Nugroho (2011) stated when pronouncing the sound /θ/ students replaced it with /s/,/t/ and /d/ sound. While, for /ð/ students changed this sound as /d/, the sound /tʃ/ learners pronounce it as /ts/ and for sound /ʃ/ usually pronounced as /s/. As can be seen the students pronounced English the way they pronounced in Bahasa Indonesia.

This error also happened may because these two English consonants /θ/ and /ð/ did not exist in Bahasa Indonesia and it was in line with Arini (2009) stated that some of consonants which did not exist Bahasa Indonesia were v/, /θ/, /ð/, /ʒ/, and /ʃ/. Beside that the phenomenon of the students were incorrect pronounced these two consonsonants

when they located at the middle and at the final of the words may because the students were not check the correct pronunciation of them. It could be said that the students were careless and did not pay attention on how to pronounce the words in English properly. It was proven that even high frequency words such as that, their, them, and these classified as the high error made by the students. This statement was supported by Corder (in Pateda, 2004. P.32) said that Errors related with the competence, systematically, and the final of learner's knowledge. The point was if the students were check the pronunciation first before they spoke it would automatically correct when they pronounced it, and vice versa.

This research was supported by three previous studies. The first previous study was from Thien (2016) about Pronounciation of Consonants /d/ and /θ/ by Adult Vietnamese EFL Leraners. The data were obtained by using audiotape observation and questionaire to indicate the causes of misprnouncing consonants /θ/ and /ð/ by vitenamese EFL learners and the subtitution phenomenon such as /θ/ was replacing with Vietnamese /t'/ and /ð/ mispronounce with /z/ these problems occurs because there were lack of English Exposure and practice. The result showed that there was similarity between this research and this previous study. The findings were the same that most of the students changed consonant /θ/ with Indonesian /t/, but it was different with consonant /ð/ because the students were changed it into indonesia /d/.

The second previous study from Pantoiyo (2015) was about An Analysis of Students' Errors in Pronouncing Voiced and Voiceless Consonants. From this research, the writer found that students had many errors in English sounds, especially in these sounds: /d/, /ð/, /θ/,

/t/, /ʃ/ and /tʃ/. The errors were caused by several reasons such as the sound which did not exist in Indonesian, students' pronunciation was more influenced by Indonesian language, and also the carelessness. This findings also happened in this research, because the students made an error or incorrect pronunciation in English consonant /ð/and /θ/ by substituted it into /t/ and /d/. It was happened because the students were not familiar with these two consonants because it did not exist in Bahasa Indonesia also the students were not care with their pronunciation.

The third previous study from Hassan (2014) was about Pronounciation Problems : A Case Study of English Language Students at Sudan University of Science and Thecnology. The findings of the study revealed that Sudanese Students of English whose language background was Sudanese Spoken Arabic, had problems with the pronunciation of English vowels that had more than one way of pronunciation in addition to the consonant sound contrasts e.g. /z/ and /ð/, /s/ and /θ/, /b/ and /p/, /ʃ/ and /tʃ/. Based on the findings, the study concluded that factors such as Interference, the differences in the sound system in the two languages, inconsistency of English sounds and spelling militate against Sudanese Students of English (SSEs) competence in pronunciation. It also happened in this research the students were mostly changed the consonants /θ/ and /ð/ into Indonesian /t/ and /d/. The unxistence these two consonants /θ/ and /ð/ in Bahasa Indonesia also made student confused to pronounce it appropriately.

CONCLUSION AND SUGGESTION

The research was aimed at answering the two research questions "How do the English Students of English Education study program pronounce English consonants /θ/ and /ð/ ?" and " To what extent are the errors of pronunciation of sounds /θ/ and /ð/ made by the students of English Education ?".

Based on the result of 20 English students' consonants /θ/ and /ð/ pronunciation, the researcher concluded both in classes A and B of English study program of the University of Bengkulu academic year 2015/2016, found that most of English students pronounced these two consonants of /θ/ and /ð/ incorrectly.

More over, the students made error pronunciation the most when they were located at the middle of the words and at the final of the words. Contradictly, when they were located at beginning of the words the students were good enough in pronouncing those two consonants.

This research also found that most of the students pronounced these two consonants the way they pronounced Bahasa Indonesia because consonants /θ/ and /ð/ sometimes sounds like Indonesian consonants /t/ and /d/ for them. the phenomenon happened because these two consonants did not exist in Bahasa Indonesia. So that the students tend to pronounce these two consonants as they pronounced it in Bahasa Indonesia.

After presented the conclusion , the researcher would like to propose several suggestions for :

1. English Students in English Education Program

   English consonant is very important to be learned and acquired in order to have a good pronunciation and avoid missunderstanding. As English students, it is a must to have a good pronunciation because the way students pronounce English will

describe the quality of how good English study program in University of Bengkulu. The students are suggested to learn more, practice more and pay attention more about English consonants correctly.

2. English teacher

The teachers have an important role to teach English at school. As English teacher we should provide the students in learning language with proper pronunciation not only focus at the structural grammar but also the students need to be taught the way it is spoken properly. Teachers should pay attention more at students pronunciation, in this case the students made incorrect pronunciation of consonants /θ/ and /ð/ the most when the sounds were located at the middle and final of the words. Those two part teacher should take focus the most because the students have difficulties in pronouncing them.

3. The Lecturer in English Education Study Program

The lecturers have an important role to upgrade the output of English Education Study Program. They should be aware of students' weakness, knowledge and skill of English consonants. The exposure of phonology content in terms of task, material, and information for the students depend on how the lecturers deeply know their students' capability. Some improvements should be applied in order to teach about English consonants. The lecturers also expected to give more chances for the students to practice in the class and getting some feedback in order to make their pronunciation better than before. From the findings of the reasearch the lecturer also expected to give more feedback and practice on how to pronounce the consonants

when they are located at the middle and at the final of the words.

4. English Education Study Program

To support this case, English Education Study Program needs to provide English pronunciation subject become one of a priority. It is better if the students get English pronunciation course or class especially for English consonant and vowel pronunciation.

5. The Further Researchers

The further researcher are suggested to find out any aspects or factors that affect English students consonant pronunciation. This term is very important in order to solve the students problem. Beside that, the further researchers are also suggested to find out any strategy and technique to teach English consonant pronunciation for English students. This reserach obsulutely will have the lecturers in the process of teaching English consonant pronunciation.

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