

**THE PRONUNCIATION OF ENGLISH FRICATIVE CONSONANTS
BY TORAJANESE STUDENTS:
A CASE STUDY AT SMU NEG. 2 RANTEPAO TANA TORAJA**



THESIS

**Submitted to the Faculty of Letters
Hasanuddin University
In Partial Fulfilment of the Requirments
To Obtain Sarjana Degree in English Department**

**NOBE BARA' RITA
F 211 01 064**

**HASANUDDIN UNIVERSITY
MAKASSAR**

2006

**Hasanuddin
B06**

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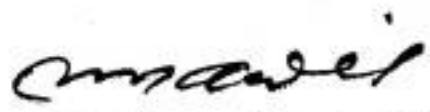


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Pada hari ini, Sabtu tanggal 28 Januari 2006, Panitia Ujian Skripsi menerima dengan baik skripsi yang berjudul:

THE PRONUNCIATION OF ENGLISH FRICATIVE CONSONANTS

BY TORAJANESE STUDENTS:

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Yang diajukan dalam rangka memenuhi salah satu syarat ujian akhir guna memperoleh gelar sarjana Sastra Inggris pada Fakultas Sastra Universitas Hasanuddin.

Makassar, 28 Januari 2006

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May God bless you all more than what you have given to the writer.

Makassar, 10 January 2006

The writer

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ABSTRAK

Skripsi ini bertujuan untuk menjelaskan kesulitan-kesulitan yang dihadapi oleh penutur-penutur bahasa Toraja yakni siswa SMU Neg. 2 Rantepao dalam melafalkan konsonan frikatif dan penyebab timbulnya kesulitan-kesulitan tersebut.

Populasi dari penelitian ini berjumlah 29 orang. Penulis mempertimbangkan bahwa jumlah populasi tersebut perlu dibatasi. Oleh karena itu, dengan menggunakan metode random sampling, penulis menetapkan sepuluh orang dari populasi sebagai sampel dari penelitian. Data-data diperoleh melalui perekaman dan kuesioner. Proses perekaman terdiri atas dua tahap, yaitu perekaman kata dan perekaman kalimat. Setelah data diperoleh, penulis mentranskripsi hasil perekaman, menghitung dan mentabulasikan persentase kesalahan pelafalan, menganalisa penyebab kesalahan pelafalan, dan akhirnya menarik kesimpulan.

Hasil dari penelitian ini menunjukkan bahwa siswa SMU Neg. 2 Rantepao tidak memiliki kesulitan dalam melafalkan fonem /f/, /v/, /s/, /z/, dan /h/. Sebaliknya, mereka menghadapi kesulitan dalam melafalkan fonem /ʃ/, /ʒ/, dan /ð/. Kesalahan pelafalan disebabkan oleh:

1. Jauhnya relasi kekerabatan bahasa antara bahasa Inggris dengan bahasa Toraja. Bahasa Inggris merupakan turunan dari bahasa Indo-European, sementara bahasa Toraja turunan dari bahasa Austronesia. Hal inilah yang menyebabkan beberapa fonem dalam bahasa Inggris tidak terdapat dalam fonetik bahasa Toraja.
2. Tidak ada 'role model' (panutan dalam berbicara bahasa Inggris).
3. Kurangnya frekuensi berbicara dalam bahasa Inggris.
4. Siswa mempelajari bahasa Inggris ada yang semenjak SD, adapula yang sejak remaja. Akan tetapi, sekalipun mereka mempelajari bahasa Inggris sejak usia muda, namun proses pembelajaran yang aktif hanya berlangsung di kelas ('normal environment').



CHAPTER I

INTRODUCTION

1. Background

Nowadays, we are facing a world that the writer can describe as what James calls as 'cyber century' (James, 1998: xxix). This is the world where we cannot sell our physical strength, but we will rely on our brain work. Slowly but sure, James says, man power is substituted by machine in doing many kinds of work. It means that we only control the work of machine which of course needs brain work.

This situation reinforces the position of English as the first language in the world. The other countries that regard English as their second language are forced to learn it because they need English to develop their science and technology, conduct commerce, and other cooperation's with other countries that enable them to stand as high as other countries.

As those people learn English, they cannot deny the great influence of their first language. One of those influences can be seen in the grammatical aspect. If we try to remember the beginning of our English learning, we arrange a sentence in our first language first and then we translated it into English based on our first language grammar. It also happened in a York University class ((Butzkamm, 2003(Times Educational Supplement, 1975)) where a class that contained 50 Italian students and the lecturer used English first, then she translated it into Italian.

Besides grammatical aspect that has been explained above, first language impact in learning English also can be traced in pronunciation. The writer has an experience in Tana Toraja when a Japanese lady asked the location of buffalo market. She said “where is the buffaro (bAffa:ro) market?” and the writer realized that Japanese have difficulty in pronouncing /v/. At last the writer found the answer in *The Other Tongue, English Across Culture: English in Japanese Communicative Strategies* by James Stanlaw. On page 174, he states that “English /r/ or /l/ phoneme are usually manifest as Japanese /r/ in the loanword; e.g. raito (light, right)”. The writer’s Chinese teacher in Mandarin class also has difficulty in pronouncing a certain phoneme, like help pronounced he:p. Chinese also pronounces (Chin-chuan, 1983:128) ‘modern as modeng and model as moteer’.

This experience has raised the writer’s curiosity and was challenged to conduct a research on Torajanese to prove that first language really has influence on English pronunciation or even in pronouncing other second languages.

This study will specify on fricative consonants to limit the topic of discussion. Why fricative? Because the writer wants to see whether Torajanese are capable to pronounce fricative consonants even though from nine fricative consonants, there are only two fricative consonants that can be found in Torajanese phonetics (phonemes /s/ and /h/).

2. Identification of the Problem

Language is a part of culture and it is used in the daily life as a tool of communication. The study of language is called linguistics. The scope of linguistics

is so wide, for it has many branches like phonetics, phonology, morphology, syntax, and semantics (Verhaar, 1982). There are also other studies on linguistics which use non-linguistics studies as the tool to analyze the linguistics like psycholinguistics, sociolinguistics, etc. In this writing, the writer wants to focus on phonology which studies the sound structure (Roach, 1986: 3). Verhaar in *Pengantar Linguistik Umum* divides sound structure or speech sounds into four categories, they are consonants, vowels, semivowel and syllabic (Verhaar, 1982: 17). Consonants are also divided into three main classes: consonants based on point of articulation, consonants based on manner of articulation, and consonants based on activity of vocal cords. Consonant based on point of articulation consists of bilabial, alveopalatal, labiodental, dental, alveolar, velar, pharyngeal, and glottal. Consonant based on manner of articulation consists of plosive, fricative, affricative, nasal, glide, and liquid. Consonants based on the activity of vocal cords are divided into two, voiced consonants and voiceless consonants.

In English Phonetics, Ramelan divides vowels into three (3) categories. They are vowels according to the tongue advancement, vowels according to the tongue height and the last is vowels according to the lip-rounding. He divides vowels according to the tongue advancement again into front vowels, central vowels, and back vowels; while the tongue height is divided into open, half-open, half-close, and close vowels. The vowels according to lip-rounding divided into rounded vowels, unrounded vowels, and neutral (Ramelan, 1985: 49-51). However, on page 56 he classifies vowels into pure vowels (monophthongs) and diphthongs. Different from

Ramelan, Roach (1987: 17-22) classifies vowels into short vowels and long vowels and then he divides long vowels into diphthong and triphthong.

The study will be specified to a class of consonants based on manner of articulation that is fricative. Why fricative? It is because the fricative consonants are difficult to pronounce by Torajanese for there are almost no fricative consonants in Torajanese phonetics. Based on this explanation and the experience that the writer has in the field, the writer identifies some problem that relate to the topic:

1. The Torajanese has difficulty in pronouncing certain phonemes in English namely fricatives consonants.
2. There are some factors that cause the difficulties of Torajanese in pronouncing the fricatives consonants.
3. The influence of first language can be minimized but it cannot be erased.

3. Scope of the Problem

Each problem that has been identified above has very wide scope and it is difficult to bring all of those problems into a discussion. The writer considers limiting the problems that have been mentioned in the identification of problem into more specific problems. The writer will analyze the difficulty of Torajanese in pronouncing fricative consonants, they are f, v, s, z, ʃ, θ, ð, h; and analyze the factors that cause the difficulty of Torajanese in pronouncing those phonemes.



4. Statement of the Problem

After limiting the problems into more specific problems, the problems to be studied are:

1. What problems are faced by the Torajanese in pronouncing fricatives consonants?
2. What factors cause the problems in pronouncing English fricatives consonants?

5. Objective of the Problem

The purposes of this research are:

1. To explain the problems faced by Torajanese in pronouncing fricatives consonants.
2. To describe the factors influenced the Torajanese in pronouncing English fricatives consonants.

6. Significance of the Problem

The writer hopes this writing will be useful, especially for anyone who tries to study the same topic, first language and its impact on English pronunciation as the foreign language.

CHAPTER II

THEORETICAL BACKGROUND

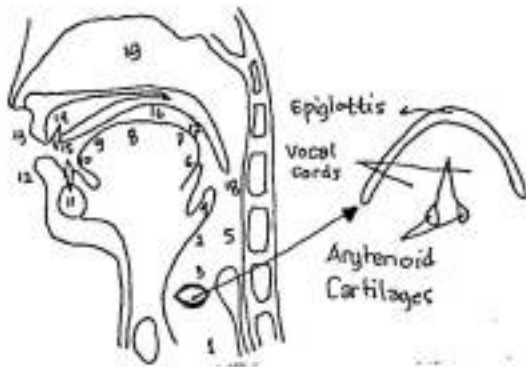
1. English Phonemes

The first language that we have learnt naturally since we were a child has a significant influence upon our spoken language. We cannot erase the 'color' that our first language brings, or we can say our dialect cannot be erased but we can minimize it (www.Onestopforum.com).

Skinner (1957) in Pateda (1990:52) says that if we do an action continuously, there would be a 'positive reinforcement'. So, we can say that if we use a certain kind of language since we were a child under five years, that sort of language will be 'strong'. This happens among Torajanese, where the sounds in their language that they pronounce everyday since they were a small kid have set their articulatory organs (www.Onestopforum.com) and makes them difficult to pronounce new sounds in their second language, in this case is English. Before we look into this matter deeply, we need to know the speech sounds in English first.

Verhaar divides speech sounds into four categories; consonants, vowels, semivowels and syllabic (Verhaar, 1982:17). But according to Roach explanation in English Phonetics and Phonology (Roach, 1987:10), we can conclude that there are two main points of speech sounds, namely consonants and vowels. Consonants are divided into three classifications (Ramelan, 1985:93); consonants based on point of

articulation, consonants based on manner of articulation, and consonants based on the activity of vocal cords.



1. Trachea
2. Larynx
3. Vocal Cords
4. Glottis
5. Pharynx
6. Root of tongue
7. Back of tongue
8. Middle tongue
9. Front tongue
10. Tongue tip
11. Lower teeth
12. Lower lip
13. Upper lip
14. Upper teeth
15. Alveolar
16. Hard palate
17. Soft palate
18. uvula
19. Nasal cavity.

Picture 1. Speech organs (Spaltholis-Spanner,1983)

1.1 English Consonant Chart (adapted from Roach, 1987:52; Schane, 1973:15-20)

MA \ PA		Bilabial	Labio dental	Dental	Alveolar	Alveo Palatal	Velar	Pharyngeal	Glottal
Plosive	v vl	b p			d t		g k		ʔ
Fricative	v vl		f v	ð θ	z s	ʃ ʒ		h	
Affricative	v vl					tʃ dʒ			
Nasal	v vl	m			n		ŋ		
Glide	v vl	w				y			
Liquid	v vl				l,r				

Note:

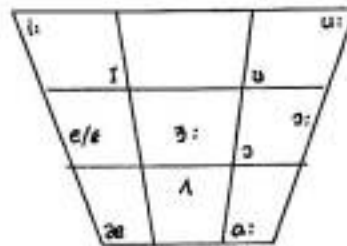
- MA : Manner of articulation
- PA : Place of Articulation
- V : Voiced consonants
- VI : Voiceless consonants

Distribution of English Consonants

<u>Phonemes</u>	<u>Initial</u>	<u>Medial</u>	<u>Final</u>
b	<u>b</u> ed	har <u>b</u> or	ro <u>b</u> e
p	<u>p</u> art	sp <u>i</u> n	zi <u>p</u>
m	<u>m</u> an	comp <u>a</u> ss	swi <u>m</u>
w	<u>w</u> et	vow <u>e</u> l	ja <u>w</u>
f	<u>f</u> erry	suff <u>e</u> r	staff <u>f</u>
v	<u>v</u> ery	se <u>v</u> en	surv <u>i</u> ve
ð	<u>th</u> y	rat <u>h</u> er	sheath <u>e</u>
θ	<u>th</u> igh	no <u>th</u> ing	with <u>h</u>
d	<u>d</u> ark	padd <u>o</u> ck	lea <u>d</u>
t	<u>t</u> ell	sent <u>e</u> nce	sui <u>t</u>
z	<u>z</u> oo	laz <u>y</u>	qu <u>i</u> z
s	<u>s</u> ea	pass <u>i</u> on	stress <u>s</u>
n	<u>n</u> ame	dinn <u>e</u> r	fun <u>n</u>
l	<u>l</u> ap	elem <u>e</u> nt	full <u>l</u>
r	<u>r</u> ed	ir <u>o</u> n	err <u>o</u> r
ʃ	<u>sh</u> oe	miss <u>i</u> on	vannish <u>h</u>
ʒ	-	meas <u>u</u> re	roug <u>e</u>
tʃ	<u>ch</u> ain	natur <u>e</u>	witch <u>h</u>
dʒ	<u>J</u> ane	vegetab <u>e</u>	bridg <u>e</u>
y	<u>y</u> es	-	-
g	<u>g</u> ap	for <u>g</u> et	leg

<u>Phonemes</u>	<u>Initial</u>	<u>Medial</u>	<u>Final</u>
k	<u>c</u> at	bu <u>ck</u> et	ro <u>ck</u>
ŋ	-	-	si <u>ng</u>
h	<u>h</u> ead	ab <u>h</u> or	-
ʔ	-	-	what (dialect)

1.2 English Vowel Chart (adapted fromRoach, 1987:15-18)



Distribution of English Vowels

<u>Phonemes</u>	<u>Initial</u>	<u>Medial</u>	<u>Final</u>
i:	<u>e</u> el	fl <u>e</u> et	bee
ɪ	<u>i</u> mage	bi <u>t</u>	po <u>v</u> erty
ε	<u>e</u> lbow	se <u>t</u>	-
□	<u>a</u> head	mo <u>m</u> ent	li <u>a</u> r
æ	am <u>b</u> iguous	sa <u>t</u>	-
ʌ	<u>u</u> mpire	lo <u>v</u> e	-
u:	<u>u</u> se	fo <u>o</u> d	wh <u>o</u>
ʊ	-	pu <u>ll</u>	-
ɔ	-	h <u>o</u> t	-
ɔ:	<u>o</u> ught	ha <u>u</u> ghty	gn <u>aw</u>
ɑ:	-	pa <u>r</u> t	-

1.2.1 Lip Rounding (Roach, 1987:14-15)

- a. Rounded vowels are vowels that are produced by putting the corners of the lips close from each other and pushing the lips forwards. Ex: u, .
- b. Unrounded vowels are vowels that are produced by putting the corners of the lips far from each other. Ex: I, i:
- b. Neutral vowels are vowels that are produced where the lips cannot be identified whether it is rounded or unrounded. Ex: er (hesitation).

1.2.2 Monophthong (Roach, 1987:17-18)

Monophthongs are single vowels divided into short vowels and long vowels.

a. Short Vowels

<u>Symbols</u>	<u>words</u>
I	sh <u>i</u> p
e	pe <u>t</u>
æ	ba <u>t</u>
U	pu <u>t</u>
ɔ	ho <u>t</u>
ʌ	bu <u>t</u>

b. Long Vowels

<u>Symbols</u>	<u>words</u>
i:	sheep
e:	bird
a:	part
u:	fool
ɔ:	haughty

1.2.3 Diphthong (Roach, 1987:19-21)

Diphthongs consist of two vowels or we can say that diphthong is movement from one sound to another.

<u>Symbols</u>	<u>words</u>
ʊə	poor
eɪ	late
aɪ	fly
ɔɪ	toy
ɪə	here
ea	bear
əʊ	show
au	how

1.2.4 Triphthong (Roach, 1987:22)

Triphthong are movement from a sound to another and another.

<u>Symbols</u>	<u>words</u>
eɪə	<u>layer</u>
aɪə	<u>fire</u>
aʊə	<u>lower</u>
ɔɪə	<u>loyal</u>
aʊə	<u>power</u>

According to Verhaar, /w/ sound is categorized as semivowel based on the way it is produced.

2 Torajanese Phonemes (adapted from Tangdilintin etal, 1987 & Biring etai, 1981)

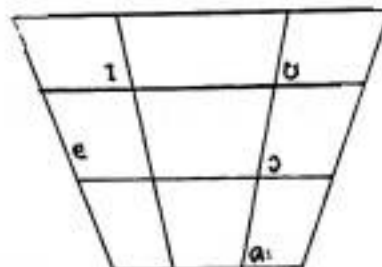
2.1 Consonant Chart

	Bilabial	Alveolar	AlveoPalatal	Velar	Glottal
Plosive	p,b	t,d		k,g	q
Fricative		s			
Nasal	m	n		ŋ	
Glide	w		y		
Liquid		l,r			

Distribution of Consonants in Torajanese Language

<u>Phonemes</u>	<u>Initial</u>	<u>Medial</u>	<u>Final</u>
/p/	pia "children, child"	tappuq "nothing left"	
/b/	buda "many, much"	sambuq "blanket"	
/t/	tibe "throw"	sattuq "a while"	
/d/	duka "also"	toqdoq "drop"	
/k/	kurre sumanga "thank you"	matakuq "afraid"	batik "grasshopper"
/g/	gandang "drum"	baga "fool"	
/s/	gusi "looks like"	mataşak "ripen"	
/m/	mangka "finish"	metamba "call"	
/n/	na garaga "make"	mentiro "see"	makamban "thick"
/ŋ/		songka "fall"	tobang "fall"
/ʌ/	lonjong "cock"	maqballa "burn"	
/r/	rura "valley"	morai "want"	
/q/	-	maqkampa "wait"	sattuq "a while"
/y/	iamo "come on"	maqlayan "wait"	
/w/	uai "water"	metawa "laugh"	

2.2 Vowel Chart



Distribution of Vowels in Torajanese Language

<u>Phonemes</u>	<u>Initial</u>	<u>Medial</u>	<u>Final</u>
/i/	ipo "poison"	misa' "one"	batıq "ascendant"
/e/	eran "stair"	kareba "news"	neneq "grandma"
/ɔ/	oqkoran "chair"	manokaq "refuse"	noqkoq "sit"
/u/	ulu "head"	muane "man"	salu "river"
/a/	allaq "space"	mata "eyes"	rapaq "quiet"

* /ua/ as in uai (water) sometimes pronounced as /w/.

/io/ like in mendio (take a bath) pronounced as /y/.

3. The Causes of Pronunciation Difficulties

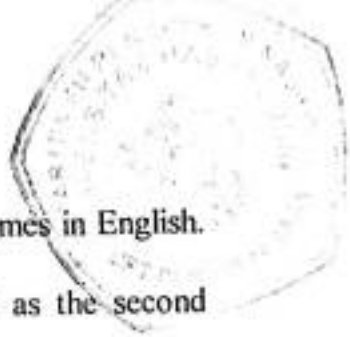
According to Dulay, Burt and Krashen's explanation in Language Two (Dulay et al, 1982:14-40), the writer concludes that there are several factors that can cause the difficulties in pronouncing certain phonemes. They are:

1. The relation between the first language (L1) and the second language (L2)
2. Role model
3. Frequency of speaking
4. Age

3.1 The Relation between L1 and L2

On page 113 in Language Two, Dulay et al state that English has relation with many language like French, Latin, Germanic language, Spanish.

In A History of the English Language which is written by Albert C. Baugh, it is written that English tied with several language (mostly European language) in what we called 'Indo-European Family of Language'. It can be concluded that the close



relationship between two language make it easier to pronounce phonemes in English. For example, it is easier for Germanic people (which have English as the second language) to pronounce phonemes in English than Chinese people (who also have English as the second language).

According to Wikipedia website, Torajanese language came from Austronesia language. The information in the website state that it is believed that the term 'Austronesia' refers to people in the south part of Chinese. Those people immigrated to Taiwan, and then spread to Philipines, Indonesia, Madagaskar, and islands in Pacific Ocean. The Austronesia language can be divided into two; they are Taiwanik and Malayan Polinesia. Malayan Polinesia then divided into West Malayan Polinesia, Central Malayan Polinesia, and east Malayan Polinesia. Language in Sulawesi is included in West Malayan Polinesia.

The different language family between English and Torajanese language causes the absence of some English phonemes in Torajanese phonetics. Such situation, according to Wolfram and Johnson (1981:188), results what we called 'underdifferentiation': the situation where some 'contrastive' phonemes in L2 'treated as noncontrastive' by the L2 learners.

3.2 Role Model

Dulay et al explain about the 'role model' factor on page 4

"We have learned that language learners, consciously or unconsciously, select only certain types of people as models worth emulating. For example, a person who thinks American English is gauche will probably not learn as much English from American as a person who thinks

American English is the best type of English to know in the modern world”.

So, if the ‘role model’ does not exist, it means that the pronunciation of English second learners is full of the accent of first language.

3.3 Frequency of Speaking

The more learners speak in English, the better English pronunciation they gain. In chapter 2 page 38, Dulay et al quoted Brown’s statement (R Brown, 1973: 362)

“The early absent and long delayed acquisition of those more frequent forms has always thrown up a challenge to the notion that frequency is a major variable in language learning”.

Like what the writer has explained in chapter two, Bowen says that when we speak a certain language (first language) in long term, it will form our articulatory organs so the organs will get used to produce just the phonemes in the first language.

3.4 Age

On page 78, Dulay et al start to explain the effect of age in second language acquisition by saying “the belief that children are better at language acquisition than adults is supported by both scientific and anecdotal evidence. Children acquiring second language in natural environments are more likely to eventually sound like native speakers than adults are”. They added this statement on page 79 by quoting Scovel’s statement in *Foreign Accent, Language Acquisition, and Cerebral Dominance* (Scovel, 1969:245) which says “almost everyone learns the sound

patterns of a language perfectly as a child and yet, almost no one can learn the sound patterns of a language perfectly as an adult”.

In supporting this statement, Dulay et al have taken three researches that studied the English pronunciation of immigrants in US (p.79-81). The three researches are Oyama's research which taken Italian immigrants in US as the object;; Seliger, Krashen, and Ladefoged (1975) which studied the immigrants in US and Israel; and the last is Asher and Garcia's research on Cuban immigrants in US. All of those research found that the younger the immigrants arrived in US, the less accent of their mother tongue they have.

4 Previous Researches

There is several researches concern about the difficulty to pronounce English phoneme because of mother tongue.

Priscillia Lesny Jie in *The Difficulties in Pronouncing Some English Phonemes by Chinese* (Jie, 2001) stated that Chinese were difficult to pronounce the English phonemes that cannot be found in Chinese phonetics and they pronounce those English phonemes almost like Chinese phonemes. It means that one factor that caused people (non-native speaker) difficult in pronouncing some English phonemes is the absent of those phonemes in their first language phonemes. It is not different from the research of Rehatta in 1992 that find “kesalahan-kesalahan tersebut (kesalahan pengucapan) disebabkan oleh adanya vokal-vokal dan konsonan-konsonan bahasa Inggris yang tidak ditemukan, atau ditemukan tetapi berbeda pengucapannya dalam bahasa-bahasa Jawa...” (the object of this research is Javanese language).

"...kurangnya pemahaman para pelajar berbahasa ibu Jawa di dalam mempelajari bahasa Inggris dan kecerobohan dalam pengucapan." So she also believes that the difficulty in pronouncing English phonemes is because those phonemes are absent in their mother tongue. She adds that psychological factor that is impatient also influences the mistake in pronunciation.

The other research (Sukmawati, 1997) also says the absence of some phonemes of English in the first language causes the difficulty in pronouncing those phonemes. I Gede Budiasa in *A Contrastive Analysis of English and Balinese Segmental Phonemes and Its Application to the Teaching of English Pronunciation to Balinese Speaker* says that when Balinese speak in English, "... they tend to transfer their native language sound system and use it instead of the foreign language without fully realizing it...these sounds (ð and θ) are the most problematic ones not only for the Balinese native speaker but also for the Indonesian native speaker in general." The research conducted by Wa Ode Hanafiah Dani in 2000 specifies on fricative sounds and she also found that the 'interference' of first language cause the difficulty in pronouncing fricative consonants.

This research tries to find more evidence to see whether the result of those researches match with the reality that was found by the writer in the field. The writer also wants to analyze specifically the factors that cause the difficulty of English pronunciation.

CHAPTER III

METHODOLOGY

1 Method of Collecting Data

In this research, the writer used library research and field research

1. Library Research

It is necessary to conduct the library research because it is important to study related topics by reading books, articles or theses.

2. Field Research

The field research was conducted because the object that was observed was in the field. In the field research, the writer collected data through two steps, they were:

1.) Recording process

Firstly, the students' pronunciations were recorded by tape recorder. The recording process itself was divided into two processes: the recording of word pronunciation and the recording of sentence pronunciation. In this step, the students' pronunciations were recorded by tape recorder when they were pronouncing words and sentences that contain fricative sounds.

2.) Questionnaire

The writer also collected data of the students by giving them questionnaire. The questionnaire contains name of students, their

daily language, facilities they used to learn English, etc. (see questionnaire sheet).

The word and sentence read by students:

Part I Word

No	Phonemes	Initial	Medial	Final
1	/f/	Fly Fast Friend	Coffee Beautiful Often	Deaf Stiff Leaf
2	/v/	Visit Verge Vacation	Over Cover	Naïve Survive
3	/s/	School Soon	Cast Escape Pleasant	Miss Kiss Guess, pass
4	/z/	Zing Zero Zoom	Lazy Hazy	Quiz Whiz Buzz
5	/ʃ/	Ship Show Short	Russian Parachute Mission	Selfish Vanish Scottish
6	/ʒ/		Measure Vision Television	Garage Rouge
7	/θ/	Through Think Thing	Something Nothing	Earth With Both
8	/ð/	They There That	Rather Neither Mother	Clothe Sheathe
9	/h/	Has Habit His	Abhor Adhere Ahead	

Part 2 Sentence

No	Phonemes	Initial	Medial	Final
1	/θ/	1. Birds fly in the sky. 2. The bus moves fast. 3. My friend sent letters to Betty yesterday.	1. Coffee is delicious. 2. She sings beautifully. 3. We often speak in English.	1. He is deaf. 2. My father is stiff and unbending. 3. I took a leaf from his book.
2	/v/	1. I shall visit my grandma tomorrow.	1. The game is now over 2. James will move to Solo next week.	1. He makes alive by selling cars. 2. Don't be so

		<ol style="list-style-type: none"> The two countries are on the verge of war. Before his vacation is over, he will have made many new friends. 	<ol style="list-style-type: none"> By the end of school year, we shall have covered the entire grammar book. 	<ol style="list-style-type: none"> naïve. It is a miracle that she can survive from the airplane crash.
3	/s/	<ol style="list-style-type: none"> Budi goes to school by bus everyday. They saw a good movie yesterday. We are leaving for Jakarta soon. 	<ol style="list-style-type: none"> The boat is about to cast anchor. He will be punished before he escaped. She knows that it would be a pleasant in Bali. 	<ol style="list-style-type: none"> I don't want to miss it. I kiss the baby. I guess he will pass this exam.
4	/z/	<ol style="list-style-type: none"> He does everything with zing. A million is one plus six zeros. The car zoomed fast. 	<ol style="list-style-type: none"> There is no lazy student in our class. The view is hazy. Merlin is a famous wizard in the king Arthur legend. 	<ol style="list-style-type: none"> The teacher gave us quiz yesterday. Alan is a whiz at badminton. Don't forget to give me a buzz if you need me.
5	/ʃ/	<ol style="list-style-type: none"> Ship is heavy at that port. Her clothes show good taste. Your jacket is short in the sleeves. 	<ol style="list-style-type: none"> Government imported plane from Russia. Parachute jumping is a dangerous sport. What is your mission in life? 	<ol style="list-style-type: none"> Selfish Giant is written by Oscar Wilde. All of the dirt in my shirt was vanish when I used this detergent. Scottish culture is very interesting to be learnt.
6	/z/		<ol style="list-style-type: none"> I cannot measure the depth of this ocean. My grandma still has a good vision. I like to watch television. 	<ol style="list-style-type: none"> A bom was found in my neighbor garage yesterday. Moulin Rouge won Oscar last year
7	/θ/	<ol style="list-style-type: none"> Are you through with your work? Put your things and let's go. Think before you speak. 	<ol style="list-style-type: none"> Something happened last night. There is nothing to now. We cannot communicate without language. 	<ol style="list-style-type: none"> The earth revolves around the sun. I will go with you May you both the happiness.
8	/ð/	<ol style="list-style-type: none"> They are tired. 	<ol style="list-style-type: none"> Tommy would rather stay at 	<ol style="list-style-type: none"> His allowance

		2. There was an accident last night. 3. That new red car is Omar's car.	home. 2. I neither smoke nor drink. 3. My mother gave me this jacket on my birthday last month.	enables him to clothe himself. 2. I sheathe my sword.
9	/h/	1. Shakespeare has many remarkable works. 2. Reading is a good habit. 3. His mother-in-law will return to Bandung tomorrow.	1. I abhor his wickedness. 2. The stamp adhered to the envelope. 3. Watch out for the bicycle ahead.	

2. Population and Sample

1. Population

The research was conducted at SMU Neg. 2 Rantepao in Tana Toraja, specifically to the third grade students. The writer considered that the third grade students had enough knowledge in English because they had learnt it for at least 6 years. The writer took **language class** as the object (population) of the research that had 29 students. The reason behind this choice was the language class focuses on language which means that they have better English than other third grade class even though they also learn English.

2. Sample

The number of samples was 10 students. They were selected by random sampling method. First, all of the students' names were written on pieces of papers then the writer picked them one by one randomly.

2. Method of Analyzing of Data

In analyzing the data by descriptive qualitative method, the writer followed these steps:

1. Transcribing the recording result.
2. Counting and tabulating the percentage of the fricatives (single words or sentences) that was difficult to pronounce.
3. Analyzing the cause of the difficulty in pronouncing fricatives.
4. Formulating conclusion.

CHAPTER IV
FINDINGS AND DISCUSSION

1. Findings

The writer used British English style in analyzing the pronunciation of the participants (students). The analysis emphasized only on the phonemes under discussion (fricatives).

a. Phoneme /f/

The Incorrectness of Phoneme /f/ Pronunciation

Respondents	Words			Sentences			Σ	Percentage(%)
	Initial	Medial	Final	Initial	Medial	Final		
Student 1	0	0	0	0	0	0	0	0%
Student 2	0	0	0	0	0	0	0	0%
Student 3	0	0	0	0	0	0	0	0%
Student 4	0	0	0	0	0	0	0	0%
Student 5	0	0	0	0	0	0	0	0%
Student 6	0	0	0	0	0	0	0	0%
Student 7	0	0	0	0	0	0	0	0%
Student 8	0	0	0	0	0	0	0	0%
Student 9	0	0	0	0	0	0	0	0%
Student 10	0	0	1	0	0	0	1	5,56%

Student 1

It can be concluded based on the table of transcription above that the student has no difficulty in pronouncing phoneme /f/. As a matter of fact, there is no phoneme /f/ in Torajanese phonetics but this student can pronounce it successfully.

Student 2

The second student also has no difficulty in pronouncing phoneme /f/. It seems that this labiodental fricative consonant is not difficult to be pronounced by this student.

Student 3

The student faces no problem in the phoneme /f/ pronunciation. Like two students before, this student can pronounce phoneme /f/ in initial, medial, final position successfully. When the writer gives sentences that contain phoneme /f/, the student still capable to produce the sound correctly.

Student 4

Phoneme /f/, whether it is in the initial, medial, or final position in the word, it can be pronounced well by this student. The same case happen when phoneme /f/ presented in the sentence form. This student found no difficulty in pronouncing it.

Student 5

Like the students before, this student also finds no difficulty in pronouncing phoneme /f/. Possibly, it is because phoneme /f/ also exists in Indonesian language as national language. Therefore, it is not difficult for their articulatory organs to pronounce it.

Student 6

This student can pronounce phoneme /f/ in the initial, medial, and final position in the word correctly. The student also can pronounce it when it is presented in sentence form.

Student 7

The table has shown that the student has no difficulty in pronouncing phoneme /f/ whether it is in the word form or even in the sentence form.

Student 8

The transcription result shows that this student also has no difficulty in pronouncing phoneme /f/.

Student 9

Like the other students, this student faces no difficulty in pronouncing phoneme /f/.

Student 10

Unlike the other students, this student has problem in pronouncing the sound in the final position. He pronounces 'stiff' /stIf/ as /sti:l/ and maybe it is because the student pronounces it hastily.

b. Phoneme /v/

It can be concluded after see the transcription data that the students of SMUN 2 Rantepao are able to pronounce /v/ correctly even though, like phoneme /f/, cannot be found in Torajanese phonetics. The percentage of incorrectness pronunciation is 0 %.

Student 1

This student found no difficulties in pronouncing phoneme /v/. When the phoneme was put into word, the student could pronounce phoneme /v/ correctly. The same case happened when the phoneme was put into sentence, the student still capable to pronounce it.

Student 2

When phoneme /v/ was put into word, this student found no obstacles in pronouncing the phoneme. The student also pronounced the phoneme successfully.

Student 3

In word part, the student could pronounce phoneme /v/ correctly. She also found no difficulties in sentence part.

Student4

The table of transcription has shown that this student had no difficulties in pronouncing phoneme /v/ whether the phoneme was put into word or into sentence.

Student 5

It can be concluded based on the table of transcription that the student has no difficulty in pronouncing phoneme /v/. As a matter of fact, there is no phoneme /v/ in Torajanese phonetics but this student can pronounce it successfully.

Student 6

This student has no problem in pronouncing this labiodental fricative consonant, whether it is in the initial, medial, final position even in the sentence form.

Student 7

This student can pronounce phoneme /v/ in the initial, medial, and final position in the word correctly. The student also can pronounce it when it is presented in sentence form.

Student 8

Phoneme /v/, whether it is in the initial, medial, or final position in the word, it can be pronounced well by this student. The same case happen when phoneme /v/ presented in the sentence form. This student found no difficulty in pronouncing it.

Student 9

Like all of the students before, this student also found no difficulties in pronouncing phoneme /v/.

Student 10

This last student could pronounce phoneme /v/ correctly.

c. Phoneme /s/

The Incorrectness of Phoneme /s/ Pronunciation

Respondents	Words			Sentences			Total	Percentage (%)
	Initial	Medial	Final	Initial	Medial	Final		
Student 1	0	2	0	0	2	0	4	25%
Student 2	0	2	0	0	2	0	4	25%
Student 3	0	0	0	0	0	0	0	0%
Student 4	0	0	0	0	0	0	0	0%
Student 5	0	0	0	0	0	0	0	0%
Student 6	0	0	0	0	0	0	0	0%
Student 7	0	0	0	0	2	0	2	12,50%

Student 8	0	2	0	0	2	0	4	25%
Student 9	0	2	0	0	2	0	4	25%
Student 10	0	0	0	0	0	0	0	0%

Student 1

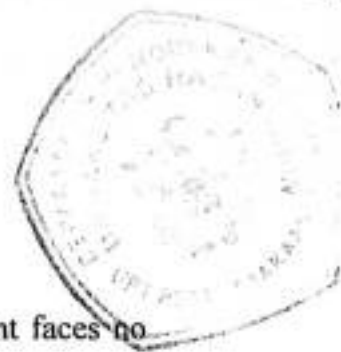
This student finds difficulty in the final position. In pronouncing 'miss' /mɪs/, the student pronounces it as /mi:z/. She puts stress on /s/ and it makes phoneme /s/ sound as /z/. The same case happens when the student pronounces 'kiss' /kɪs/. She pronounces it as /ki:z/. In the sentence part when the words ('miss' and 'kiss') are put in the sentences, the student still pronounces them as /mi:z/ and /ki:z/.

Student 2

Like the student before, this student also finds difficulty in pronouncing 'miss' and 'kiss' (the final position). The student pronounces 'miss' as /mi:z/ where it should be /mɪs/. Besides, he also pronounce 'kiss' as /ki:s/ where it supposed to be /kɪs/. When the words are presented in to sentences, this student still has to concern with the final position. He pronounces 'miss' /mɪs/ as /mɪz/ and 'kiss' /kɪs/ as /kɪz/.

Student 3

Different with two students before, this student can pronounce phoneme /s/ successfully. She faces no problem when pronounce phoneme /s/ in word part. She also fined no difficulty in pronouncing phoneme /s/ when it was presented in the sentence form.



Student 4

This student also can pronounce phoneme /s/ successfully. The student faces no problem in pronouncing the phoneme whether it is in word form or sentence form.

Student 5

The student has no problem in pronouncing this alveolar fricative consonant, whether it is in the initial, medial, final position even in the sentence form.

Student 6

The transcription result shows that this student is capable to pronounce phoneme /s/ whether it is put in the initial position, medial position or final position. When the words are put into sentences, the student still capable to pronounce phoneme /s/.

Student 7

The table has shown that this student can pronounce phoneme /s/ successfully in the word part. However, when the words are put into sentences, the student has problem with the final position. In pronouncing 'miss' and 'kiss', the student put stress on phoneme /s/. Therefore, the words are pronounced as /mɪz/ and /kɪz/.

Student 8

In pronouncing phoneme /s/, the student found difficulty in the final position. When the phoneme is presented in word form, the student pronounces miss /mɪs/ as /mɪz/, kiss /kɪs/ as /kɪz/, and guess /ges/ as /gəz/. In sentence part, the student still pronounce miss as /mɪz/ and kiss as /kɪz/, but fortunately he can pronounce guess /ges/ correctly.

Student 9

The student has difficulty in pronouncing 'miss' and 'kiss' whether it is in the word form or in sentence form. The student pronounces 'miss' /mls/ as /mlz/ and 'kiss' /kls/ as /klz/.

Student 10

This last student finds no obstacle in pronouncing phoneme /s/. He can pronounce it successfully.

d. Phoneme /z/

The Incorrectness of Phoneme /z/ Pronunciation

Respondents	Words			Sentences			Σ	Percentage (%)
	Initial	Medial	Final	Initial	Medial	Final		
Student 1	0	0	0	0	0	0	0	0%
Student 2	0	0	0	0	0	1	1	6,25
Student 3	0	0	0	0	0	0	0	0%
Student 4	0	0	0	0	0	0	0	0%
Student 5	0	0	0	0	0	0	0	0%
Student 6	0	0	0	0	0	0	0	0%
Student 7	0	0	0	0	0	0	0	0%
Student 8	0	0	0	0	0	0	0	0%
Student 9	0	0	0	0	0	0	0	0%
Student 10	0	0	0	0	0	0	0	0%

Student 1

The student finds no difficulty in pronouncing phoneme /z/ both in words part and sentences part.

Student 2

The student can pronounce phoneme /z/ in word part, but he finds difficulty in the final position when he pronounces 'whiz'. Because of hurry, he pronounces 'whiz' /wɪz/ as /wɪt/.

Student 3

There is no difficulty for this student to pronounce phoneme /z/, whether it is in the initial position, medial position or final position even in the sentence form.

Student 4

This student can pronounce phoneme /z/ successfully, whether it is in the initial position, medial position or final position even in the sentence form.

Student 5

This student has no difficulty in pronouncing phoneme /z/.

Student 6

It is not difficult for this student to pronounce this voiced alveolar fricative consonant.

Student 7

The student makes no error in pronouncing phoneme /z/.

Student 8

The table has shown that this student often make mistake in pronouncing the words, whether it is in word part or when the words already put into sentences. But he makes no mistake in pronouncing phoneme /z/.

Student 9

This student also pronouncing phoneme /z/ successfully, both in word part and sentence part.

Student 10

The last student is capable to pronounce phoneme /z/ in word form. But when the words are put into sentence, the student has difficulty in the final position. He pronounces 'quiz' /kwɪz/ as /kwɪfs/.

e. Phoneme /ʒ/

The Incorrectness of Phoneme /ʒ/ Pronunciation

Respondents	Words			Sentences			Σ	Percentage(%)
	Initial	Medial	Final	Initial	Medial	Final		
Student 1	0	0	3	0	0	3	6	33.33
Student 2	0	0	3	0	1	3	7	38.89%
Student 3	1	0	3	3	1	3	11	61.11%
Student 4	3	0	3	3	1	3	13	72.22%
Student 5	1	0	3	1	0	3	8	44.44%
Student 6	1	0	3	2	0	3	9	50%
Student 7	3	0	3	3	0	3	12	66.67%
Student 8	3	0	3	2	0	3	11	61.11%
Student 9	3	0	3	2	0	3	11	61.11%
Student 10	3	0	3	3	0	3	12	66.67%

Student 1

In the initial position, the student pronounces 'show' /ʃəʊ/ as /səʊ/. And when 'show' is put into a sequence of word (sentence), the student still pronounces 'show' as /səʊ/ where it supposes to be /ʃəʊ/. The student has no problem in the medial position, but in the final position, the student really cannot pronounce phoneme /ʃ/ correctly both in the word part and sentence part. The pronunciation

of 'selfish'/selfɪs/ should be /selfɪʃ/, 'vanish'/vænɪs/ should be /vænɪʃ/, and 'Scottish'/skɒtɪs/ should be /skɒtɪʃ/.

Student 2

The second student has no problem in the initial position. In the medial position, the student finds a difficulty when the word 'mission' is put into a sentence. He pronounces 'mission' as /mɪsən/, it should be pronounced as /mɪʃn/. In the final position, like the first student, the student is not capable to pronounce phoneme /ʃ/ whether the phoneme in word part or sentence part.

Student 3

The student has problem in pronouncing 'ship' /ʃɪp/. She pronounces it as /sɪp/ and it still pronounced /sɪp/ in the sentence part. The student can pronounce phoneme /ʃ/ in the word 'show' /ʃəʊ/ and 'short' /ʃɔ:t/ correctly when they are in the word part. Unfortunately, the student makes mistake when 'show' and 'short' are presented in the sentence form. This student pronounces 'show' /ʃəʊ/ as /sou/ and 'short' /ʃɔ:t/ as /sɔ:rt/. In the medial position, the student finds difficulty when the word 'mission' /mɪʃn/ presented into a sentence. She pronounces it as /mɪsn/. Like two students before, this student also cannot pronounce phoneme /ʃ/ when it is put in the final position in a word. The pronunciation of 'selfish'/selfɪs/ should be /selfɪʃ/, 'vanish'/vænɪs/ should be /vænɪʃ/, and 'Scottish'/skɒtɪs/ should be /skɒtɪʃ/.

Student 4

In the initial position, the student absolutely cannot pronounce phoneme /ʃ/. The pronunciation of 'ship' /sɪp/ should be /ʃɪp/, 'show' /səʊ/ should be /ʃəʊ/ and 'short'

/sɔ:rt/ should be /ʃɔ:t/. The student still makes the same mispronunciation when those words are put into sentences. In the medial position, the student finds a difficulty when the word 'Russia' /rʌʃə/ is put into a sentence. The student pronounces it as /ruzla/. This student really cannot pronounce phoneme /ʃ/ if it is put in the final position in a word. She pronounces 'selfish' /selfɪʃ/ as /selfɪs/, 'vanish' /væniʃ/ as /væniʃs/, and 'Scottish' /skɒtɪʃ/ as /skɒtɪs/.

Student 5

In the initial position, this student makes mistake in pronouncing 'ship' /ʃɪp/. She replaces /ʃ/ with /s/, so it becomes /sɪp/. Then, the writer presents the word 'ship' into a sentence, and the student still not capable to pronounce phoneme /ʃ/ correctly. The student still pronounces it as /sɪp/. She has no problem in the other words in the initial position and medial position, but the student cannot pronounce phoneme /ʃ/ successfully in the final position. The pronunciation of 'selfish' /selfɪs/ should be /selfɪʃ/, 'vanish' /væniʃs/ should be /væniʃ/, and 'Scottish' /skuɪs/ should be /skɒtɪʃ/.

Student 6

The student finds difficulty in the initial position when the student pronouncing 'ship' /ʃɪp/ as /sɪp/ and when the word 'ship' is put in a sentence, the student still pronounces it as /sɪp/. In the word 'show' /ʃəʊ/, the student can pronounce phoneme /ʃ/ correctly but when the writer presents the word in sentence form, the student cannot pronounce phoneme /ʃ/ correctly (the student pronounces 'show' as /sou/). The student can pronounce phoneme /ʃ/ in the medial position, but in the

final position he cannot pronounce phoneme /ʃ/ whether it is in word form or in sentences.

Student 7

The table has shown that this student cannot pronounce phoneme /ʃ/ in the initial position and final position, whether it is in word or sentence. Fortunately, the student finds no difficulty in pronouncing phoneme /ʃ/ in the medial position.

Student 8

In the initial position, the pronunciation of 'ship' /sɪp/ should be /ʃɪp/, 'show' /səʊ/ should be /ʃəʊ/, and 'short' /sɔ:t/ should be /ʃɔ:t/. In the sentence part, the pronunciation of 'ship' and 'show' still has to be concerned because the student still pronounces them as /sɪp/ and /səʊ/. But the pronunciation of phoneme /ʃ/ in the word 'short' /ʃɔ:t) is already correct. There is no problem in the medial position, but in the final position the student absolutely cannot pronounce the phoneme /ʃ/. The pronunciation of 'selfish' /selfɪs/ should be /selfɪʃ/, 'vanish' /vænɪs/ should be /vænɪʃ/, and 'Scottish' /skɒtɪs/ should be /skɒtɪʃ/.

Student 9

In the initial position, the pronunciation of 'ship' /sɪp/ should be /ʃɪp/, 'show' /səʊ/ should be /ʃəʊ/, and 'short' /sɔ:t/ should be /ʃɔ:t/. In the sentence part, the pronunciation of 'ship' and 'show' still has to be concerned because the student still pronounces them as /sɪp/ and /səʊ/. But the pronunciation of phoneme /ʃ/ in the word 'short' /ʃɔ:t) is already correct. There is no problem in the medial position, but in the final position the student absolutely cannot pronounce the

phoneme /ʃ/. The pronunciation of 'selfish' /selfɪs/ should be /selfɪʃ/, 'vanish' /væniʃ/ should be /væniʃ/, and 'Scottish' /skɒtɪʃ/ should be /skɒtɪʃ/.

Student 10

In the initial position, the pronunciation of 'ship' /ʃɪp/ should be /ʃɪp/, 'show' /səʊ/ should be /ʃəʊ/, and 'short' /sɔ:t/ should be /ʃɔ:t/. In the sentence part, the pronunciation of 'ship' and 'show' and 'short' still has to be concerned because the student still pronounces them as /sɪp/, /sou/ and /sɔ:rt/. There is no problem in the medial position, but in the final position the student absolutely cannot pronounce the phoneme /ʃ/. The pronunciation of 'selfish' /selfɪs/ should be /selfɪʃ/, 'vanish' /væniʃ/ should be /væniʃ/, and 'Scottish' /skɒtɪʃ/ should be /skɒtɪʃ/.

f. Phoneme /ʒ/

The Incorrectness of Phoneme /ʒ/ Pronunciation

Respondents	Words		Sentences		Total	Percentage(%)
	Medial	Final	Medial	Final		
Student 1	0	2	0	2	4	40%
Student 2	1	1	1	2	5	50%
Student 3	3	3	2	2	10	100%
Student 4	3	3	2	2	10	100%
Student 5	3	3	2	2	10	100%
Student 6	3	3	2	2	10	100%
Student 7	3	3	2	2	10	100%
Student 8	3	3	2	2	10	100%
Student 9	3	3	2	2	10	100%
Student 10	3	3	2	2	10	100%

Student 1

The student faces no problem in pronouncing phoneme /ʒ/ in the medial position (there is no phoneme /ʒ/ in the initial position). In the final position, this student

Students pronunciation										Should be		
Words	Student 1		Student 2		Student 3		Student 4		Student 5			
	Word	Sentence	Word	Sentence	Word	Sentence	Word	Sentence	Word	Sentence		
Measure	mɪzər	televɪʒn	mɪjər	televɪʒn	mɪjər	televɪʒn	mɪjər	televɪʒn	mɪjər	televɪʒn	mɪjə	meʒə
Vision	vɪʒn	televɪʒn	vɪʒn	televɪʒn	vɪʒn	televɪʒn	vɪʒn	televɪʒn	vɪʒn	televɪʒn	vɪʒn	vɪʒn
Television	televɪʒn	televɪʒn	televɪʒn	televɪʒn	televɪʒn	televɪʒn	televɪʒn	televɪʒn	televɪʒn	televɪʒn	televɪʒn	televɪʒn
Garage	gærədʒ	gærədʒ	gærədʒ	gærədʒ	gærədʒ	gærədʒ	gærəs	gærəs	gærədʒ	gærədʒ	gærədʒ	gærə:ʒ
Rouge	rʌ:dʒ	rʌ:dʒ	rʌ:dʒ	rʌ:dʒ	rʌ:dʒ	rʌ:dʒ	rʌ:dʒ	rʌ:dʒ	rʌ:dʒ	rʌ:dʒ	rʌ:dʒ	rʌ:ʒ

Students pronunciation										Should be		
Words	Student 6		Student 7		Student 8		Student 9		Student 10			
	Word	Sentence	Word	Sentence	Word	Sentence	Word	Sentence	Word	Sentence		
Measure	mɪjʊ:r	televɪʒn	mɪjʊ:r	televɪʒn	mɪjʊ:r	televɪʒn	mɪjʊ:r	televɪʒn	mɪjʊ:r	televɪʒn	mɪjʊ:r	meʒə
Vision	vɪʒn	televɪʒn	vɪʒn	televɪʒn	vɪʒn	televɪʒn	vɪʒn	televɪʒn	vɪʒn	televɪʒn	vɪʒn	vɪʒn
Television	televɪʒn	televɪʒn	televɪʒn	televɪʒn	televɪʒn	televɪʒn	televɪʒn	televɪʒn	televɪʒn	televɪʒn	televɪʒn	televɪʒn
Garage	gærədʒ	gærədʒ	gærədʒ	gærədʒ	gærədʒ	gærədʒ	gærədʒ	gærədʒ	gærədʒ	gærədʒ	gærədʒ	gærə:ʒ
Rouge	rʌ:dʒ	lʌ:dʒ	rʌ:dʒ	rough	rədʒ	rədʒ	rʌ:dʒ	rʌ:dʒ	rʌ:dʒ	rough	rough	rʌ:ʒ

pronounces 'garage' as /gærədʒ/ where it suppose to be /gæra:ʒ/ and 'rouge' as /rʌ:dʒ/(it has to be pronounced as /ru: ʒ/. When the writer put the word 'garage' and 'rouge' into sentences, the student still pronounce them as /gærədʒ/ and /rʌ:dʒ/.

Student 2

In the medial position, the student pronounces 'measure' as /mɪʃər/ (it has to be pronounced as /meʒə/) and in the sentence form the student still pronounces it as /mɪʃər/. In pronouncing 'vision' /vɪʒn/, the student pronounces it correctly even when the word is put into a sentence. There is no problem in pronouncing phoneme /ʒ/ in the other words in the medial position, but in the final position the student cannot pronounce phoneme /ʒ/ in the word 'garage'/gæra:ʒ/ correctly; the student pronounces it as /gærədʒ/. The student finds no difficulty in pronouncing phoneme /ʒ/ in the word 'rouge'/ru: ʒ/, but when the word in a sentence the student pronounce it as /roudʒ/.

Student 3

The table shows that the student cannot pronounce phoneme /ʒ/, both in the word part and sentence part. In the medial position, the student replaces phoneme /ʒ/ with phoneme /ʃ/. So, the pronunciations are 'measure' /meʒə/ as /mɪʃər/, 'vision' /vɪʒn/ as /vɪʃn/, and 'television' /telvɪʒn/ as /televɪʃn/. In the final position, the student replaces the phoneme /ʒ/ with phoneme /dʒ/.

Student 4

The student cannot pronounce phoneme /ʒ/ correctly. In the medial position, the student replaces phoneme /ʒ/ with phoneme /ʃ/ and in the final position the student

replaces phoneme /z/ with /dʒ/. In the sentence part, in pronouncing 'television' and garage, the student replaces phoneme /z/ with phoneme /s/. so, it becomes /televɪsən/ and /gærəs/.

Student 5

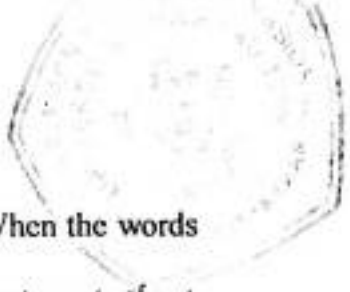
This student also cannot pronounce phoneme /z/ correctly. In the medial position, the student pronounces the student pronounces 'measure' /meɪzə/ as /myu:su:/, 'vision' /vɪʒn/ as /vɪʃn/, and 'television' /telɪvɪʒn/ as /teləvɪʃn/. When the words are put into sentences, the student pronounces 'measure' /meɪzə/ as /mɪʃə/, 'vision' /vɪʒn/ as /vɪʃn/, and 'television' /telɪvɪʒn/ as /teləvɪʃn/. In the final position, the student pronounces 'garage' /gæra:ʒ/ as /gærədʒ/ and 'rouge' /ru:ʒ/ as /roudʒ/, both in the word part and sentence part.

Student 6

Like the other students, this student cannot pronounce phoneme /z/ correctly. In the medial position, the student pronounces the student pronounces 'measure' /meɪzə/ as /mɪʃu:r/, 'vision' /vɪʒn/ as /vɪʃn/, and 'television' /telɪvɪʒn/ as /televɪʃn/. when the words are put into sentences, the student pronounces 'measure' /meɪzə/ as /mɪʃu:r/, 'vision' /vɪʒn/ as /vɪʃn/, and 'television' /telɪvɪʒn/ as /teləvɪʃn/. In the final position, the student pronounces 'garage' /gæra:ʒ/ as /gærədʒ/ and 'rouge' /ru:ʒ/ as /roudʒ/. In the sentence part, the student pronounces 'garage' and 'rouge' as /gærədʒ/ and /loundʒ/.

Student 7

This student also cannot pronounce phoneme /z/ correctly. In the medial position, the student pronounces the student pronounces 'measure' /meɪzə/ as /mɪʃu:r/,



'vision'/vɪʒn/ as /vɪʒn/, and 'television' /telvɪʒn/ as /telvɪʒn/. When the words are put into sentences, the student pronounces 'measure' /meɜə/ as /mɪʃu:r/, 'vision'/vɪʒn/ as /vɪʒn/, and 'television' /telvɪʒn/ as /televɪʒn/. In the final position, the student pronounces 'garage'/gæra:ʒ/ as /gærədʒ/ and 'rouge'/ru: ʒ/ as /roudʒ/. In the sentence part, the sentence pronounces 'garage'/gæra:ʒ/ as /gærədʒ/ and 'rouge'/ru: ʒ/ as /rough/.

Student 8

In the medial position, the student pronounces the student pronounces 'measure' /meɜə/ as /mɪeʃu:r/, 'vision'/vɪʒn/ as /vɪʃn/, and 'television' /telvɪʒn/ as /televɪʃn/. When the words are put into sentences, the student pronounces 'measure' /meɜə/ as /mɪeʃu:r/, 'vision'/vɪʒn/ as /vɪʃn/, and 'television' /telvɪʒn/ as /teləvɪʃn/. In the final position, the student pronounces 'garage'/gæra:ʒ/ as /gærədʒ/ and 'rouge' /ru: ʒ/ as /roudʒ/. In the sentence part, the sentence pronounces 'garage'/gæra:ʒ/ as /gærədʒ/ and 'rouge'/ru: ʒ/ as /rədʒ/.

Student 9

In the medial position, the student pronounces the student pronounces 'measure' /meɜə/ as /mɪʃu:r/, 'vision'/vɪʒn/ as /vɪʃn/, and 'television' /telvɪʒn/ as /televɪʃn/. When the words are put into sentences, the student pronounces 'measure' /meɜə/ as /mɪʃu:r/, 'vision'/vɪʒn/ as /vɪʃn/, and 'television' /telvɪʒn/ as /televɪʃn/. In the final position, the student pronounces 'garage'/gæra:ʒ/ as /gærədʒ/ and 'rouge' /ru: ʒ/ as /roudʒ/, both in the word part and sentence part. In the sentence part, the sentence pronounces 'garage'/gæra:ʒ/ as /gærədʒ/ and 'rouge'/ru: ʒ/ as /roudʒ/.

Student 10

Like the other students, also cannot pronounce phoneme /ʒ/ correctly. In the medial position, the student pronounces the student pronounces 'measure' /meɜə/ as /mɪʃu:r/, 'vision' /vɪʒn/ as /vɪʃn/, and 'television' /telɪvɪʒn/ as /televɪʃn/. When the words are put into sentences, the student pronounces 'measure' /meɜə/ as /mɪʃu:r/, 'vision' /vɪʒn/ as /vɪʃn/, and 'television' /telɪvɪʒn/ as /televɪʃn/. In the final position, the student pronounces 'garage' /gæra:ʒ/ as /gærədʒ/ and 'rouge' /ru: ʒ/ as /srough/, both in the word part and sentence part. In the sentence part, the sentence pronounces 'garage' /gæra:ʒ/ as /gærədʒ/ and 'rouge' /ru: ʒ/ as /rough/.

g. Phoneme /θ/

The Incorrectness of Phoneme /θ/ Pronunciation

Respondents	Words			Sentences			Σ	Percentage (%)
	Initial	Medial	Final	Initial	Medial	Final		
Student 1	3	2	3	3	2	3	16	100%
Student 2	3	0	3	3	2	3	14	87.50%
Student 3	3	2	3	3	2	3	16	100%
Student 4	3	2	3	3	2	3	16	100%
Student 5	3	2	3	3	2	3	16	100%
Student 6	3	2	3	3	2	3	16	100%
Student 7	3	2	3	3	2	3	16	100%
Student 8	3	2	3	3	2	3	16	100%
Student 9	3	2	3	3	2	3	16	100%
Student 10	3	2	3	3	2	3	16	100%

Student 1

The table of transcription result has shown that almost all of the students cannot pronounce phoneme /θ/. The percentage of incorrect pronunciation that made by student 1 is 100 %. In the initial and medial position, the student replaces phoneme /θ/ with phoneme /t/. In the final position, the student replaces phoneme /θ/ with phoneme /d/.

Student 2

In the initial position, the student cannot pronounce phoneme /θ/ and he replaces it with phoneme /t/. The same case happens when the writer puts the words that start with phoneme /θ/ into sentences. The student is capable to pronounce phoneme /θ/ in the medial position in a word, but when the word is put into a sentence, the student cannot pronounce phoneme /θ/ anymore and replaces it with phoneme /t/. Possibly, the student still aware with the phoneme when it stands in a word, but he cannot focus on phoneme /θ/ anymore when it already put in a sentence. In the final position, the student replaces phoneme /θ/ with phoneme /d/ whether the phoneme is in a word or in a sentence.

Student 3

Like the first student, this student also incapable to pronounce phoneme /θ/ in the initial, medial and final position even when it is put in to a sentence. In the initial and medial position, the student also replaces phoneme /θ/ with phoneme /t/ and in the final position she replaces it with phoneme /d/.

Student 4

The percentage of incorrect pronunciation that is made by this student is also 100 %. In the initial position, whether it is only in a word or in a sentence, the

student pronounces 'through' /θru:/ as /trough/, 'think' /θɪŋk/ as /tɪŋk/, and 'thing' /θɪŋ/ as /tɪŋ/. In the medial position, the student pronounces 'something' /sʌmθɪŋ/ as /sʌmtɪŋ/, and 'nothing' /nʌθɪŋ/ as /nʌtɪŋ/. The pronunciations of the words in the medial position still the same when they are put into sentences. In the final position, the student pronounces 'earth' /ə: θ/ as /ə:rd/, 'with' /wɪθ/ as /wɪd/, and 'both' /bəuθ/ as /bud/.

Student 5

Like most of the students, the percentage of incorrect pronunciation that is made by the fifth student also 100 %. In the initial position, whether it is only in a word or in a sentence, the student pronounces 'through' /θru:/ as /trugh/, 'think' /θɪŋk/ as /tɪŋk/, and 'thing' /θɪŋ/ as /tɪŋ/. In the medial position, the student pronounces 'something' /sʌmθɪŋ/ as /sʌmtɪŋ/, and 'nothing' /nʌθɪŋ/ as /nʌtɪŋ/. The pronunciations of the words in the medial position still the same when they are put into sentences. In the final position, the student pronounces 'earth' /ə: θ/ as /ə:rd/, 'with' /wɪθ/ as /wi:d/, and 'both' /bəuθ/ as /buwd/.

Student 6

In the initial position, whether it is only in a word or in a sentence, the student pronounces 'through' /θru:/ as /trough/, 'think' /θɪŋk/ as /tɪŋk/, and 'thing' /θɪŋ/ as /tɪŋ/. In the medial position, the student pronounces 'something' /sʌmθɪŋ/ as /sʌmtɪŋ/, and 'nothing' /nʌ:θɪŋ/ as /nɔtɪŋ/. The pronunciations of the words in the medial position still the same when they are put into sentences. In the final position, the student pronounces 'earth' /ə: θ/ as /i:rd/, 'with' /wɪθ/ as /wi:d/, and 'both' /bəuθ/ as /bud/.

Student 7

The percentage of incorrect pronunciation that is made by this student is also 100 %. In the initial position, whether it is only in a word or in a sentence, the student pronounces 'through' /θru:/ as /trough/, 'think' /θɪŋk/ as /tɪŋk/, and 'thing' /θɪŋ/ as /tɪŋ/. In the medial position, the student pronounces 'something' /sʌmθɪŋ/ as /sʌmtɪŋ/, and 'nothing' /nʌθɪŋ/ as /nɔ:tɪŋ/. The pronunciations of the words in the medial position still the same when they are put into sentences. In the final position, the student pronounces 'earth' /ɜ: θ/ as /ɜ:rdh/, 'with' /wɪθ/ as /wɪdh/, and 'both' /bəuθ/ as /bʌdh/.

Student 8

The percentage of incorrect pronunciation that is made by this student is also 100 %. In the initial position, whether it is only in a word or in a sentence, the student pronounces 'through' /θru:/ as /trough/, 'think' /θɪŋk/ as /tɪŋk/, and 'thing' /θɪŋ/ as /tɪŋ/. In the medial position, the student pronounces 'something' /sʌmθɪŋ/ as /sʌmtɪŋ/, and 'nothing' /nʌ:θɪŋ/ as /nɔ:tɪŋ/. The pronunciations of the words in the medial position still the same when they are put into sentences. In the final position, the student pronounces 'earth' /ɜ: θ/ as /ɜ:rdh/, 'with' /wɪθ/ as /wi:dh/, and 'both' /bəuθ/ as /boudh/.

Student 9

In the initial position, 'through' /θru:/ as /ru:f/, 'think' /θɪŋk/ as /tɪŋk/, and 'thing' /θɪŋ/ as /tɪŋ/. When the words are put into sentences, the pronunciation of 'through' /θru:/ as /drɪf/, 'think' /θɪŋk/ as /tɪŋk/, and 'thing' /θɪŋ/ as /tɪŋ/. In the medial position, the student pronounces 'something' /sʌmθɪŋ/ as /sʌmtɪŋ/, and

'nothing' /nʌθɪŋ/ as /nʌtɪŋ/. When the words are put into sentences, the pronunciation of 'something' /sʌmθɪŋ/ as /sʌmtɪŋ/, and 'nothing' /nʌθɪŋ/ as /nɔ:tɪŋ/. The pronunciations of the words in the medial position still the same when they are put into sentences. In the final position, the student pronounces 'earth' /ə:θ/ as /ə:rdh/, 'with' /wɪθ/ as /wi:dh/, and 'both' /bəʊθ/ as /boudh/. When the words are put into sentences, the pronunciation of 'earth' /ə:θ/ as /ə:rdh/, 'with' /wɪθ/ as /wi:d/, and 'both' /bəʊθ/ as /bəudh/.

Student 10

In the initial position, 'through' /θru:/ as /rough/, 'think' /θɪŋk/ as /tɪŋk/, and 'thing' /θɪŋ/ as /tɪŋ/. When the words are put into sentences, the pronunciation of 'through' /θru:/ as /trough/, 'think' /θɪŋk/ as /tɪŋk/, and 'thing' /θɪŋ/ as /tɪŋ/. In the medial position, the student pronounces 'something' /sʌmθɪŋ/ as /sʌmtɪŋ/, and 'nothing' /nʌθɪŋ/ as /nɔ:tɪŋ/. The pronunciations of the words in the medial position still the same when they are put into sentences. In the final position, the student pronounces 'earth' /ə:θ/ as /ɛrdh/, 'with' /wɪθ/ as /wi:dh/, and 'both' /bəʊθ/ as /bɔ:dh/. When the words are put into sentences, the pronunciation of 'earth' /ə:θ/ as /ɛrdh/, 'with' /wɪθ/ as /wɪdh/, and 'both' /bəʊθ/ as /bɔ:dh/.

h. Phoneme /ð/

The Incorrectness of Phoneme /ð/ Pronunciation

Respondents	Words			Sentences			Σ	Percentage (%)
	Initial	Medial	Final	Initial	Medial	Final		
Student 1	3	3	2	3	3	2	16	100%
Student 2	3	3	2	3	3	2	16	100%
Student 3	3	3	0	3	3	2	14	87,50%

Student 4	3	3	2	3	3	2	16	100%
Student 5	3	3	2	3	3	2	16	100%
Student 6	3	3	2	3	3	2	16	100%
Student 7	3	3	2	3	3	2	16	100%
Student 8	3	3	2	3	3	2	16	100%
Student 9	3	3	2	3	3	2	16	100%
Student 10	3	3	2	3	3	2	16	100%

Student 1

The table of transcription result has shown that almost all of the students cannot pronounce phoneme /ð/. The percentage of incorrect pronunciation that made by student 1 is 100 %. In the initial and medial position, the student replaces phoneme /ð/ with phoneme /d/. In the final position, the student replaces phoneme /ð/ also with phoneme /d/.

Student 2

The percentage of incorrect pronunciation that is made by this student is also 100%. In the initial position, whether it is only in a word or in a sentence, the student pronounces 'they' /ðeɪ/ as /deɪ/, 'there' /ðeə/ as /deə/, and 'that' /ðæt/ as /dæt/. In the medial position, the student pronounces 'rather' /rɑ:ðə/ as /rædə/, and 'neither' /naɪðə/ as /nɪdə/. The pronunciations of the words in the medial position still the same when they are put into sentences. In the final position, the student pronounces 'mother' /mʌðə/ as /mʌdə/, 'clothe' /kləʊð/ as /kləʊd/, and 'sheathe' /ʃi:ð/ as /ʃi:d/.

Student 3

In the initial position, the student cannot pronounce phoneme /ð/ and he replaces it with phoneme /d/. The same case happens when the writer put the words that start with phoneme /ð/ into sentences. In the medial position, the student

pronounces 'rather' /rɑ:ðə/ as /reɪdɑ:r/, and 'neither' /naɪðə/ as /neɪdɑ:r/. when they are put into sentences, the pronunciation become 'rather' /rɑ:ðə/ as /rædhɑ:r/, and 'neither' /naɪðə/ as /neɪdɑ:r/. In the final position, the student is capable to pronounce phoneme /ð/ in the word 'clothe' and 'sheathe', but the student cannot pronounce the phoneme in the word 'mother'. When the word is put in to a sentence, the student cannot pronounce phoneme /ð/ anymore and replaces it with phoneme /d/. Possibly, the student still aware with the phoneme when it stands in a word, but he cannot focus on phoneme /ð/ anymore when it already put in a sentence.

Student 4

The percentage of incorrect pronunciation that is made by this student is also 100%. In the initial position, whether it is only in a word or in a sentence, the student pronounces 'they' /ðeɪ/ as /deɪ/, 'there' /ðeə/ as /de:r/, and 'that' /ðæt/ as /dæt/. In the medial position, the student pronounces 'rather' /rɑ:ðə/ as /reɪdɑ:r/, and 'neither' /naɪðə/ as /neɪdɑ:r/. The pronunciations of the words in the medial position still the same when they are put into sentences. In the final position, the student pronounces 'mother' /mʌðə/ as /mʌdɑ:r/, 'clothe' /kləʊð/ as /kludh/, and 'sheathe' /ʃi:ð/ as /si:dh/. When the words are put into sentences, the pronunciation of 'mother' /mʌðə/ as /mʌdɑ:r/, 'clothe' /kləʊð/ as /klod/, and 'sheathe' /ʃi:ð/ as /si:dh/.

Student 5

Like most of the students, the percentage of incorrect pronunciation that is made by this student also 100 %. In the initial position, whether it is only in a word or

in a sentence, the student pronounces 'they' /ðeɪ/ as /deɪ/, 'there' /ðeə/ as /de:r/, and 'that' /ðæt/ as /dæt/. In the medial position, the student pronounces 'rather' /rɑ:ðə/ as /reɪdə:r/, and 'neither' /naɪðə/ as /neɪdə:r/. The pronunciations of the words in the medial position still the same when they are put into sentences. In the final position, the student pronounces 'mother' /mʌðə/ as /mʌdə:r/, 'clothe' /kləʊð/ as /kloʊd/, and 'sheathe' /ʃi:ð/ as /ʃi:d/. When the words are put into sentences, the pronunciation of 'mother' /mʌðə/ as /mʌdə:r/, 'clothe' /kləʊð/ as /kloʊd/, and 'sheathe' /ʃi:ð/ as /ʃi:d/.

Student 6

In the initial position, whether it is only in a word or in a sentence, the student pronounces 'they' /ðeɪ/ as /deɪ/, 'there' /ðeə/ as /de:r/, and 'that' /ðæt/ as /dæt/. In the medial position, the student pronounces 'rather' /rɑ:ðə/ as /reɪdə:r/, and 'neither' /naɪðə/ as /neɪdə:r/. When the words are put into sentences, the pronunciation of 'rather' /rɑ:ðə/ as /reɪdə:r/, and 'neither' /naɪðə/ as /neɪdə:r/. In the final position, the student pronounces 'mother' /mʌðə/ as /mʌdə:r/, 'clothe' /kləʊð/ as /kleud/, and 'sheathe' /ʃi:ð/ as /si:d/. When the words are put into sentences, the pronunciation of 'mother' /mʌðə/ as /mʌdə:r/, 'clothe' /kləʊð/ as /kleud/, and 'sheathe' /ʃi:ð/ as /si:d/.

Student 7

The percentage of incorrect pronunciation that is made by this student is also 100 %. In the initial position, whether it is only in a word or in a sentence, the student pronounces 'they' /ðeɪ/ as /deɪ/, 'there' /ðeə/ as /de:r/, and 'that' /ðæt/ as /dæt/. In the medial position, the student pronounces 'rather' /rɑ:ðə/ as /reɪtə:r/,

and 'neither' /nalðə/ as /neɪdə:r/. The pronunciations of the words in the medial position still the same when they are put into sentences. In the final position, the student pronounces 'mother' /mʌðə/ as /mʌdə:r/, 'clothe' /kləʊð/ as /klaʊdh/, and 'sheathe' /ʃi:ð/ as /si:dh/.

Student 8

In the initial position, whether it is only in a word or in a sentence, the student pronounces 'they' /ðeɪ/ as /deɪ/, 'there' /ðeə/ as /de:r/, and 'that' /ðæt/ as /dæt/. In the medial position, the student pronounces 'rather' /rɑ:ðə/ as /rədə:r/, and 'neither' /nalðə/ as /neɪdə:r/. When the words are put into sentences, the pronunciation of 'rather' /rɑ:ðə/ as /rʌdə:r/, and 'neither' /nalðə/ as /neɪdə:r/. In the final position, the student pronounces 'mother' /mʌðə/ as /mʌdə:r/, 'clothe' /kləʊð/ as /klaʊdh/, and 'sheathe' /ʃi:ð/ as /ʃi:dh/.

Student 9

In the initial position, whether it is only in a word or in a sentence, the student pronounces 'they' /ðeɪ/ as /deɪ/, 'there' /ðeə/ as /de:r/, and 'that' /ðæt/ as /dæt/. In the medial position, the student pronounces 'rather' /rɑ:ðə/ as /rəldə:r/, and 'neither' /nalðə/ as /neɪdə:r/. The pronunciations of the words in the medial position still the same when they are put into sentences. In the final position, the student pronounces 'mother' /mʌðə/ as /mʌdə:r/, 'clothe' /kləʊð/ as /klaʊdh/, and 'sheathe' /ʃi:ð/ as /si:dh/.

Student 10

In the initial position, the student pronounces 'they' /ðeɪ/ as /deɪ/, 'there' /ðeə/ as /de:r/, and 'that' /ðæt/ as /dæt/. When the words are presented in the sentence, the

pronunciations of 'they' /ðeɪ/ as /deɪ/, 'there' /ðeə/ as /de:/, and 'that' /ðæt/ as /dæt/. In the medial position, the student pronounces 'rather' /rɑːðə/ as /rɔɪdɑːr/, and 'neither' /naɪðə/ as /neɪdɑːr/. When the words are put into sentences, the pronunciation of 'rather' /rɑːðə/ as /reder/, and 'neither' /naɪðə/ as /nɪdɑːr/. In the final position, the student pronounces 'mother' /mʌðə/ as /m dɑːr/, 'clothe' /kləʊð/ as /klaʊdh/, and 'sheathe' /ʃiːð/ as /sɪdhe/. When the words are put into sentences, the pronunciation of 'mother' /mʌðə/ as /mʌdɑːr/, 'clothe' /kləʊð/ as /klaʊdh/, and 'sheathe' /ʃiːð/ as /sɪdhe/.

Phoneme /h/

The Incorrectness of Phoneme /h/ Pronunciation

Respondents	Words		Sentences		Total	Percentage
	Initial	Medial	Initial	Medial		
Student 1	0	0	0	0	0	0%
Student 2	0	1	0	1	2	33.33%
Student 3	0	2	0	2	4	66.67%
Student 4	0	1	0	0	1	16.67%
Student 5	0	1	0	1	2	33.33%
Student 6	0	1	0	1	2	33.33%
Student 7	0	2	0	2	4	66.67%
Student 8	0	0	0	0	0	0%
Student 9	0	1	0	1	2	33.33%
Student 10	0	1		1	2	33.33%

Student 1

In the pronunciation of phoneme /h/, the student finds no problem whether the phoneme is in the initial position or medial position (there is no phoneme /h/ in final position).

Students pronunciation

Words	Student 1		Student 2		Student 3		Student 4		Student 5		Should be
	Word	Sentence	Word	Sentence	Word	Sentence	Word	Sentence	Word	Sentence	
	Has	hæz	hæz	hæz	hæz	hæz	hæz	hæz	hæz	hæz	
Habit	hæbit	hæbit	hæbit	hæbit	hæbit	hæbit	hæbit	hæbit	hæbit	hæbit	hæbit
His	hi:z	hi:z	hiz	hiz	hiz	hiz	hiz	hiz	hiz	hiz	hiz
Abhor	əb'hɔ:r	əb'hɔ:r	əbɔ:r	əbɔ:r	əbɔ:r	əbɔ:r	əbɔ:r	əbɔ:r	əbɔ:r	əbɔ:r	əb'hɔ:
Adhere	əd'hɪə	əd'hɪə	əd'hə	əd'hɪə	ədə:r	ədə:r	ədhe:r	ədhe:r	ədhe:r	ədhe:r	əd'hɪə
Ahead	ə'hɪd	ə'hɪd	ə'hed	ə'hɪd	ə:hɪd	ə:hɪd	ə'hɪd	ə'hɪd	ə'hɪd	ə'hɪd	ə'hed

Students pronunciation

Words	Student 6		Student 7		Student 8		Student 9		Student 10		Should be
	Word	Sentence	Word	Sentence	Word	Sentence	Word	Sentence	Word	Sentence	
	Has	hæz	hæz	hæz	hæz	hi:z	hæz	hæz	hæz	hæz	
Habit	hæbit	hæbit	hæbit	hæbit	hæbit	hæbit	hæbit	hæbit	hæbit	hæbit	hæbit
His	hiz	hiz	hiz	hiz	hiz	hiz	hiz	hiz	hiz	hiz	hiz
Abhor	əbɔ:r	əbɔ:r	ə'bɔ:r	ə'bɔ:r	ə'bhɔ:r	ə'bhɔ:r	ə'bɔ:r	ə'bɔ:r	əbɔ:r	əbɔ:r	əb'hɔ:
Adhere	əd'hɪə	əd'hɪə	əd'də:r	əd'də:r	əd'dhe:r	əd'dhe:r	edhe:r	edhe:r	ədhiə	ədhiə	əd'hɪə
Ahead	ə'hɪd	ə'hɪd	ə'hed	ai'hed	ə'hed	ə'hed	e'hed	e'hed	ə'hed	ə'hed	ə'hed



Student 2

This student can pronounce phoneme /h/ successfully when the phoneme is in the initial position. However, in the medial position, the student makes mistake when he pronounces abhor /əb'hɔ:/ as /əbɔ:r/. Then the word 'abhor' is put into a sentence and he still pronounces it as /əbɔ:r/. Fortunately, he can pronounce the other words that are 'adhere' /əd'hɪə/ and /ə'hed/ correctly.

Student 3

Like the students before, this student can pronounce phoneme /h/ when it is in the initial position. But in the medial position, the student gets a difficulty. She pronounces 'abhor' /əb'hɔ:/ as /əbɔ:r/ and 'adhere' /əd'hɪə/ as /ədə:r/ both in the word part and sentence part.

Student 4

There is no difficulty for this student to pronounce phoneme /h/ in the initial position. In the medial position, she pronounces 'abhor' /əb'hɔ:/ as /əbɔ:r/. But when the word is put into a sentence, she can pronounce 'abhor' correctly.

Student 5

The student makes the same mistake like the other students in the medial position. The student pronounces abhor abhor /əb'hɔ:/ as /əbɔ:r/. In sentence part, the student unable to pronounce 'abhor' /əb'hɔ:/ correctly.

Student 6

It is not difficult for this student to pronounce phoneme /h/ in the initial position, but in the medial position the student makes a mistake by pronouncing 'abhor'

enrichment of vocabularies). The availability of text songs, the translation of utterances in English movies into Indonesia language make the improvement of English pronunciation run slowly.

The frequency of speaking that is had by the students of SMU Neg. 2 Rantepao is low. Six of ten students state that they had no family that able to speak in English. So, they never practice their English in their family which is a good environment because it is a 'natural environment'. Even though four of ten students claim that they have family that able to speak in English, it does not mean that they have practiced their English in home

The correspondents in this research are between 16-18 years old. Most of them learn English since they were in Primary School, when they were between 7-13 years old. It means they have learnt English proximately between 3-11 years. However, the acquisition of English mostly happens in formal situation (School). It makes the English pronunciation not maximal. The better situation for English acquisition is 'natural environment'.

CHAPTER V

CONCLUSION AND SUGGESTION

1. Conclusion

The students in SMU Neg. 2 Rantepao have no significant difficulties in pronouncing phonemes /f/, /v/, /s/, /z/, and /h/ in English. However, they get difficulties in pronouncing phonemes /θ/, /ð/. Based on the explanation of Dulay et al, the writer concludes that the difficulties in pronouncing those phonemes are caused by several factors:

1. There is no family language relationship between Torajanese language and English. Therefore, there are certain phonemes that cannot be found in Torajanese language.
2. The students do not have role model in speaking English.
3. The frequency of speaking in English is low.
4. The students learn English since they were children. Unfortunately, they learn it only in 'formal environment', and very rare in 'natural environment'.

2. Suggestion

The lack of native speaker forces the teachers to put their position as the role model. The teacher should pronounce each phoneme in English correctly, so the students can follow the good model. The teacher also can teach the students about phonetics in English. The students or anybody that learns English as the second language can improve their pronunciation by trying to imitate native speaker's

pronunciation, increasing the frequency of English speaking especially in 'natural environments' like chatting with friends.

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QUESTIONNAIRE

- > NAME : Ester Erni Lamban
- > AGE : 17
- > DAILY LANGUAGE : Indonesian Language
- > START TO LEARN ENGLISH AT : Primary School
- > FACILITIES IN LEARNING ENGLISH :
 - RADIO : a. news songs
 - TV : movies b. news c. debate program
 - CASSETTES : songs b. conversation c.
 - POETRY
 - ENGLISH CLUB
 - COURSE
 -
- > ANOTHER PERSON IN FAMILY THAT CAN SPEAK IN ENGLISH? **No**
- > FREQUENCY OF SPEAKING ENGLISH WITH NATIVE SPEAKER
 - Never
 - Rare
 - Usually
 - Always

Thank you for participating

QUESTIONNAIRE

- > NAME : Johnson B.
- > AGE : 18
- > DAILY LANGUAGE : Torajan Language (sometimes English)
- > START TO LEARN ENGLISH AT : Primary school
- > FACILITIES IN LEARNING ENGLISH :
 - RADIO : a. news (b) songs
 - TV : a. movies (b) news c. debate program
 - CASSETTES : (a) songs b. conversation c.
 - POETRY
 - ENGLISH CLUB
 - COURSE
 -
- > ANOTHER PERSON IN FAMILY THAT CAN SPEAK IN ENGLISH!! No one
- > FREQUENCY OF SPEKING ENGLISH: WITH NATIVE SPEAKER
 - Never
 - Rare
 - Usually
 - Always

Thank you for participating

QUESTIONNAIRE

- > NAME : *Kristiani Pokan*
- > AGE : *17*
- > DAILY LANGUAGE : *Indonesia language*
- > START TO LEARN ENGLISH AT : *Primary school*
- > FACILITIES IN LEARNING ENGLISH :
 - RADIO : a. news songs
 - TV : movies b. news c. debate program
 - CASSETTES : songs b. conversation c.
 - POETRY
 - ENGLISH CLUB
 - COURSE
 -
- > ANOTHER PERSON IN FAMILY THAT CAN SPEAK IN ENGLISH! *No*
- > FREQUENCY OF SPEKING ENGLISH WITH NATIVE SPEAKER
 - Never
 - Rare
 - Usually
 - Always

Thank you for participating

QUESTIONNAIRE

- NAME : IDA BOROH
- AGE : 17 years
- DAILY LANGUAGE : Indonesia ✓
- START TO LEARN ENGLISH AT : Primary school
- FACILITIES IN LEARNING ENGLISH :
 - RADIO : a. news songs
 - TV : movies b. news c. debate program
 - CASSETTES : songs b. conversation c.
 - POETRY
 - ENGLISH CLUB
 - COURSE
 -
- ANOTHER PERSON IN FAMILY THAT CAN SPEAK IN ENGLISH! Yes
- FREQUENCY OF SPEKING ENGLISH! WITH NATIVE SPEAKER
 - Never
 - Rare
 - Usually
 - Always

Thank you for participating

QUESTIONNAIRE

- > NAME : SUSANNA MALINDO
- > AGE : 16 YEARS
- > DAILY LANGUAGE : INDONESIAN LANGUAGE
- > START TO LEARN ENGLISH AT : PRIMARY SCHOOL
- > FACILITIES IN LEARNING ENGLISH :
 - RADIO : a. news b. songs
 - TV : a. movies b. news c. debate program
 - CASSETTES : a. songs b. conversation c.
 - POETRY
 - ENGLISH CLUB
 - COURSE
 -
- > ANOTHER PERSON IN FAMILY THAT CAN SPEAK IN ENGLISH! NO
- > FREQUENCY OF SPEAKING ENGLISH WITH NATIVE SPEAKER
 - Never
 - Rare
 - Usually
 - Always

Thank you for participating

QUESTIONNAIRE

- NAME : Rini Mayung Allo
- AGE : 17 years
- DAILY LANGUAGE : Indonesian Language
- START TO LEARN ENGLISH AT : Primary School
- FACILITIES IN LEARNING ENGLISH :
 - RADIO : a. news songs
 - TV : movies b. news c. debate program
 - CASSETTES : songs b. conversation c.
 - POETRY
 - ENGLISH CLUB
 - COURSE
 -
- ANOTHER PERSON IN FAMILY THAT CAN SPEAK IN ENGLISH!! *Yes, My sister*
- FREQUENCY OF SPEKING ENGLISH WITH NATIVE SPEAKER
 - Never
 - Rare
 - Usually
 - Always

Thank you for participating

QUESTIONNAIRE

- > NAME : Rina Mayung Allo
- > AGE : 17 years
- > DAILY LANGUAGE : Indonesian language
- > START TO LEARN ENGLISH AT : Primary school
- > FACILITIES IN LEARNING ENGLISH :
 - RADIO : a. news songs
 - TV : movies b. news c. debate program
 - CASSETTES : songs b. conversation c.
 - POETRY
 - ENGLISH CLUB
 - COURSE
 -
- > ANOTHER PERSON IN FAMILY THAT CAN SPEAK IN ENGLISH! Yes, My sister.
- > FREQUENCY OF SPEKING ENGLISH WITH NATIVE SPEAKER
 - Never
 - Rare
 - Usually
 - Always

Thank you for participating

QUESTIONNAIRE



➤ NAME : ALBERT M.

➤ AGE : 18

➤ DAILY LANGUAGE : INDONESIA

➤ START TO LEARN ENGLISH AT : school

➤ FACILITIES IN LEARNING ENGLISH :

RADIO : a. news songs

TV : movies b. news c. debate program

CASSETTES : songs b. conversation c.

POETRY

ENGLISH CLUB

COURSE

.....

➤ ANOTHER PERSON IN FAMILY THAT CAN SPEAK IN ENGLISH? ^{Yes My friends (family considered no).}

➤ FREQUENCY OF SPEAKING ENGLISH WITH NATIVE SPEAKERS

Never

Rare

Usually

Always

Thank you for participating

QUESTIONNAIRE

- NAME : HARIYANTO RAMBA
- AGE : 18
- DAILY LANGUAGE : INDONESIA
- START TO LEARN ENGLISH AT : school
- FACILITIES IN LEARNING ENGLISH :

 - RADIO : a. news b. songs
 - TV : a. movies b. news c. debate program
 - CASSETTES : a. songs b. conversation c.
 - POETRY
 - ENGLISH CLUB
 - COURSE
 -

- ANOTHER PERSON IN FAMILY THAT CAN SPEAK IN ENGLISH? YES My Father
- FREQUENCY OF SPEKING ENGLISH WITH NATIVE SPEAKER
 - Never
 - Rare
 - Usually
 - Always

Thank you for participating

QUESTIONNAIRE

- > NAME : Supriyadi Rimen
- > AGE : 18
- > DAILY LANGUAGE : Indonesian language
- > START TO LEARN ENGLISH AT : Primary school
- > FACILITIES IN LEARNING ENGLISH :
 - RADIO : a. news songs
 - TV : movies b. news c. debate program
 - CASSETTES : songs b. conversation c.
 - POETRY
 - ENGLISH CLUB
 - COURSE
 -
- > ANOTHER PERSON IN FAMILY THAT CAN SPEAK IN ENGLISH! NO
- > FREQUENCY OF SPEKING ENGLISH WITH NATIVE SPEAKER
 - Never
 - Rare
 - Usually
 - Always

Thank you for participating