



**THE PRONUNCIATION OF INTERDENTAL PHONEMES  
BY STUDENTS OF SMA NEGERI 2 PALOPO  
(A CASE STUDY)**



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**SKRIPSI**

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Pada hari ini, Rabu 24 Mei 2006, Panitia Ujian Skripsi menerima dengan baik skripsi yang berjudul:

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yang diajukan dalam rangka memenuhi salah satu syarat ujian akhir guna memperoleh gelar Sarjana Sastra Jurusan Sastra Inggris pada Fakultas Sastra Universitas Hasanuddin.

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Ketua

Sekretaris

Penguji I

Penguji II

Pembimbing I

Pembimbing II

The image shows five handwritten signatures, each placed above a dotted line. The signatures are written in black ink and correspond to the roles listed on the left: Ketua, Sekretaris, Penguji I, Penguji II, and Pembimbing I. The signature for Pembimbing II is not visible as it is obscured by the signature for Pembimbing I.

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Makassar, May 2006

The Writer

## ABSTRAK



Hafirah Patang. Pengucapan Fonem Interdental oleh Siswa SMA Negeri 2 Palopo: Suatu Studi Kasus (Dibimbing oleh Dr. Abdul Hakim Yassi, M.A. dan Dra. Hj. Kamsinah Darwis, M.Hum.).

Studi ini berhubungan dengan deskripsi pengucapan fonem interdental oleh siswa SMA Negeri 2 Palopo. Dalam hal ini, pembahasan difokuskan pada bagaimana siswa merealisasikan kedua bunyi interdental yaitu fonem interdental yang voiceless /θ/ dan fonem interdental yang voiced /ð/. Tujuan dari penelitian ini adalah, pertama, untuk mendeskripsikan bagaimana siswa merealisasikan fonem interdental /θ, ð/ pada tiga posisi bunyi dalam kata yaitu awal, tengah dan akhir kata; dan kedua, bagaimana siswa merealisasikan fonem interdental /θ, ð/ pada tiga konteks bacaan yaitu daftar kata, kalimat dan wacana.

Populasi dalam penelitian ini adalah siswa kelas XI IPA 2 yang berjumlah 36 orang, kemudian diambil 10 orang sebagai sampel yang dipilih secara acak. Data diperoleh melalui teknik rekam dengan menggunakan konteks bacaan sebagai instrumen penelitian. Konteks bacaan tersebut terbagi atas tiga bentuk yaitu daftar kata, kalimat dan wacana. Kemudian, data yang diperoleh ditabulasi dan dianalisis untuk menemukan jawaban dari pertanyaan dalam penelitian ini.

Studi ini menemukan bahwa realisasi fonem interdental yang voiceless /θ/ dipengaruhi secara signifikan oleh posisi bunyi dalam kata dan konteks bacaan. Pada posisi bunyi dalam kata, target realisasi /θ/ lebih sering diucapkan oleh siswa pada posisi awal kemudian diikuti pada posisi tengah dan yang terakhir pada posisi akhir. Untuk konteks bacaan, target realisasi /θ/ lebih sering diucapkan pada bentuk bacaan yang berupa daftar kata, kemudian diikuti bentuk kalimat dan yang terakhir pada bentuk wacana. Berbeda dengan fonem interdental yang voiceless /θ/, realisasi fonem interdental yang voiced /ð/ tidak dipengaruhi oleh posisi bunyi dalam kata dan konteks bacaan. Dari penelitian ditemukan bahwa tak seorang pun dari siswa yang mampu merealisasikan fonem tersebut secara benar. Mereka cenderung mengganti bunyi /ð/ dengan bunyi-bunyi yang hampir mirip seperti bunyi /d/.

## TABLE OF CONTENTS

<b>HALAMAN JUDUL</b> .....	i
<b>HALAMAN PENGESAHAN PEMBIMBING</b> .....	ii
<b>HALAMAN PENGESAHAN PENGUJI</b> .....	iii
<b>ACKNOWLEDGEMENT</b> .....	iv
<b>ABSTRAK</b> .....	vii
<b>TABLE OF CONTENTS</b> .....	viii
<b>LIST OF TABLES</b> .....	x
<b>LIST OF FIGURES</b> .....	xi
<b>CHAPTER I. INTRODUCTION</b> .....	1
1.1 Background.....	1
1.2 Statement of Problem.....	3
1.3 Objective of Writing.....	5
1.4 Significance of Writing.....	5
1.5 Scope of Problem.....	5
<b>CHAPTER II. REVIEW OF LITERATURE</b> .....	7
2.1 Previous Study.....	7
2.2 Theoretical Background.....	10
2.2.1 Sound Production.....	10
2.2.2 Phoneme.....	12
2.2.3 Interdental Phoneme.....	14
<b>CHAPTER III. METHODOLOGY</b> .....	18
3.1 Library Research.....	18
3.2 Method for Collecting Data.....	18
3.3 Population and Sample.....	21
3.3.1 Population.....	21



3.3.2 Sample.....	21
3.4 Method for Analyzing Data.....	21
<b>CHAPTER IV. PRESENTATION AND ANALYSIS OF DATA.....</b>	<b>23</b>
4.1 Presentation of Data.....	23
4.1.1 Realizations Based on the Sound Positions.....	23
4.1.2 Realizations Based on the Reading Tasks.....	28
4.2 Analysis of Data.....	33
4.2.1 Target Realizations and Causal Factors.....	33
4.2.2 Non-Target Realizations and Causal Factors.....	40
4.2.3 The Right Pronunciation.....	47
<b>CHAPTER V. CONCLUSION AND SUGGESTION.....</b>	<b>50</b>
5.1 Conclusions.....	50
5.2 Suggestions.....	51
<b>BIBLIOGRAPHY</b>	
<b>APPENDIX 1. READING TASK</b>	
<b>APPENDIX 2. THE EXAMPLE OF DATA TRANSCRIPTION</b>	

## LIST OF TABLES

Table 1. The frequency and percentage of realizations of /θ/ by positions...	24
Table 2. The frequency and percentage of realizations of /ð/ by positions....	26
Table 3. The frequency and percentage of realizations of /θ/ by tasks.....	29
Table 4. The frequency and percentage of realizations of /ð/ by tasks.....	31
Table 5. The right pronunciation of voiceless interdental phoneme /θ/.....	47
Table 6. The right pronunciation of voiced interdental phoneme /ð/.....	48

## LIST OF FIGURES

Figure 1. Part of speech organs.....	11
Figure 2. Interdental sound.....	14
Figure 3. Graphic of percentages of realizations of /θ/ by positions.....	34
Figure 4. Graphic of percentages of realizations of /ð/ by positions.....	36
Figure 5. Graphic of percentages of realizations of /θ/ by task.....	37
Figure 6. Graphic of percentages of realizations of /ð/ by task.....	39
Figure 7. Graphic of percentages of realizations of /θ/ for both sound position and reading task.....	41
Figure 8. Graphic of percentages of realizations of /ð/ for both sound position and reading task.....	44

# CHAPTER I

## INTRODUCTION

### 1.1 Background

One of the important subjects in English language learning is phonology. By studying phonology, we know how to produce the English sounds that occur in the language. The thing that has close relation to English sounds is phoneme. In English, there are many phonemes which have their own sound. There are ways that govern the pronunciation of the phonemes.

In studying English, we should pay attention to learn about phoneme because this is the basic of the study. When we make mistakes in pronouncing the phonemes, it means that there are possibilities that the meaning of the words will be wrong, or the listener will misunderstand in catching what we talk about. We should be able to pronounce the phoneme correctly, moreover, when we talk to the native speaker of English.

Many Indonesian learners have difficulties and make mistakes in pronouncing the English phonemes. The difficulties and the mistakes made by students are natural, because many English sounds do not occur in Indonesian. And also, sometimes, one letter in a word can often be pronounced in many different ways.

The writer is interested in choosing this topic "The Pronunciation of Interdental Phonemes by Students of SMA Negeri 2 Palopo (A Case Study)" because English has some ways of pronunciation that need to be followed. The writer finds that there is a discrepancy between the expectation and fact. The students have been studying English for several years and of course, the teachers have been teaching them how to produce the right pronunciation of English phonemes especially the phonemes which do not exist in Indonesian. The students are hoped that they can produce the right pronunciation. But, in fact, they still mispronounce the phonemes. This phenomenon is seen by the writer as a problem, and it is interesting to be researched. The writer thinks that we should try to make a good pronunciation in order to achieve a good understanding and in order to avoid misunderstanding when we talk to other people.

In addition, the main point of this research is just the realization of interdental phonemes. The writer does not talk about the students' ability or the students' accuracy in pronouncing the interdental phonemes because language is a system of habit. The students accept the way how to produce the right pronunciation of English phonemes by habitual learning, so it can not be measured.

## 1.2 Statement of Problem

The writer has mentioned above that some consonants of English do not occur in Indonesian, such as, /ʃ/ in **sharp**, /ç/ in **rich**, /θ/ in **thing**, and /ð/ in **they**. This phenomenon makes the students who learn English tend to mispronounce them by substituting with the closest equivalent sounds in their language, i.e. Indonesian, even though the students have been studying English for several years. Because of this research only focuses on English interdental phonemes, the writer just wants to show the examples of substituting sounds for interdental phonemes which do not exist in Indonesian. The following examples are preliminary data of the problems which this study will deal with.

### 1. thin - /tɪn/

The pronunciation of the word "thin" should be /θɪn/, but the students substitute /θ/ sound with the closest equivalent sound, i.e. /t/ sound.

### 2. that - /dæt/

The students pronounce the word "that" as /dæt/. The correct pronunciation is /ðæt/, but they substitute /ð/ sound for /d/ sound as the closest equivalent.

Based on the facts that the writer states above, the writer formulates the research questions which are to be found in this research. They are as follows:

1. How do the students realize the interdental phonemes /θ, ð/ in different sound positions?
2. How do the students realize the interdental phonemes /θ, ð/ in different types of reading tasks?

The question no. 1 concerns mainly with the result of the students' realizations in pronouncing the interdental phonemes /θ, ð/ in three positions, namely in initial, in medial and in final positions, and also the writer wants to analyze the correlations of different sound positions with the students' realizations. The second question mainly focuses on the result of the students' realizations in producing the interdental phonemes /θ, ð/ in three forms of reading tasks, i.e. word list, sentence and passage reading task, and also the correlations of different types of reading tasks with the students' realizations.

### 1.3 The Objective of Writing

In connection with the statements of problem above, the objectives of this research are, as follows:



1. To describe the realizations of interdental phoneme /θ, ð/ in different sound positions made by the students.
2. To describe the realizations of interdental phonemes /θ, ð/ in different types of reading tasks made by the students.

### 1.4 The Significance of Writing

The writer hopes that the result of this research may become as:

1. a contribution or feedback for the students of SMA Negeri 2 Palopo in producing a good pronunciation, especially which correlates to interdental phonemes.
2. a reference for the further researches.

### 1.5 Scope of Problem

In this research, the writer limits the analysis to English interdental phonemes. They are:

1. /θ/ : voiceless interdental
2. /ð/ : voiced interdental



The writer predicts that both voiceless interdental /θ/ and voiced interdental /ð/ cause errors of pronunciation for the students because both of that phonemes do not exist in Indonesian.

The writer also uses two basic analyses of realizations in this research. They are:

1. The analysis of realizations which is based on the sound positions.
2. The analysis of realizations which is based on the reading tasks.

## CHAPTER II

### REVIEW OF LITERATURE

#### 2.1 Previous Study

There are some people who have done research about the pronunciation of English phonemes. They are as follows:

Hasbie Sjamsir (1988) writes the errors of pronunciation of English long and short vowels made by the students in Faculty of Letters who join the Intensive English Course at Language Centre, UNHAS. He finds that some students still mispronounce some English vowels such as long low-central vowel /a:/ and short low-front vowel /æ/. He also describes that the causal factors of the mispronunciations are the influence of the students' mother tongue, i.e. Indonesian, lack knowledge about phonology, overgeneralization and careless.

Itha Tayo (1989) describes the English pronunciation errors made by the radio announcers in RRI Nusantara IV Makassar. She analyzes the pronunciation errors both consonant and vowel. She finds that some students substitute the target release with the close equivalent sounds. For example, "with" is pronounced / wɪt / instead of / wɪθ /, "knowledge" is pronounced / nɔlɪts / instead of / nɔlɪdʒ /, and "tax" is pronounced / teks / instead of / tæks /. She also describes the causes of those mispronunciations. They are

the absence of several English consonants and vowels in Indonesian such as /θ/ and /æ/, and the students are still influenced by their mother tongue, i.e. Indonesian.

Tria Andriani Tonggi (1993) analyzes the errors of pronunciation of the English phonemes, and why do the respondents make mistakes in pronouncing the English phonemes. But, she only limits her research on English fricative consonants. She finds that the students substitute the target release, in this case, English fricatives consonants /v, f, θ, ð, s, z, ʃ, ʒ, h/ with the close equivalent sounds. For examples; "vision" is pronounced /vɪsn/ instead of /vɪʃn/ and "beige" is pronounced /beɪg/ instead of /beɪʒ/. And also, the errors of pronunciation are caused by the absence of some English fricatives consonants such as /ʃ/ and /ʒ/ in the students' mother tongue (Indonesian) and they are still influenced by their mother tongue (Indonesian).

Tenriampa (1995) analyzes the students' realizations in pronouncing some English consonants, i.e. /p, d, g, f, v, s, ʒ, θ, ð, z/. She finds that the students pay least attention in pronouncing those phonemes because they still do mispronunciation even in initial, medial and final position, especially which do not occur in Indonesian like "though" is pronounced /doug/ instead of /ðouʒ/.

Masruddin (2004) writes the description of the realizations of selected English fricatives by Masamba students. He analyzes the correlation of the realizations of English fricative consonants with different types of reading

tasks, sound positions, and educational background (course and non-course students). He finds that the realizations of the selected English fricatives /v,θ,ð,z/ are not significantly varied by task. The position of sound within the word significantly influenced the realizations of selected English fricatives, except for the /v/ sound. And, educational background has significant correlation with the realization all of the selected fricatives where the course students are more competent than non-course students in producing the selected fricatives.

The writer's research is like those five researches above, i.e. the pronunciation of the English phonemes. But, the writer makes her writing to be more specific than those five researches. The writer does not analyze all of the English consonants and vowels. The writer only researches the realizations of interdental phonemes made by the students, as the writer mentioned before in statements of problem. And of course, the object of this research is different from those five researches. The writer's object in this research is the students of SMA Negeri 2 Palopo.

## 2.2 Theoretical Background

### 2.2.1 Sound Production

Speech sounds are sounds produced by the speech organs or vocal organs. Differences of sound are affected by the different actions on the part of the moveable organs of speech.

Jackson (1982:3) states:

"When we speak we use over half of our bodies to do so, from the diaphragm, situated below the lungs, to the mouth and nose in our faces. Speech is quite simply a column of air, that originates in the lungs, and is modified in various ways before its passage through the lips, and so out of the mouth and into the air. Like any other sound, speech is the vibration of the air to make sound waves. In this case the vibrations, the characteristics of the sound waves are determined by the human vocal organs".

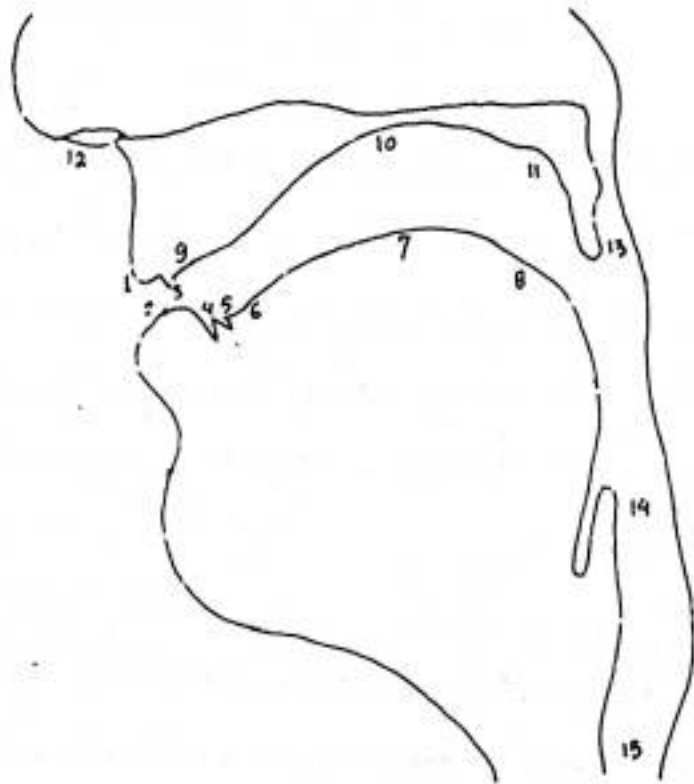
In the Jackson's statements above, we can simply say that it is up to us (human) to utilize the oral cavity or mouth along with the air to form the sounds that we want to make. We decide whether the sound should be released through the nose or the mouth, whether we will vibrate or not our vocal cords while making the sounds, how and where we will change the air flow through the mouth, how and where we will put the tongue in the mouth, and if certain syllables should be stressed or unstressed. But, we can not do it as we like it. Every sound has its own way to produce. So, we should follow the rules of the pronunciation of every sound in order to make a good understanding when we talk to other people. A good pronunciation is needed eventhough the speaker has good English grammar and vocabulary.

Syafei in Masruddin (2004:1) states:

"Pronunciation is very important because if a non-native speaker has a very bad pronunciation, he or she will not be able to communicate orally no matter how good his or her control of English grammar and vocabulary might be".

**Figure 1. Part of Speech Organs**

1. upper lip
2. lower lip
3. upper teeth
4. lower teeth
5. tongue tip
6. tongue blade
7. front of tongue
8. tongue back
9. alveolar
10. hard palate
11. soft palate
12. nose
13. uvula
14. pharynx
15. vocal cords



(Ladefoged, 1982:16)

### 2.2.2 Phoneme

The sounds that we produce in communication are the result of pronouncing phonemes.

Linguists define the phoneme variously. Some of the definitions of phoneme are:

1. Ladefoged (1982:23-24) defines that phonemes are the abstract units that form the basis for writing down a language systematically and unambiguously.
2. Gimson (1980:49) defines that a phoneme is the smallest contrastive linguistic unit which may bring about a change of meaning.
3. Jackson (1982:27) defines when the sound system of a language is viewed as a system of units for maintaining distinctions between units on a higher level of linguistics organization (i.e. words), we call the sounds phoneme.

Based on the definitions above, the writer concludes that phoneme is the smallest unit in the sound system of a particular language which plays meaningful roles in words. The following are the examples of how big the roles of phonemes in a language.

1. thin

This word is pronounced / *tɪn* / instead of / *θɪn* /. It can make something like misunderstanding when we pronounce this word to other people. The listener will think that the word refers to "soft white metal", or Indonesian named it as "timah" Whereas, the meaning of "thin" is "a small body", or Indonesian named it as "kurus".

2. they

This word is pronounced / *deɪ* / instead of / *ðeɪ* /. When the speaker pronounces this word as / *deɪ* /, the listener will think that the word refers to "period of time" such as Sunday, Monday or Thursday. Whereas, "they" is "an English pronoun", or Indonesian name it as "mereka".

Based on the linguists' definitions about phoneme and the examples above, the writer finds some roles of phoneme. They are, first, to form the basis for writing down a language systematically because phonemes are the basis for making an alphabet, a word, a phrase, a clause, a sentence, or a set of letters, second, to make clear the meaning of the words, or in other words, to avoid misunderstandings and ambiguous between speaker and listener,



and the last, to maintain the distinctions between units on a higher level of linguistics organization (i.e. words).

There are two kinds of phonemes in English. They are segmental and suprasegmental phonemes. The segmental phonemes contain vowels and consonants, while the suprasegmental phonemes deal with stress, pitch, intonation, and juncture. In this writing, the writer only discusses the consonants, especially the interdental phonemes.

### **2.2.3 Interdental Phonemes**

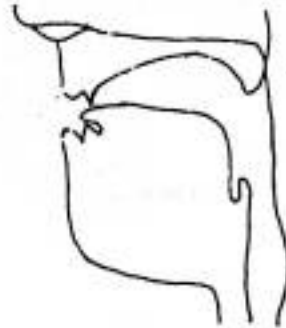
Interdental sounds are categorized as English fricative consonant.

Ladefoged (1982:9) says that fricative is close approximation of two articulators so that the airstream is partially obstructed and turbulent airflow is produced.

Based on the definition above, the writer concludes that fricative is produced by some frictions in the organs of speech. It also happens to interdental.

Interdentals are consonants for which the flow of air is restricted by catching the tongue between the teeth (Facweb.furman.edu:2006).

**Figure 2. Interdental Sound**



(Ladefoged, 1982:16)

As shown in Figure 2.2, the tongue is placed between upper teeth and lower teeth. So, the air can out through the gaps between the tongue and the teeth. And, it can make some frictions.

There are two interdental sounds in English, they are:

1. /θ/

This symbol is used for voiceless interdental, where the vocal cords do not vibrate during the articulation of the sound.

This symbol is taken from the Greek alphabet (Jackson, 1982:13).

This sound occurs in all positions in English words.

1. Initial Position

- a. thief - /θi:f/
- b. thing - /θɪŋ/
- c. thin - /θɪn/
- d. thank - /θæŋk/

e. thick - /θɪk/

2. Medial Position

a. method - /meθəd/

b. pathos - /pə'θɒs/

c. ether - /'i:θər/

d. ethics - /eθɪks/

e. nothing - /nʌθɪŋ/

3. Final Position

a. sheath - /ʃi:θ/

b. stealth - /steɪθ/

c. both - /boθ/

d. teeth - /ti:θ/

e. death - /deθ/

2. /ð/

This symbol is a specially invented symbol for the voiced interdental fricative (Jackson, 1982:13). It represents voiced sound, where the vocal cords vibrate during the articulation of this consonant. This sound also occurs in all positions of English words, the same like voiceless interdental /θ/.

1. Initial Position

- a. they - /ðeɪ/
- b. them - /ðəm/
- c. there - /ðeə/
- d. that - /ðæt/
- e. though - /ðoug/

2. Medial Position

- a. leather - /leðer/
- b. clothes - /kloʊðz/
- c. other - /ɪðer/
- d. although - /ɔ:lðou/
- e. bother - /bɒðer/

3. Final Position

- a. clothe - /kloʊð/
- b. breathe - /bri:ð/
- c. lathe - /leɪð/
- d. soothe - /su:ð/
- e. sheathe - /ʃi:ð/

## CHAPTER III

### METHOD OF RESEARCH

#### 3.1 Library Research

The writer uses written materials to find out the theory about this subject. The writer reads books and other which have correlation to this subject.

#### 3.2 Method for Collecting Data

The writer collects the data from the students as respondents by recording technique. The respondents are recorded one by one in a close-room. The instrument which is used in this research is reading task. The reading task is divided into three types. They are word list reading task, sentence reading task and passage reading task. This is based on the theory that the higher his/her consciousness the higher his/her level of correctness, and on the other hand, the lowest his/her consciousness the lowest his/her level of correctness. Every word will be set with minimal pair to make easier the writer in transcribing the result of the recording. The three types of reading tasks are as follows:

### a. Word List Reading Task

In this type, the respondents are assumed to have good consciousness because they just focus on one thing, i.e. the word. The writer prepares some words which contain interdental phonemes. Four words in each initial, medial and final positions for each interdental phonemes, i.e. /θ/ and /ð/. And also, every word is set up with minimal pair.

The examples of word list reading task are as follows:

#### A. /θ/

##### 1. Initial Position

thank /θæŋk/ - tank /tæŋk/

##### 1. Medial Position

ether /i:θər/ - eater /i:tər/

##### 2. Final Position

heath /hi:θ/ - heat /hi:t/

#### B. /ð/

##### 1. Initial Position

there /ðeər/ - dare /deər/

##### 2. Medial Position

heathen /hi:ðn/ - hidden /hi:dɪn/

### 3. Final Position

breathe /bri:ð/ - breed /bri:d/

#### **b. Sentence Reading Task**

The writer uses those words in forming sentences. Every word which is set up with the minimal pair is combined in one sentence.

In this type, the writer assumes that the respondents have less consciousness because they do not just focus on reading the sentence but also they focus on the meaning of the sentence.

#### **c. Passage Reading Task**

In this type, the writer arranged those words in making one passage. The passage is something like a story, and the writer just uses the word lists which contain the interdental phonemes. The writer does not use the minimal pairs of the words anymore in forming the passage.

In this session, the respondents are assumed to have less consciousness than sentence reading task, because they should focus on the meaning of the paragraph and the correlation between one sentence to another. The writer predicts that the respondents do not focus anymore on the target sound of this research, i.e. / ð / and / ð /.

The target releases, i.e. the words which contain the interdental phonemes are not in bold type or other significant codes. This is to avoid the respondents pay attention to the target of this research.

### **3.3 Population and Sample**

#### **3.3.1 Population**

The population of this research is the students in IPA 2 class of the second grade in SMA Negeri 2 Palopo. They are 36 students.

#### **3.3.2 Sample**

The writer takes out ten students at random as the samples of this research. The ten students consist of three students with better English, four students with good English, and three students with weaker English. This data is taken from the English teacher of this class.

### **3.4 Method for Analyzing Data**

In this research, the data is analyzed as follows:

1. The results of the recording are transcribed first though.
2. The data are tabulated in order to facilitate the writer in analyzing the data. The formula which is used to find out the data percentages is, as follows:



$$P = \frac{\sum Sc}{\sum Q} \times 100 \%$$

$P$  = Data percentage

$\sum Sc$  = Token of realization

$\sum Q$  = Total of tokens

(Mardalis, 1989:16)

3. The writer analyzed the realizations of interdental phonemes, /θ/ and /ð/ in two types. They are:
  1. The realizations of interdental phonemes in different sound positions.
  2. The realizations of interdental phonemes in different types of reading tasks.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

#### 4.1 Presentation of Data

In this research, the data presentations are focused on dealing with objectives of research in chapter I. The objectives of research are, first, the realizations of the interdental phonemes based on three sound positions made by the students, and second, the realizations of the interdental phonemes based on three reading tasks made by the students.

##### 4.1.1 Realizations Based on the Sound Positions

As mentioned in the previous chapter, there are three sound positions which are used for getting the realizations of the interdental phonemes. They are initial, medial and final position. The results of the students' realizations are as follows:

#### A. Voiceless Interdental Phoneme /θ/

There are 120 tokens of /θ/ in initial position, 120 tokens in medial position and also 120 tokens in final position. In total, there are 360 tokens of /θ/ produced by the students which are distributed in three different positions.

The following table shows the frequency and percentage of each realizations and word positions.

**Table 1. The frequency and percentage of realizations of /θ/ by position**

Realizations	Initial		Medial		Final	
	Tokens	%	Tokens	%	Tokens	%
Target Release /θ/	13	10.83	6	5	0	0
Non-Target Release						
Substituted by /t/	103	85.83	73	60.83	119	99.17
Substituted by /d/	4	3.33	40	33.33	0	0
Substituted by /s/	0	0	1	0.83	1	0.83
Total	107	89.16	114	34.99	120	100
Grand Total	120	100	120	100	120	100

Table 1 shows that there are four realizations used by the students in realizing the voiceless interdental phoneme /θ/.

The four realizations are, as follows:

1. Target release /θ/

For example:

- a. thin - /θɪn/
- b. thank - /θæŋk/



2. Substituted by /t/

For example:

a. threat - /trIt/

b. teeth - /ti:t/

3. Substituted by /d/

For example:

a. ether - /i:dər/

b. thin - /dIn/

4. Substituted by /s/

For example:

a. mouth - /mous/

b. ethics - /esIks/

The most realization produced by the students is /t/, even in initial, medial and final position. It is followed by /d/, and then /θ/, and the last is /s/.

The table also shows that the producing of the target sound /θ/ has significant different percentages among those three positions, namely initial, medial and final position. In initial position, the students are easier to control this sound (10.83 %). Medial (5 %) is less than initial position while in final position, the students are more difficult to control this sound. It is only 0 %, which means that none of the students produce the target sound in this

position. This significant different percentages imply that when the students pronounce /θ/ they tend to produce the right pronunciation in initial position. This phenomenon occurs because they are easier to control this sound in initial position, and they are more difficult to control this sound in medial and final position.

### B. Voiced Interdental Phoneme /ð/

There are 120 tokens of /ð/ in initial position, 120 tokens in medial position and also 120 tokens in final position. In total, there are 360 tokens of /ð/ produced by the students which are distributed in three different positions. The following table shows the frequency and percentage of the realizations and word positions.

**Table 2. The frequency and percentage of realizations of /ð/ by position**

Realizations	Initial		Medial		Final	
	Tokens	%	Tokens	%	Tokens	%
Target Release /ð/	0	0	0	0	0	0
Non-Target Release						
Substituted by /d/	93	77.5	68	56.67	118	98.33
Substituted by /v/	27	22.5	52	43.33	1	0.83

Substituted by /s/	0	0	0	0	1	0.83
Total	120	100	120	100	120	100
Grand Total	120	100	120	100	120	100

Table 2 above shows that there are three realizations used by the students in realizing the voiced interdental phoneme /ð/ based on three different sound positions, namely initial, medial and final position. The target release /ð/ is not produced by the students.

The three realizations are, as follows:

1. Substituted by /d/

For example:

- a. there - /deər/
- b. other - /ʌdə/

2. Substituted by /t/

For example:

- a. though - /təʊg/
- b. writhing - /wraɪtɪŋ/

3. Substituted by /s/

There is only one example of substituting /s/ for voiced interdental phoneme /ð/, and also there is only one student who produces it. The word is "lathe", and the realization is /leɪs/.

The most realization produced by the students is /d/, even in initial, medial or final position. It is followed by /t/, and the last is /s/.

The table also shows that the producing of the target sound /ð/ has not been significant in different percentages among those three positions because none of the students realize the right pronunciation in those three positions. This phenomenon occurs because the students are difficult to control this /ð/ sound, even in initial, medial or final position.

#### **4.1.2 Realizations Based on the Reading Tasks**

There are three types of reading tasks which are employed for getting the realizations of interdental phonemes /θ, ð/, namely word list, sentence and passage reading task. The results of the students' realizations are as follows:

##### **A. Voiceless Interdental Phoneme /θ/**

Voiceless interdental phoneme /θ/ is derived from three tasks as mentioned above. There are 120 tokens of /θ/ in each initial, medial and final position. In total, there are 360 tokens of /θ/ produced by the students which are distributed in three types of reading tasks. The following table shows the frequency and percentage of realizations of the voiceless interdental phoneme /θ/ in three tasks.

**Table 3. The frequency and percentage of realizations of /θ/ by task**

Realizations	Word List		Sentence		Passage	
	Tokens	%	Tokens	%	Tokens	%
Target Release /θ/	18	15	1	0.83	0	0
Non-Target Release						
Substituted by /t/	90	75	103	85.83	102	85
Substituted by /d/	12	10	15	12.5	17	14.17
Substituted by /s/	0	0	1	0.83	1	0.83
Total	102	85	119	99.17	120	100
Grand Total	120	100	120	100	120	100

Table 3 above shows that there are four realizations used by the students in realizing the voiceless interdental phoneme /θ/.

The four realizations are, as follows:

1. Target release /θ/

For example:

- a. threat - /θrɪt/
- b. thank - /θæŋk/

2. Substituted by /t/

For example:

- a. nothing - /nʌtɪŋ/



- b. both - /bɒt/
3. Substituted by /d/
- For example:
- a. ether - /i:ðer/
- b. thin - /dɪn/
4. Substituted by /s/

For example:

- a. ethics - /esɪks/
- b. mouth - /maʊs/

The most realization produced by the students is substituted by /t/. It is followed by /d/ sound, and then target release /θ/, and the last is substituted by /s/.

The table also shows that the producing of the target sound /θ/ has significant different percentages among those three tasks. They produce the highest percentage (15 %) of right pronunciation in word list reading task, and then followed by sentence reading task (0.83 %), and the last is passage reading task (0 %) which means that none of the students pronounce the target release /θ/ in this task. This result proves the writer's hypothesis that in word list reading task (non-contextualized task): the students are assumed to have consciousness. So, they have good attention when they pronounce the

voiceless interdental phoneme /θ/ in word list reading task. On the other hand, in the contextualized task (sentence and passage reading task); the students are assumed to have less consciousness. So, they have less attention when they pronounce this sound /θ/.

### B. Voiced Interdental Phoneme /ð/

Voiced interdental phoneme /ð/ is also derived from three tasks. The same like voiceless interdental phoneme /θ/, the total tokens of /ð/ are also 360 tokens produced by the students which are distributed in three types of reading tasks, namely word list, sentence and passage reading task. They are 120 tokens in each position. The following table shows the frequency and percentage of the realizations of voiced interdental phoneme /ð/ in three types of reading tasks.

**Table 4. The frequency and percentage of realizations of /ð/ by task**

Realizations	Word List		Sentence		Passage	
	Tokens	%	Tokens	%	Tokens	%
Target Release /ð/	0	0	0	0	0	0
Non-Target Release						
Substituted by /d/	90	75	94	78.33	91	75.83

Substituted by /t/	30	25	26	21.67	28	23.33
Substituted by /s/	0	0	0	0	1	0.83
Total	120	100	120	100	120	100
Grand Total	120	100	120	100	120	100

Table 4 shows that there are three realizations used by the students in realizing the voiced interdental phoneme /ð/.

The three realizations are, as follows:

1. Substituted by /d/

For example:

- a. breathe - /bri:d/
- b. leather - /ledə:/

2. Substituted by /t/

For example:

- a. heathen - /hi:tn/
- b. other - /ʌtə:/

3. Substituted by /s/

There is only one example of substitution of /s/ for voiced interdental phoneme /ð/, and also there is only one student who produces it. The word is "lathe", and the realization is /leIs/.

The most realization of voiced interdental phoneme /ð/ produced by the students is substituted by /d/. It is followed by /t/ sound, and the last is substituted by /s/. None of the students realize the right pronunciation even in word list, sentence and passage reading task. It implies that the production of voiced interdental phoneme /ð/ by the students remain the same number of regardless of the task given because they have less attention when they read the voiced interdental phoneme /ð/ even in word list, sentence or passage reading task. It is not in line with the writer's hypothesis, that the students will have better consciousness and correctness in non-contextualized task (word list reading task) than in contextualized tasks (sentence and passage task).

## **4.2 Analysis of Data**

### **4.2.1 Target Realizations and Causal Factors**

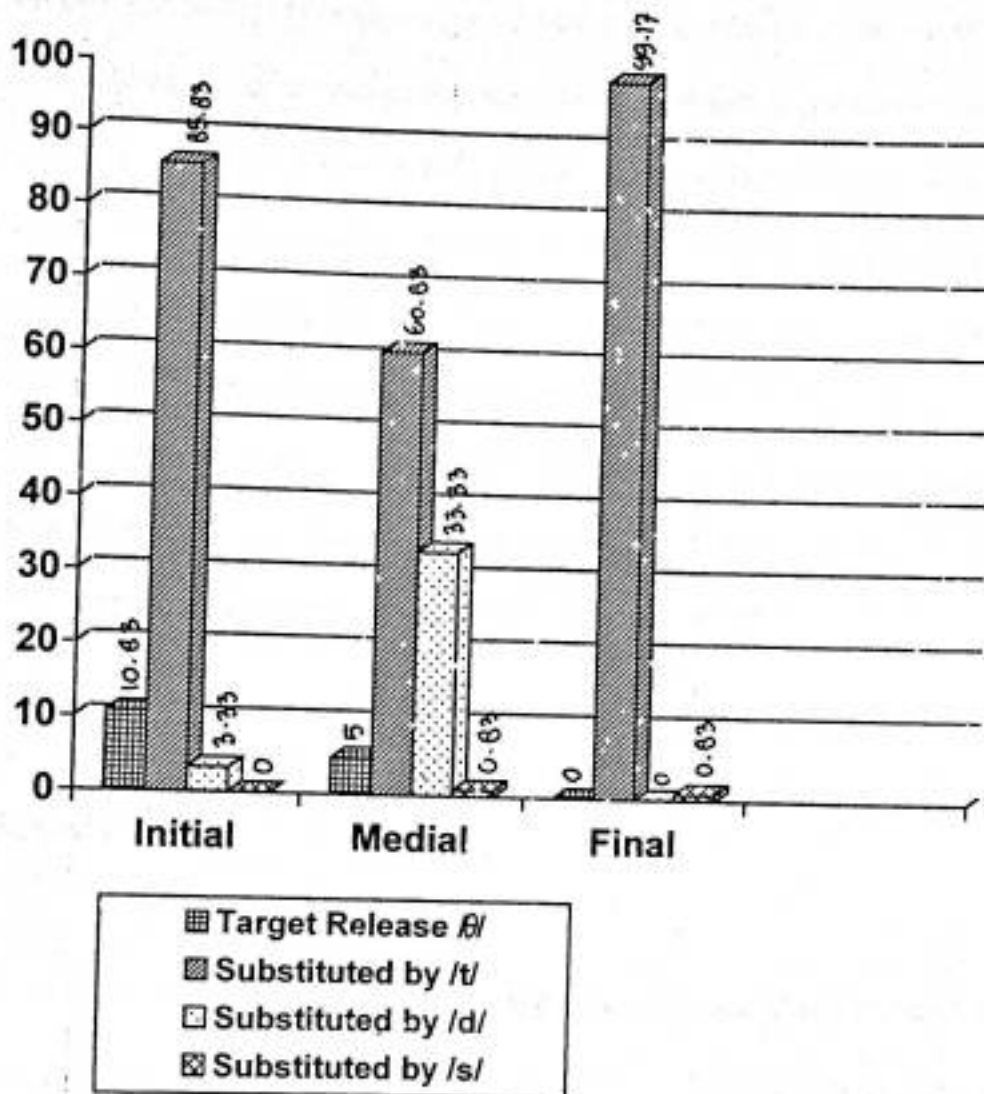
In this point, the discussion deals with the target realizations of interdental phonemes /θ, ð/ and their causal factors, and it is still based on two basic analyses, i.e. sound positions and reading tasks.

#### **A. Sound Positions**

##### **A.1 Sound /θ/**

The following figure is the graphic of percentages of realizations of /θ/ sound by position which is based on the table 1 in the presentation of data.

Figure 1. Graphic of percentage of realizations of /θ/ by position.



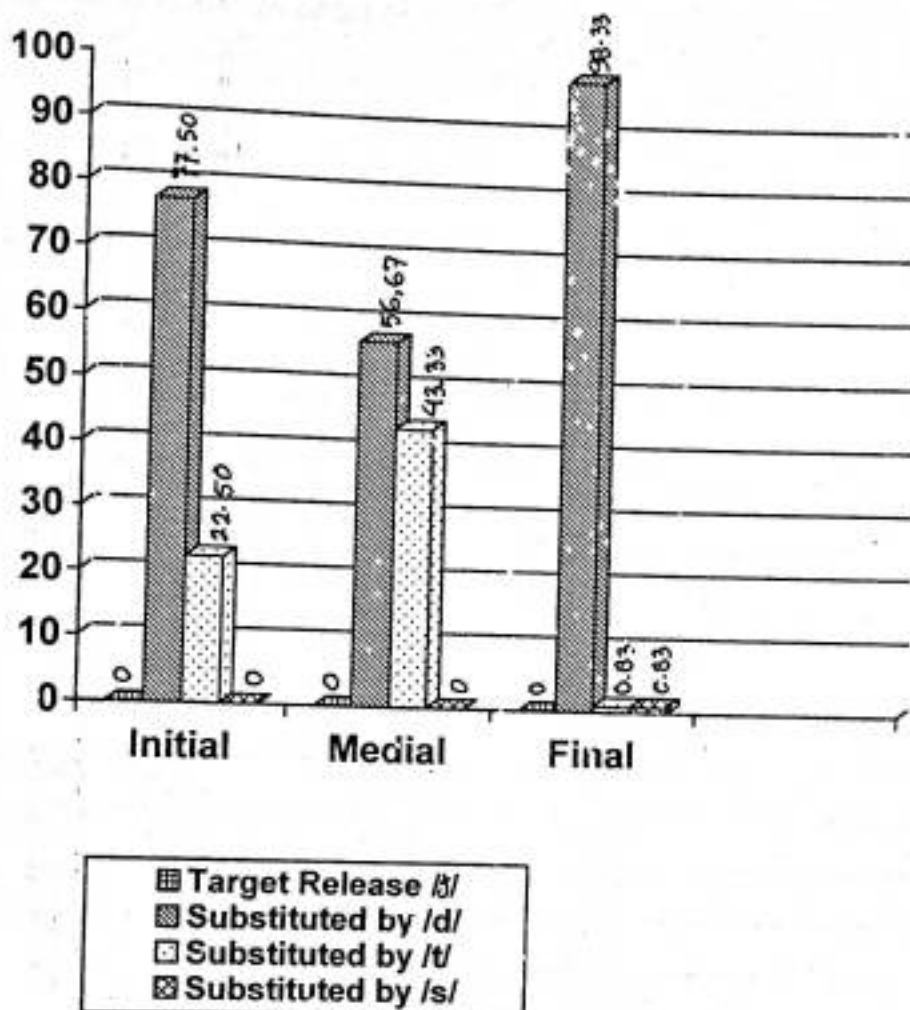
As can be seen on the graph, the students tend to pronounce the target sound /θ/ less and less in the three positions. The highest percentage of realizing the target sound /θ/ is in initial position (10.83 %), and then the

lower percentage is in the medial position (5 %), and the lowest percentage is in final position (0 %). This significant different percentages show the different level of difficulties of pronouncing voiceless interdental phoneme /θ/. The voiceless interdental phoneme /θ/ in initial position is found the easiest to pronounce, and that in the final position is found the most difficult one to pronounce. This phenomenon happens because the students are easier to control this sound in initial position and more difficult to control in final position when they read the tasks. It can be said that in a conscious condition, students tend to get a right pronunciation but in a subconscious condition they will automatically by nature turn to their natural habit.

## **A.2 Sound /ð/**

The following figure is the graphic of percentages of realizations of /ð/ sound by position which is based on the table 2 in the presentation of data.

Figure 2. Graphic of percentage of realizations of /ð/ by position



As can be seen on the graph above, the students get 0 % of percentage of right pronunciation for voiced interdental phoneme /ð/ in those three positions. It means that none of the students can produce the right pronunciation of /ð/. This phenomenon is caused by the reality that they are difficult to control this sound in all positions (initial, medial and final position).



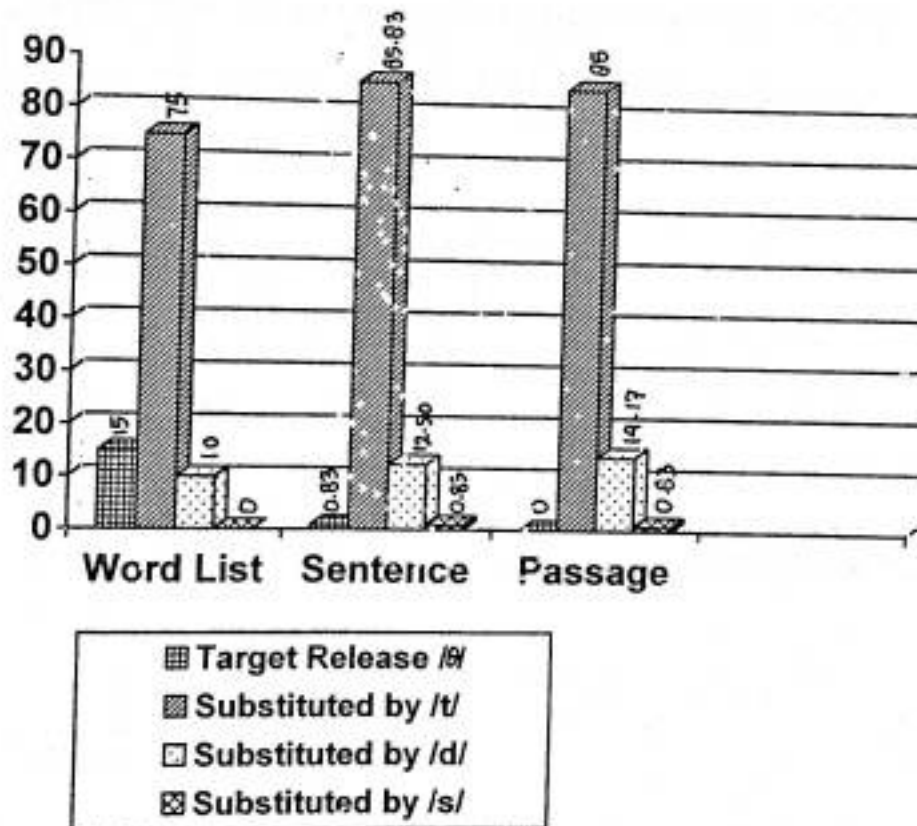
And also, they are still influenced by their mother tongue (Indonesian) where this sound /ð/ does not occur.

## B. Reading Tasks

### B.1 Sound /θ/

The following figure is the graphic of percentages of realizations of /θ/ sound by task which is based on the table 3 in the presentation of data.

Figure 3. Graphic of percentage of realizations of /θ/ by task





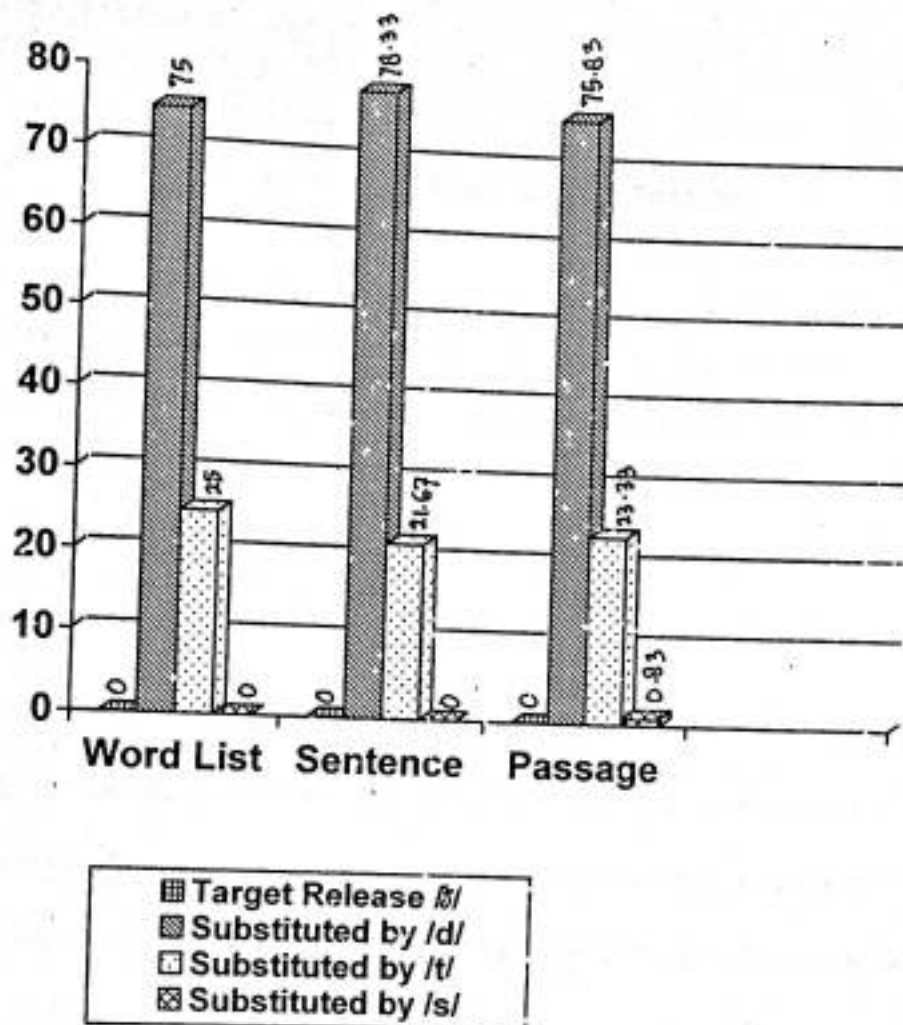
As can be seen from the graph, there is tendency that the students tend to produce the target release /θ/ to become less and less in those three tasks, from the word list to the passage reading task. In word list reading task, the students get 15 %, in sentence reading task they get 0.93 %, and in passage reading task, they get 0 % (none of the students produce the right pronunciation of /θ/ ). This phenomenon implies that the easiest task is word list reading task because in this task the students do more right pronunciation of /θ/. Meanwhile, passage reading task is the most difficult task because none of the students can produce the right pronunciation of this sound /θ/.

The students are more likely to pay a greater attention only to the form in an uncontextualized task like word list reading task. In contrast, they pay least attention to the form in a contextualized task like passage reading task.

## **B.2 Sound /ð/**

The following figure is the graphic of percentages of realizations of /ð/ sound by task which is based on the table 4 in the presentation of data.

Figure 4. Graphic of percentage of realizations of /ð/ by task



As can be seen from the graph, the students get 0 % of right pronunciation of sound /ð/ in those three tasks. It means that none of the students can produce the right pronunciation of this sound /ð/ in those three tasks. This phenomenon is caused by the reality that the students pay least attention in all reading tasks, namely word list, sentence and passage reading

tasks, and they are still influenced by their mother tongue (Indonesian) where this sound /ð/ does not occur.

#### **4.2.2 Non-Target Realizations and Their Causal Factors**

In this point, the writer describes the non-target realizations produced by the students in realizing both voiceless interdental phoneme /θ/ and voiced interdental phoneme /ð/. In addition, the causal factors of those realizations are also analyzed in this session.

##### **A. Sound /θ/**

The following graphic shows the percentages of realizations of /θ/ for both sound position and reading task. The data percentages are the result of the calculation of mean score from the data percentages of sound position and reading task.

Figure 5. Graphic of percentage of realizations of /θ/ for both sound position and reading task

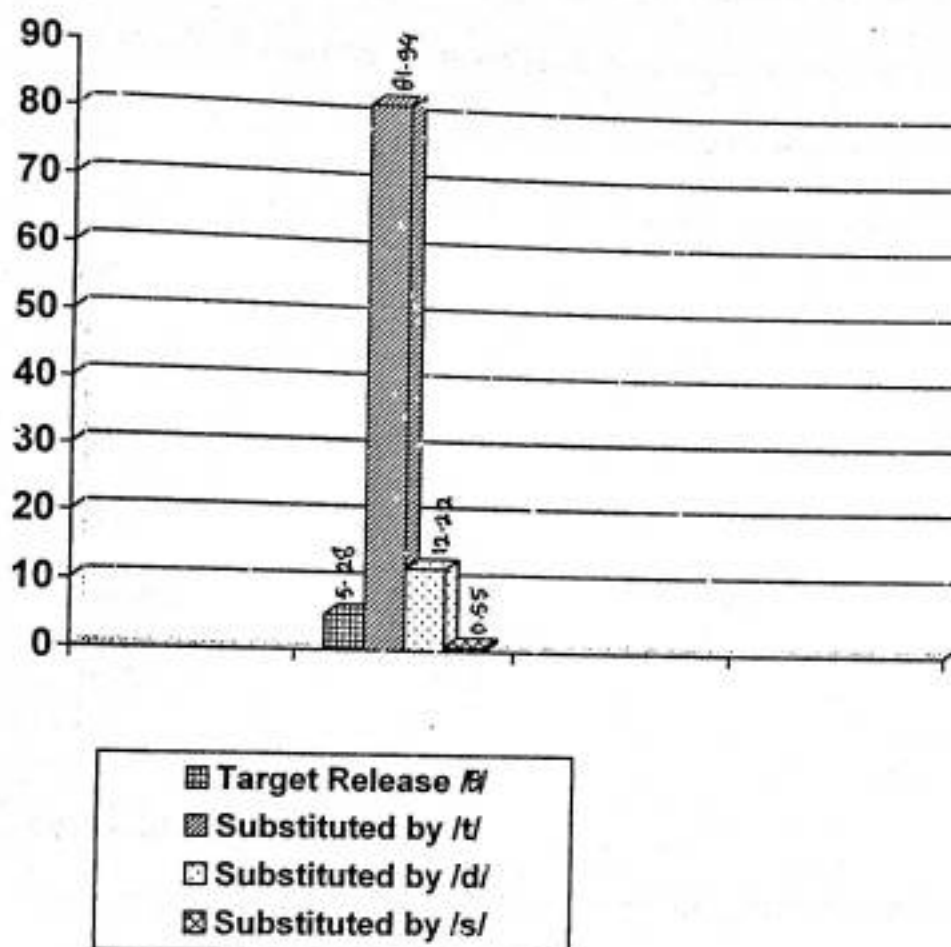


Figure 5 above is aimed to facilitate the writer in analyzing the non-target realizations of /θ/ used by the students. The realizations are, as follows:

#### A.1 Substituted by /t/

Substituted by /t/ seems to be the most frequently realization used by the students in producing the voiceless interdental phoneme /θ/ in both sound

position and reading task. As can be seen from the figure 5, substituted by /t/ is the highest realization of voiceless interdental phoneme /θ/, i.e. 81.94 %. The causal factor of this phenomenon is /t/ sound is the closest equivalent sound for /θ/ sound. So, the students tend to produce /θ/ sound to become /t/ sound. Moreover, /θ/ sound does not occur in the students' mother tongue (Indonesian).

The examples of substitution of /t/ are, as follows:

- a. threat - /tɹɪt/
- b. teeth - /ti:t/
- c. nothing - /nʌtɪŋ/
- d. both - /boʊt/

#### A.2 Substituted by /d/

Substituted by /d/ seems to be the second frequently realization used by the students in pronouncing the voiceless interdental phoneme /θ/ in both sound position and reading task. As can be seen from the figure 5, the percentage of substitution of /d/ is 12.22 %. The probable reason for using this sound is that this sound /θ/ does not exist in Indonesian as the students' mother tongue. In this case, they tend to change this sound /θ/ to become /d/ sound as a close sound. In addition, the students still can not differentiate between the spelling of "th" which should be pronounced by /θ/ and the one

which should be pronounced by /ð/. If we talk about the closest equivalent, /θ/ sound should be /t/ sound or /s/ sound. They think that the words contain voiced interdental phoneme /ð/, so they pronounce them to become /d/ sound as the closest equivalent of /ð/ sound.

The examples of substituted by /d/ are, as follows:

- a. ether - /i:də/
- b. thin - /dɪn/
- c. author - /audə/
- d. thick - /dɪk/

### A.3 Substituted by /s/

As can be seen from the figure 5, this sound is the least frequently realization used by the students in realizing the voiceless interdental phoneme /θ/. It is only 0.55 % for both sound position and reading task. This realization is used by the students because it is quite similar to the voiceless interdental phoneme /θ/. /s/ sound is the closest equivalent sound for /θ/ sound.

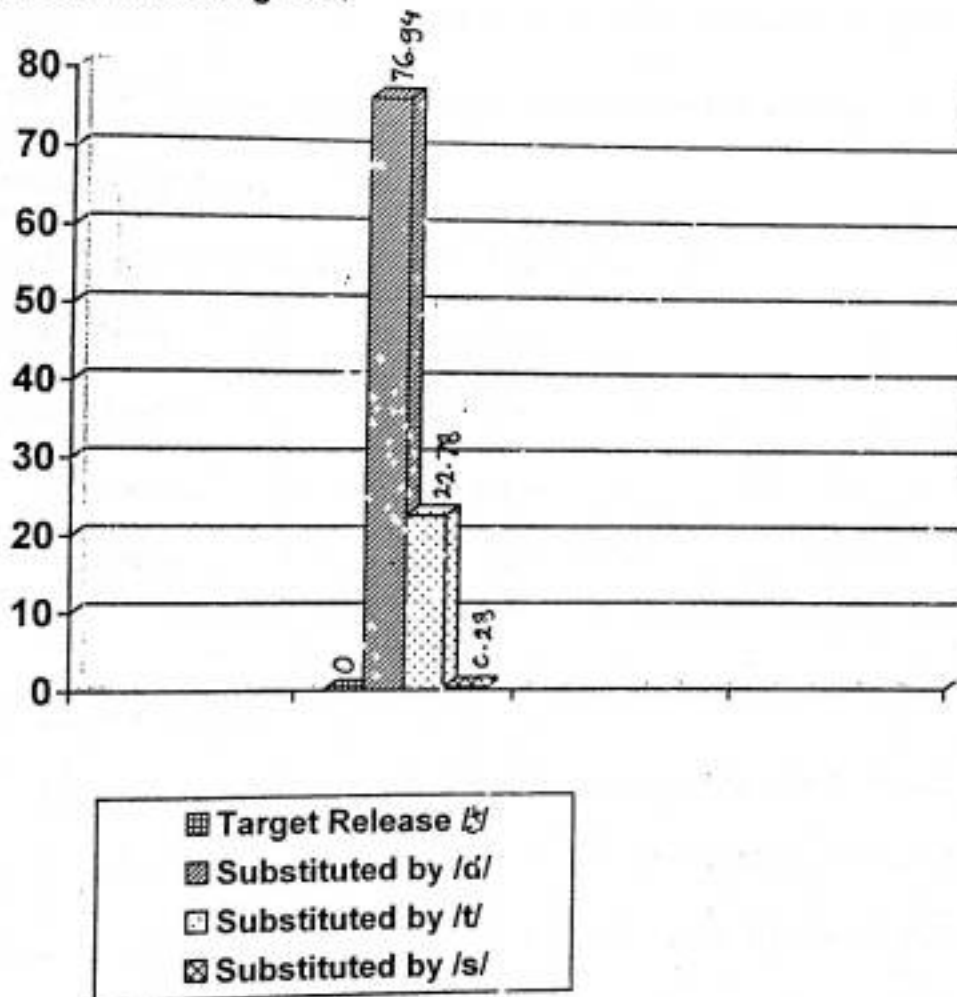
The examples of substitution of /s/ are, as follows:

- a. ethics - /esɪks/
- b. mouth - /mous/

## B. Sound /ð/

The following graphic shows the percentages of realizations of /ð/ for both sound position and reading task. The data percentages are the result of the calculation of mean score from the data percentages of sound position and reading task.

Figure 6. Graphic of percentages of realizations of /ð/ for both sound position and reading task



The figure 6 above is aimed to make easy the writer in analyzing the non-target realizations of /ð/ used by the students. They are, as follows:

### **B.1 Substituted by /d/**

As can be seen from the figure 6, this realization seems to be the most frequently used by the students in realizing the voiced interdental phoneme /ð/. This realization is the highest percentages, i.e. 76.94 %. The most causal factor is the absence of /ð/ sound in the students' mother tongue (Indonesian). So, they tend to change /ð/ sound to become /d/ sound as the closest equivalent sound.

The examples of substitution of /d/ are, as follows:

- a. there - /deər/
- b. other - /ʌdər/
- c. breathe - /bri:d/
- d. leather - /ledər/

### **B.2 Substituted by /t/**

As can be seen from the figure 6, the percentage of substitution of /t/ is 22.78 %. Substituted by /t/ seems to be the second most frequently realizations of voiced interdental phoneme /ð/ used by the students. The reason for using this sound is that voiced interdental phoneme /ð/ does not



occur in the students' mother tongue (Indonesian). In this case, they tend to change /ð/ sound to become /t/ sound as a close sound. In addition, the reason is the same as substituted by /d/ for /θ/ sound. The students still can not differentiate between the spelling of "th" which should be pronounced by /θ/ and the one which should be pronounced by /ð/. If we talk about the closest equivalent, /ð/ sound should be /d/ sound or /z/ sound. They probably think that the words contain voiceless interdental phoneme /θ/, so they pronounce them to become /t/ sound as the closest equivalent of /θ/ sound.

The examples of substitution by /t/ are, as follows:

- a. though - /toug/
- b. writhing - /wraɪtɪŋ/
- c. heathen - /hi:tən/
- d. other - /ʌtər/

### B.3 Substituted by /s/

As can be seen from figure 6, the percentage of substitution of /s/ is 0.28 %. This realization seems to be the third frequently realization of /ð/ used by the students. This phenomenon occurs because the absence of this sound /ð/ in the students' mother tongue (Indonesian). It also occurs because the students are careless when they read the tasks. Moreover, the reason is

the same as substituted by /d/ for /θ/ sound and substituted by /t/ for /ð/ sound. The students still can not differentiate between the spelling of "th" which should be pronounced by /θ/ and the one which should be pronounced by /ð/. If we talk about the closest equivalent, /ð/ sound should be /d/ sound or /z/ sound. They think that the words contain voiceless interdental phoneme /θ/, so they pronounce them to become /s/ sound as the closest equivalent for /θ/ sound. The example of substitution of /s/ is "lathe" as /leIs/.

#### 4.2.3 The Right Pronunciation:

In this session, the writer shows the right pronunciation of both voiceless interdental phoneme /θ/ and voiced interdental phoneme /ð/. This is aimed for the reader to know the right pronunciation for both /θ/ sound and /ð/ sound, and also, to differentiate between the spelling of "th" which should be pronounced by /θ/ and the one which should be pronounced by /ð/. The writer puts them on the table form.

**Table 5. The right pronunciation of voiceless interdental phoneme /θ/**

Position	Word	Realization
Initial	thin	/θIn/
	thank	/θæŋk/
	thick	/θIk/

	threat	/ˈθrɪt/
Medial	ether	/ɪːθər/
	eˈnics	/eθɪks/
	author	/aʊθər/
	ncting	/nʌθɪŋ/
Final	mouth	/maʊθ/
	both	/bəθ/
	teeth	/tːθ/
	loath	/ləʊθ/

**Table 5. The right pronunciation of voiceless interdental phoneme /θ/**

Position	Word	Realization
Initial	there	/ðəər/
	that	/ðæt/
	they	/ðeɪ/
	though	/ðoʊg/
Medial	other	/ʌðər/

	leather	/leðər/
	heathen	/hi:ðn/
	writhing	/wraɪðɪŋ/
Final	breathe	/bri:ð/
	clothe	/clevð/
	lathe	/leɪð/
	loathe	/ləʊð/

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusions

Dealing with the result of the presentation and analysis of the data in the previous chapter, the writer finds out some conclusions. They are as follows:

The position of sound within the word are significantly influenced the students' realizations of voiceless interdental phoneme /θ/. It is found that the target release /θ/ occurred most frequently in initial position, which means that the students are easier to control this /θ/ sound in this position. The second frequently realization is in medial position and the least frequently in final position. In contrast, the positions of sound within the word are not influenced the students' realizations of voiced interdental phoneme /ð/. It is found that none of the students can produce the right pronunciation of /ð/ in initial, medial and final position. It means that the students are difficult to control this /ð/ sound.

In reading tasks, it is found that the realizations of voiceless interdental phoneme /θ/ are significantly varied by tasks. The target release /θ/ occurred most frequently in word list reading task, and then followed by sentence

reading task, and the least in passage reading task. For voiced interdental phoneme /ð/, the phenomenon is the same as in the sound positions, i.e. the students' realizations of /ð/ are not varied by tasks. It is also found that none of students can produce the right pronunciation of /ð/ in initial, medial and final position. It means that the students pay least attention to this /ð/ sound.

In producing both voiceless interdental phoneme /θ/ and voiced interdental phoneme /ð/ which are analyzed in this study, the students in SMA Negeri 2 Palopo are mostly influenced by their mother tongue (Indonesian). They tend to substitute both of those phonemes with the close equivalent sounds.

## 5.2 Suggestions

Based on the conclusions mentioned above, the writer would like to present some suggestions which may be useful for the readers. First, considering the result of this study that most of students still substitute the target release, i.e. /θ/ and /ð/ sound, with the close equivalent sounds such as /t/, /d/ and /s/ sound, the writer suggests that the English teachers should pay more attention in teaching their students about pronunciation, especially to the phonemes which do not occur in Indonesian such as /θ/ and /ð/ sound. So, the students can overcome their problems in pronouncing those

phonemes. And the last is for the further investigations, the researchers may add some potential investigations such as the correlations between the realization of English phonemes with the level of age, educational background (course and non-course students) and social-cultural context, which are not found in this study.

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## APPENDIX 1. READING TASK

### A. WORD LIST

thin-tin

thank-tank

thick-sick

threat-treat

ether-eater

ethics-Essex

author-otter

nothing-noting

mouth-mouse

both-boat

teeth-teat

loath-lot

there-dare

that-dead

they-day

though-dough

there-dare

that-dead

they-day

though-dough

breathe-breed

clothe-cloud

lathe-lead

loathe-load

## B. SENTENCE READING TASK

1. He looks **thin** because of his work in tin factory as a manual laborer.
2. I **thank** to him because he tanks up my motorcycle.
3. Returning from Malino, Maria was sick because she didn't use a **thick** jacket there.
4. They **threat** me that they will tell my mother about my mistakes if I don't treat them.
5. After drinking **ether** too much, he can not be a good eater anymore.
6. All the people in Essex should follow the **ethics** of this region.
7. A famous **author** is making an animal story and the central character is otter.
8. There is **nothing** happened when I am noting the result of the meeting.
9. She hits the **mouth** of the mouse.
10. I see **both** of the boats coming near the harbour.
11. When suckle on the breast, the baby's **teeth** touch her mother's teat.
12. I am not **loath** to joke with him anymore because he looks a lot healthier now.
13. I don't dare look at **there** at night because my father said that it is a scared spot.
14. The dead body is buried in **that** place.
15. **They** go to Malino for one day.
16. My mother asks me to stir the dough, but I stir the sauce first **though**.

17. The upholstery of that ladder-back chair is made from good **leather**.
18. The statue which is assumed as a God by the **heathen** people is hidden in a secret place.
19. He is **writhing** in pain because his body's temperature is rising.
20. The poison of adder is same like **other** snakes like cobra.
21. We should preserve our forest since today in order to make our breed can **breathe** freely in the future.
22. Tears cloud her eyes when her husband can not **clothe** her family anymore.
23. When we buy a **lathe** in a shop, the shopkeeper will give us several leads in using that machine.
24. I **loathe** this semester because this semester is a heavy load for me.

### C. PASSAGE READING TASK

His name is Yusuf Affandi. He is a **heathen**, person who does not believe in one of the world's main religious. His job as a laborer in a factory which produce **lathe** enables him to **clothe** himself.

Yusuf usually uses **thick-leather** jacket because he is very **thin**. His **mouth** usually chews candy, and it is why his **teeth** are broken. He is usually **writhing** when he gets toothache and **nothing** people care with his life. His neighbours are **loath** to talk with him. **They** are afraid because Yusuf is a new comer in **that** apartment and he looks strange.

In one morning, one of Yusuf's neighbour, Mr. Irawan, an **author** in a famous magazine, comes to Yusuf's house. He is interested to know about Yusuf's life, and if Yusuf gives permission, Mr. Irawan will make story about him.

Yusuf agrees with Mr. Irawan's idea. **Both** of them **breathe** first **though** simultaneously before starting the story.

Yusuf says that he **loathes** his life. **There** are many sorrows that God gives to him, and it is **why** he becomes a heathen. He was thrown out by his family. He was accused as a thief, whereas in fact he didn't do it. His father watered him with **ether**, liquid made from alcohol. His mother told him that he didn't have **ethics** in this life. And, the **other** members of his family **threat** that they will kill Yusuf if Yusuf came back to home.

Mr. Irawan asks Yusuf to stop his story because Yusuf looks very sad. Yusuf says **thank** you very much to Mr. Irawan because until that day no one care with his life. Mr. Irawan advises Yusuf that both happiness and sadness are God's fate, and Yusuf should be patient in facing his life.

## APPENDIX 2. THE EXAMPLE OF DATA TRANSCRIPTION

### STUDENTS 1

#### 1. PHONEME / θ /

##### A. WORD LIST READING TASK

###### Initial Position

NO.	WORD	REALIZATION
1.	thin	θɪn
2.	thank	tɛŋk
3.	thick	tɪk
4.	threat	trɪt

###### Medial Position

NO.	WORD	REALIZATION
1.	ether	edə
2.	ethics	etɪk
3.	author	audə
4.	nothing	notɪŋ

###### Final Position

NO.	WORD	REALIZATION
1.	mouth	mɔt
2.	both	bɔt
3.	teeth	tɪt
4.	loath	lɔt

## B. SENTENCE READING TASK

### Initial Position

NO.	WORD	REALIZATION
1.	thin	tɪn
2.	thank	teŋk
3.	thick	tɪk
4.	threat	tri:t

### Medial Position

NO.	WORD	REALIZATION
1.	ether	edə
2.	ethics	etɪks
3.	author	auðə
4.	nothing	nʌtɪŋ

### Final Position

NO.	WORD	REALIZATION
1.	mouth	maʊt
2.	both	bɒt
3.	teeth	ti:t
4.	loath	lət

### C. PASSAGE READING TASK

#### Initial Position

NO.	WORD	REALIZATION
1.	thin	tɪn
2.	thank	teŋk
3.	thick	tɪk
4.	threat	tri:t

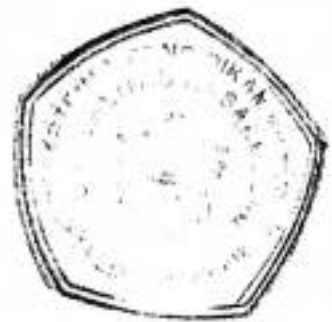
#### Medial Position

NO.	WORD	REALIZATION
1.	ether	eɪðə
2.	ethics	eθɪks
3.	author	əʊdər
4.	nothing	nʌθɪŋ

#### Final Position

NO.	WORD	REALIZATION
1.	mouth	maʊt
2.	both	bɒt
3.	teeth	ti:t
4.	loath	ləʊt





## 2. PHONEME /ð/

### A. WORD LIST READING TASK

#### Initial Position

NO.	WORD	REALIZATION
1.	there	ðer
2.	that	ðet
3.	they	ðeɪ
4.	though	təʊg

#### Medial Position

NO.	WORD	REALIZATION
1.	other	ʌðer
2.	leather	leððer
3.	heathen	hedən
4.	writhing	wrɪθɪŋ

#### Final Position

NO.	WORD	REALIZATION
1.	breathe	bri:ð
2.	clothe	klaʊð
3.	lathe	leɪð
4.	loathe	laʊð

## B. SENTENCE READING TASK

### Initial Position

NO.	WORD	REALIZATION
1.	there	ðeə
2.	that	dæt
3.	they	deɪ
4.	though	təʊ

### Medial Position

NO.	WORD	REALIZATION
1.	other	ʌðə
2.	leather	leðə
3.	heathen	hedən
4.	writhing	wrɪθɪŋ

### Final Position

NO.	WORD	REALIZATION
1.	breathe	bri:d
2.	clothe	klaʊd
3.	lathe	leɪd
4.	loathe	laʊd

### C. PASSAGE READING TASK

#### Initial Position

NO.	WORD	REALIZATION
1.	there	der
2.	that	det
3.	they	deI
4.	though	toug

#### Medial Position

NO.	WORD	REALIZATION
1.	other	Odər
2.	leather	leder
3.	heathen	hedən
4.	writhing	writIn

#### Final Position

NO.	WORD	REALIZATION
1.	breathe	bri:d
2.	clothe	cloud
3.	lathe	leId
4.	loathe	loud

**PEMERINTAH KOTA PALOPO**  
**DINAS PENDIDIKAN PEMUDA DAN OLAAHRAGA**  
**SMA NEGERI 2 PALOPO**  
Alamat : Jl. Garuda No. 18 Telp. (0471) 22244 Kode Pos 91914 Palopo

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**SURAT KETERANGAN**  
Nomor : 421/29/SMA.02/III/2006

Yang bertanda tangan dibawah ini Kepala SMA Negeri 2 Palopo menerangkan bahwa :

Nama : HAFIRAH PATANG  
Tempat Tanggal Lahir : Amassangan, 26 Desember 1983.  
Alamat : BPP RSS Blok.C4 No.2 Palopo  
Stambuk : F 21102067  
Jurusan : Sastra Inggris.  
Program Studi : Kebahasaan.

Telah melaksanakan Penelitian pada SMA Negeri 2 Palopo dari tanggal,14 s.d. 15 Maret 2006 dengan judul " The Pronunciation Of Interdental Phonemes By Students Of SMA Negeri 2 Palopo ( A Case Study ) ".

Demikian Surat Keterangan ini diberikan untuk digunakan seperlunya.



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