

**STUDENTS' PRODUCTION OF ENGLISH SIBILANT PHONEMES
(A CASE STUDY OF *FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN*
OF *UNIVERSITAS MUHAMMADIYAH PAREPARE*)**

PELAFALAN MAHASISWA PADA FONEM SIBILAN BAHASA INGGRIS
(STUDI KASUS PADA *FAKULTAS KEGURUAN DAN*
ILMU PENDIDIKAN UNIVERSITAS MUHAMMADIYAH PAREPARE)

SITI HAJAR



**POST-GRADUATE PROGRAMME
HASANUDDIN UNIVERSITY
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Compiled and Submitted by

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THESIS

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DECLARATION

This thesis contains no material which has been accepted for the award of any other degree or diploma in any other university and, to the best of the candidate's knowledge and belief, this thesis contains no material previously published or written by another person, except where due reference is made in the text of the thesis.

If the above-mentioned materials are found in this thesis, I agree that the university can take legal action to cancel the conferment of my degree.

Makassar, September 20, 2008

(SITI HAJAR)

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ABSTRACT

SITI HAJAR. *Students' Production of English Sibilant Phonemes*
(A Case Study of FKIP UMPAR) , supervised by Ety Bazergan and Hamzah Machmoed.

This research scrutinizes the students' abilities to produce the sibilant sounds correctly and to describe how their teacher's technique that help them.

This research was carried out at Fakultas Keguruan dan Ilmu pendidikan of Universitas Muhammadiyah Parepare (FKIP UMPAR). The method used was descriptive method by observing the students' abilities to pronounce the sibilant sounds and the teachers' techniques to help them in pronouncing the sibilants. The sample was selected using cluster random sampling. The data were analyzed into percentage to find the average of the presence of the target sounds; the result of questionnaire is tabulated and analyzed.

Based on the result of observation, it is concluded that : 1)The result of students' production of sibilant phonemes shows: the /s/ sound is easy to pronounce by the respondents; the /z/, /ʃ/ and /ʒ/ phonemes are difficult to pronounce by the respondents; from the three tasks, the accurateness of respondents' pronunciation tends to decline. It seems that they are able to produce the target sound in word list, then the accurateness reduces in sentence and paragraph; in the matter of pronouncing the alveolar sibilant (/s/ and /z/; the respondents tend to interchange the phonemes into palato-alveolar sibilants (/ʃ/ and /ʒ/, or voiced sibilants into voiceless one; a part of the respondents can apply their knowledge background in order to achieve the accurateness of the pronunciation, 2) The teachers' techniques used to help the students produce the sibilant sounds: teach the unfamiliar sound symbols, show the students how to pronounce them, asked the students practice the sibilant sounds communicatively, take the learner-centered approach, look up some words in dictionary and pronounce them in pair works, show the picture of a speech organ ; It did not seem that the techniques applied by the teachers had maximally helped the students to pronounce /z/, /ʃ/ and /ʒ/. It may caused by the interference of the students' mother tongue and their limited knowledge of how to articulate the target sounds correctly.

Keywords: students, pronunciation , sibilant phonemes, teaching techniques

ABSTRAK

SITI HAJAR. *Pelafalan Mahasiswa pada Fonem Sibilant Bahasa Inggris (A Case Study of FKIP UMPAR)*, dibimbing oleh Etty Bazergan and Hamzah Machmoed.

Penelitian ini bertujuan untuk mengamati sejauh mana kemampuan mahasiswa melafalkan bunyi-bunyi sibilant dan mendeskripsikan teknik-teknik yang digunakan oleh pengajar yang dapat membantu mahasiswa melafalkan bunyi sibilant.

Penelitian ini dilaksanakan di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Parepare (FKIP UMPAR). Metode yang digunakan adalah metode deskriptif dengan cara mengobservasi kemampuan mahasiswa melafalkan bunyi sibilant dan teknik yang digunakan oleh pengajar yang dapat membantu mahasiswa. Sampel dipilih dengan menggunakan teknik kluster acak. Data dianalisa dalam bentuk persentase untuk memperoleh nilai rata-rata dari bunyi target yang dihasilkan.; hasil kuesioner ditabulasikan dan dianalisa.

Berdasarkan hasil observasi, disimpulkan : 1) Hasil pelafalan fonem sibilant menunjukkan: Responden mudah melafalkan bunyi /s/, responden sulit melafalkan bunyi /z/, /ʃ/ and /ʒ/; dari tiga jenis task, keakuratan pelafalan responden cenderung menurun. Responden dapat melafalkan bunyi target pada bentuk daftar kata, selanjutnya keakuratan berkurang pada bentuk kalimat dan paragraph, Ketika melafalkan bunyi alveolar sibilant, responden cenderung mempertukarkan ke palato-alveolar sibilant, atau dari bunyi voiced ke voiceless; sebagian responden dapat mengaplikasikan latar belakang pengetahuan sehingga dapat melafalkan bunyi dengan baik; 2) Teknik pengajar dalam melafalkan sibilant yakni : mengajarkan symbol bunyi yang masih asing, kemudian memilih salah satu bunyi dan mengajarkan pada mahasiswa cara melafalkan bunyi dengan benar ; mengajak mahasiswa berlatih melafalkan bunyi secara komunikatif; menggunakan learner-centered approach; meminta mahasiswa mencari beberapa kata dalam kamus dan melafalkan secara berpasangan; memperlihatkan gambar organ bicara kepada mahasiswa untuk menuntun mereka dalam membedakan tempat dan cara artikulasi ketika melafalkan bunyi sibilant; teknik yang digunakan pengajar tidak membantu siswa secara maksimal melafalkan bunyi /z/, /ʃ/ dan /ʒ/. Hal tersebut disebabkan oleh pengaruh bahasa ibu dari para siswa dan keterbatasan pengetahuan mereka tentang bagaimana mengartikulasikan bunyi dengan benar.

Kata kunci: mahasiswa, pelafalan , bunyi sibilant, teknik pengajaran.

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INTRODUCTION

A. Background

Pronunciation is an integrated and integral part of second/foreign language learning since it directly affects learners' communicative competence as well as performance to a substantial extent. Notwithstanding, the teaching of EFL pronunciation has received varied treatment from having no room in the synthetic syllabus and the grammar-translation method to being the cardinal focus in the situational syllabus and the audio-lingual method in which emphasis is put on the traditional notions of pronunciation, minimal pairs, drills and mini-conversations. And with the advent of communicative language teaching in the late 1960s (Richards and Rodgers, 1986), the role of pronunciation in the EFL curriculum started facing questions: whether the focus of the programs and the instructional methods were effective or not.

Teaching pronunciation until then was 'viewed as meaningless non-communicative drill-and-exercise gambits' (Morley, 1991: 485-6). However, with a shift from specific linguistic competencies to broader communicative competencies as goals for both the teacher and the learner (Morley, 1991), the need for the integration of pronunciation with oral communication is clearly realized. In learning English, the pronunciation is the most important thing to master in order that the other people are able to comprehend what we verbalize. The pronunciation without right sound

or phoneme makes listener confused when the communication is running. Therefore, the phoneme owns fundamental rule in communicating between student and teacher or among others.

Certain sounds can be problematic for some students. In some cases of phonological study, the students are hard to find the main difference between the sounds are voiced or voiceless, that is, whether or not the vocal cords vibrate when making the sounds. It is also happened to the sibilant sounds.

B. Identification of Problem

The researcher assumes that the inaccuracy of the students' pronunciation will lead them to misunderstand the content of the conversation when they speak each other. They wish they could speak English fluently but most of them think that English is too challenging for them to be competent because of interference from their mother tongue. The students will create their own ways to overcome the problem in producing the target phonemes. The writer looks at complicated problem for students to distinguish the pronunciation of /s/, /z/, /ʃ/, /ʒ/. For instance, when they pronounce the words 'loose, lose' they tend to interchange the final phoneme /s/ into /z/ or vice versa. It has the same treatment to the phoneme /ʃ/ and /ʒ/ in the words 'show, leisure', they easily tend to pronounce the common phoneme /s/. Generally, most of the students hardly pronounce the three last phonemes well

C. Scope of Problem

This research is restricted to expose the extent to which the students of English Department of FKIP UMPAR master the production of sibilant and how the teacher's technique help them.

D. Research Question

Furthermore, the researcher formulates two research questions as follows

1. To what extent do the students of English Department of FKIP UMPAR master the production of the sibilant?
2. How has the teacher's technique help them?

E. Objective of Research

This research scrutinizes the students' abilities to produce the sibilant sounds correctly and to describe how their teacher's technique help them.

F. Significance of Research

This research is expected to benefit the teaching of pronunciation, and dedicated to improve classroom teaching practice in the area of pronunciation and oral skills generally.

CHAPTER II

REVIEW OF RELATED LITERATURE

In conducting this study, the writer uses some related theories and previous studies as her references that can help her to analyze the data.

A. Previous Similar Studies

McLeod, et.al (2003) in their research entitled “The difference between /s/ and /z/” in which they found that the most common maximum point of contact displays for /s/ and /z/ were identified for each individual participant. There were differences in the symmetry and amount of tongue/palate contact between productions of /s/ and /z/ for a number of the participants. It was proved by their findings that there was a highly significant interaction between phoneme (/s/ and /z/) and word position (initial and final) for the following measures relating to the alveolar region of the palate :

1. Alveolar Palatal Contact (APC) ($p < .0001$). There was greater alveolar /palate contact for /z/ than /s/ in the initial position of words and a similar tongue/palate contact in the word-final position.
2. Medial Groove Width (MGW) ($p < .0001$). The medial groove was wider for /s/ than /z/ in word-initial position and similar in word-final position.

3. Medial Groove Length (MGL) ($p = .026$). The medial groove was longer for /s/ than /z/ in word-initial position and similar in word-final position.

Burnett and Clifford (1993) conducted investigation about the production of sibilant sounds involved adopting a jaw position that corresponded to the closest vertical speaking space (CSS), by analysis of the smallest vertical excursion of the mandible during the performance of different phonetic exercises in which they held three separate phonetic tests to the thirty young adult using a kinesiograph and a Bio-Pak jaw-tracking software program. The first test was a general phonetic articulation test containing all the sounds of the English language and specifically including all sibilant word sounds. The second phonetic test contained the sibilant sounds making up a short sentence. The third test included six single words, each expressing a different sibilant sound. No statistically significant difference among the mean CSS determined in each of the three exercises was demonstrable. A phonetic test containing all sibilant sounds produced a CSS equivalent to that of a test containing all speech sounds. The vertical component of the CSS was also independent of the form or duration of the phonetic tests containing the sibilant word sounds used in this investigation. The CSS determined for 5 of the individual sibilant phonemes in the third exercise differed ($p < 0.05$) from that calculated for the three complete exercises. It was concluded those voicing sibilant phonemes, or word sounds, does cause the subject

to adopt the CSS. When a phonetic test is used in the determination of the vertical dimension of occlusion, one of short duration containing all the sibilant sounds appears to give a reliable guide to the CSS. It was also concluded that subjects varied with respect to which of the group of sibilant sounds produced the CSS, and that a single sibilant word sound does not give a reliable indication of the smallest speaking vertical dimension.

Based on the investigation above, it can be said that the strengths of the research are the instruments used, and its weakness is the test applied. This makes the result of the research shows the production of sibilant sound/phoneme having no statistically significant difference.

Padgett (2005) had found in his research that in spite of phoneme inventory differences, there are similarities in the Polish and English results that seem best attributed to perceptual distance. MDS analyses suggest that sibilant noise and formats both matters for distinguishing among sibilants. Perceptual study results provide support for a dispersion motivation of historical retroflexion in Polish.

Weaver (2005) in the speech kinematics research is conducted by attaching a device to the articulators. However very little research has been conducted to determine what influence these devices may have on the perceptual and acoustic characteristics of speech. This study examined the effect of placing a small magnet on the tongue of ten normal adult speakers while reading a sentence containing /s/ and /ʃ/ in initial,

medial and final position. Two different placements of 10 and 15 mm from the tip of the tongue were analyzed. Data were taken before magnet placement, immediately after magnet placement, after 5 minutes of conversation, and after an additional 10 minutes of conversation. The acoustic output was analyzed using spectral moment's analysis (spectral mean, variance, skewness, and kurtosis). Changes in spectral mean and variance were found for /ʃ/ as a result of magnet placement, which was characterized by an interaction effect between condition and the word position of the target fricative. In addition, significant changes in spectral mean were found for /s/ and /ʃ/ as a result of magnet position. Although results from the present study indicated that there were some acoustic changes in fricative productions with a marker attached at midline, the spectral changes were not consistent or pervasive, and speakers were able to adapt to the presence of the magnet in a relatively short amount of time.

Jaya (1989) found that most of the first year students of Letter Faculty at Hasanuddin University have some pronunciation problem. In this case, the researcher tries to verify Indonesian students' difficulties in pronouncing voiced sibilants compared to voiceless one.

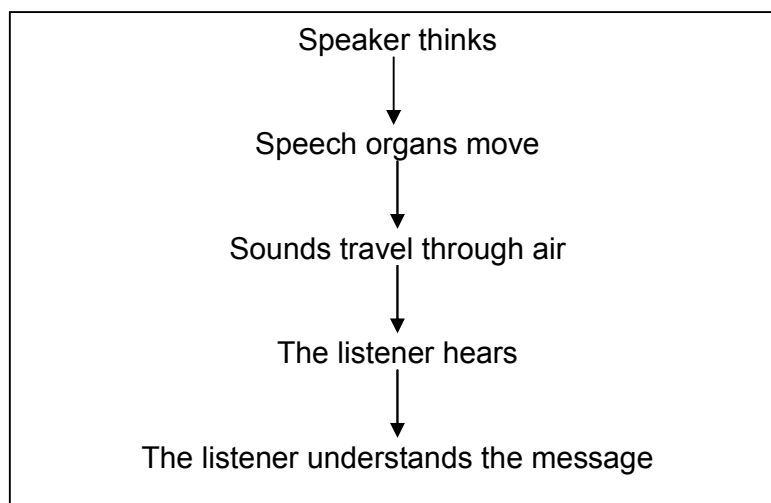
From the whole similar studies, researcher has different discussion that is scrutinize the students' abilities to produce the sibilant sounds correctly and to describe how their teacher's technique help them.

B. Effects of Limited Knowledge of Pronunciation

Pronunciation has often been viewed as a skill in second language learning that is most resistant to improvement and therefore the least useful to teach.

The importance of good pronunciation starts from the process of the speech organs move which is related to the proficiency of the speakers until the sounds travels through the air (Dauer,1993).

Figure 1. Speech Process (Spoken Language)



(Dauer, 1993)

However during language teaching process very little attention is paid to teaching pronunciation. This very important language skill is usually set aside regarding as secondary important. We prefer concentrating on reading, writing, learning grammatical rules and new words, but when it comes to teaching speaking and pronunciation skills we often have at best only slight knowledge of phonetics and basic oral skills.

Just imagine, we have bent every effort to studying grammar, vocabulary, and finally there appears an opportunity to communicate with the native speaker, but he can't understand, because our word pronunciation is incorrect or our intonation is false and our pronunciation skills are far from being perfect. That's why one should have a great concern in various teaching pronunciation aids and pronunciation helpers: using pronunciation guide, doing pronunciation exercises, learning pronunciation rules, consulting pronunciation dictionaries. Studying pronunciation will surely improve our pronunciation skills and solve problems concerning speaking a foreign language.

The main problem with which many foreign language learners face concerns inability to read pronunciation symbols from pronunciation dictionaries and lack of practice. However, there are some pronunciation exercises which will help us in studying pronunciation. There is also a tendency for us to focus on production as the main problem affecting our learners. Most research however, shows clearly that the problem is more likely to be reception - what you don't hear, you can't say. Moreover, if the "English" sound is not clearly received, the brain of the learner converts it into the closest sound in their own language. Thus the interdental English fricative / θ / (sorry, phonetic symbols can't easily be displayed) in "those" , becomes converted by Spanish speakers into the dentalized Spanish /d/ , producing "dose" as this is what the speaker hears. Given this reality, it

would seem logical to place a heavy emphasis on listening (reception) as a way into releasing appropriate pronunciation (production).

Apart from using knowledge of our students and our ears in order to be aware of their pronunciation problems, it is also useful to have some prior knowledge of what elements of English phonetics and phonology are likely to cause problems. This is one area of language learning where few people would question the use of contrastive analysis. For instance, to give some simple examples, we can predict that Arabic speakers will have difficulty distinguishing between / p / and / b / , Japanese speakers will not perceive the difference between / l / and / r / and Spanish speakers will have a problem realizing consonant clusters like [sts]. Having informed him or herself of some of the main areas of contrast between native language and target language and what difficulties students have, it then remains for the teacher to build this information into some meaningful classroom exercises.

Hence, Gilbert (1995: 1) believes that the skills of listening comprehension and pronunciation are interdependent, and contends 'if they (learners) cannot hear well, they are cut off from language. If they (learners) cannot be understood easily, they are cut off from conversation with native speakers.' Likewise, Nooteboom (1983) suggests that speech production is affected by speech perception, and stresses the need of pronunciation in both listening and speaking. Wong (1987) points out that even when the non-native speakers' vocabulary and grammar are

excellent, if their pronunciation falls below a certain threshold level, they are unable to communicate efficiently and effectively. Tench (1981:1) rightly maintains, pronunciation is not an optional extra for the language learner, any more than grammar, vocabulary or any other aspect of language is. If a learner's general aim is to talk intelligibly to others in another language, a reasonable pronunciation is important. Varonis and Gass (1982) examine the factors affecting listening comprehension in native speakers of English exposed to L2 accents, and conclude that grammar and pronunciation interact to influence intelligibility.

Moreover, Wong (1993) argues that the importance of pronunciation is even more distinct when the connection between pronunciation and listening comprehension is taken into account. Wong (1993) also demonstrates that a lack of knowledge of pronunciation could even affect learners' reading and spelling. According to Baker (1992), pronunciation is very important and learners should pay close attention to pronunciation as early as possible. Otherwise, the result will be that advanced learners find that they can improve all aspects of their proficiency in English except their pronunciation, and mistakes which have been repeated for years are impossible to eradicate. Scarcella and Oxford (1994) similarly postulate that pronunciation should be taught in all second (/foreign) language classes through a variety of activities. With the emphasis on meaningful communication and Morley's (1991: 488) premise, that 'intelligible pronunciation is an essential component of communication competence',

teachers should include pronunciation in their courses and expect their learners to do well in them. Therefore, we should countenance what Morley (1991) puts forward: The question is not whether pronunciation should be taught, but instead what should be taught in a pronunciation class and how it should be taught.

It has long been believed and accepted that ESL/EFL learners have to try to get as close as possible in their pronunciation to one of the dominant native-speaker accents, such as Received Pronunciation (RP), the USA equivalent. However, the time covering the last fifteen years or so with the trend of globalization has brought about such a significant change in the role of the English language throughout the world that it is unavoidable to reexamine and rethink this situation. English is currently the world's most widely used and principal international language, as a result of which there are now more exchanges between non-native speakers of English than between non-native speakers and native speakers. It is, moreover, predictable that in the near future at least this situation is not going to change in favour of the minority of native speakers, and so suddenly the hegemony of their specific accents is under fire (Walker, 2001). Macaulay (1988) and Crystal (1995) also question the idea of a native-speaker accent as a model or norm for ESL/EFL learners.

What accent of English should the learner be exposed to then? Kenworthy (1987) puts forward the concept of 'comfortable intelligibility' as a suitable goal for the majority of learners. Morley (1991: 496) supports

Kenworthy's view and advocates that the goal of pronunciation should be changed from the attainment of 'perfect' pronunciation to the more realistic goals of developing functional intelligibility, communicability, increased self-confidence, the development of speech monitoring abilities and speech modification strategies for use beyond the classroom. The overall aim of these goals is for the learner to develop awareness and monitoring skills that will allow learning opportunities outside the classroom environment. Robertson (2003:4) quotes Morley (1991) in saying that 'intelligible pronunciation is an essential component of communicative competence'.

EFL pronunciation teaching should cover both the segmentals and the suprasegmentals as well as the training of the speech organs, such as lips, teeth, alveolar ridge, palate, tongue, vocal folds, ears, etc.

The segmentals embody vowel and consonant sounds. A phoneme is a set of similar sounds showing meaning differences or differentiating between words. And a syllable consists of a vowel as a compulsory element and one or more consonants at the onset and/or in the termination as optional elements, which is pronounced with a single contraction of the lungs. The English language has twenty vowel phonemes (twelve monophthongs and eight diphthongs) and twenty four consonant phonemes. While the vowels are articulated without any obstacle in the vocal tract, the consonants are produced with some blockage of the air passage. The treatment of the segmental basically

includes sound contrast in words, pronunciation of vowel and consonant phonemes. The phonemes which are not available in the learner's mother tongue and problematic to him/her should receive special treatment in the teaching material and methodology and sufficient room in the learner's practice.

The suprasegmentals are comprised of stress in words and connected speech, rhythm, pitch, loudness, length, quality, tone and intonation that play an essential and natural role in English speech production and perception. As the Bengali speaking learner's mother tongue is syllable timed whereas English is stress timed, he/she inevitably finds mastering EFL pronunciation a very daunting task (Bell, 1996). Hence, the differences in suprasegmentals between the learner's mother tongue and the target language are momentous topics that he/she should not only be aware of but should make a conscious effort to study and focus on (Thompson and Gaddes, 2005).

Moreover, the learner should be helped to retrain his/her speech organs which have so long been trained naturally and used to articulate the sounds in his/her L1. This tremendously helps him/her to comfortably and sufficiently use his/her articulators so as to produce the sounds of the target language in an intelligible manner.

C. Pronunciation in Communicative Language Learning

Learning the pronunciation of English means learning how to pronounce the individual vowel and consonant however pronunciation is

difficult for students to hear and pronounce some sounds, such as the difference between the vowel sound in *ship* and the vowel sound in *sheep*. Therefore, it is useless to spend time on pronunciation.

As we know, pronunciation is an integral part of language learning in which the abandonment of pronunciation instruction has been based on the mistakes belief that pronunciation means only sound, and on the failure of such a limited focus to affect students' overall pronunciation. Besides that the scope of pronunciation is much broader than an inventory and description of sounds. It embraces the elements of rhythm and intonation, which function in the communication process.

Thus, any students with a goal of learning English for communicative purposes needs to learn the rhythm and intonation of English. The importance of pronunciation takes on even greater significance when we understand the connection between pronunciation and other aspect of language use. Pronunciation, then, is not only important for oral communication, but it is closely linked with listening comprehension.

The process of learning English is interconnected. This means that each area of the language that is being taught helps improve other aspects of the language. Pronunciation and listening comprehension are linked together by a unified system within which individual sounds are systematically related. If the students' English pronunciation skills are improved, clearly their listening skills and speaking skills become more

refined. Spelling skills are also improved when the knowledge of English pronunciation has been increased.

Pronunciation instruction has tended to be linked to the instructional method being used. With the emergence of more holistic, communicative methods and approaches to ESL instruction, pronunciation is addressed within the context of real communication (Celce-Murcia, Brinto & Goodwin, 1996; Morly, 1991).

Carter and Nunan (2001) describe the complexity of the process of second language acquisition as an organic rather than linear process and students need to start pronunciation lessons early and continue through high-level of Academic English.

Kral (1980) said that when pronunciation drills are defined to the practice of minimal pairs or the repetition of individual words or sentences, students are often able to mimic the teachers's production of a target sound within those drills, but they may to make the same pronunciation errors when the target sound appears in another context. For that reason it may be wise for the teacher to disguise his focus on pronunciation and design learning activities that will elicit student responses requiring the use of vocabulary items or grammatical structures which contain the target sounds he wishes the students to practice. In this way, the preliminary work that a teacher may do in the area of minimal-pair contrast is not a separate activity removed from the realm of meaningful communication.

Instead, the initial ear-training and repetition drill may become an essential adjunct to real communication in the language.

Furthermore, nonnative speaker of English can teach pronunciation. Much of the concern about teaching pronunciation has centered on the exact pronunciation of vowel and consonant sounds, in particular teaching how to produce sibilant sound in the communicative process. However, if the goal of teaching is to enable the students to communicate in English, we can see that communicative effectiveness depends not only on the pronunciation of these vowel and consonant sounds but on being intelligible speakers (Wong ,1993).

Several different type of learning activities can be constructed to give the student of English practice in producing target sounds with which he may have a problem. For beginning students who have limited control of English structure and vocabulary, the drills may be of a word-association variety or a type that requires little grammatical manipulation. With more advanced students, pronunciation work may be done within the context of more difficult transformation drills or a type of question-and-answer or logical deduction activity. In all of these learning activities the student's attention is focused on communicating correctly within the context the teacher has established. The teacher, however, has structured the context so as to insure the use of specific target sounds, in this matter, for instance; the sibilant (/s/, /z/, /ʃ/, and /ʒ/) sound production.

Celik (2008) stated that pronunciation has been an area of major concern in the teaching of second/foreign languages since the demise of the grammar-translation approach. The insistence on perfect pronunciation peaked in the decades when the Audio-Lingual Approach was unrivalled. When it was superseded by the now most popular Communicative Language Teaching (CLT), pronunciation became relegated to a less important position since the chief concern was regarded as the communication of meaning, as opposed to the form (pronunciation) that carries it.

Littlewood (1986) in communicative activities, the student has to activate and integrate his pre-communicative knowledge and skill, in order to use them for the communication of meanings. He is therefore now engaged in practicing the total skill of communication. Whenever pre-communication activities occur, their essential function is a subordinate one; they serve to prepare the student for later communication. Many teacher will wish most of their teaching sequences to reflect this relationship directly. That is, they begin a teaching unit with pre-communication activities in which the students can use the new language they have acquired and the teacher can monitor their progress. In effect, this is the familiar progression from controlled practiced to creative language use. In addition, communicative activity provides opportunities for positive personal relationship to develop among students and between students and teacher. These relationship can help to humanize the

classroom and to create an environment that supports the individual in his efforts to learn.

Harmer (1991) stated that when we teach English we need to be sure that our students can be understood when they speak. They need to be able to say what they want say. This means that their pronunciation should be at least adequate for that purpose. In teaching, we want to be sure that students can make the various sound that occur in the English language. We will help them to differentiate between these sound, especially where such distinction change meaning ('see'/i/ and 'sea'/i:/ for example), and we will also help them to understand and use certain sound rules – for example the different pronunciation of the /s/, /z/, /ʃ/, and /ʒ/ sound in the students' communication.

The communicative approach to pronunciation teaching requires teaching methods and objectives that include 'whole-person learner involvement' (Morley,1991:501). Morley states there are three important dimensions the teacher should catered for in any pronunciation programme; the learner's intellectual involvement, affective involvement, and physical involvement. The learner's involvement in the learning process has been noted as one of the best techniques for developing learner strategies, that is, the measures used by the learner to develop his language learning (Morley, 1991:506). It is the teacher's responsibility to develop the learning process so the learner has the greatest chance to develop the learning strategies that are unique to each individual learner.

The teacher also has a special role to play in the communicative learning programme, a role that Morley describes as one of 'speech coach or pronunciation coach' (1991:507). Rather than just correcting the learner's mistakes, the 'speech coach' 'supplies information, gives models from time to time, offers cues, suggestions and constructive feedback about performance, sets high standards, provides a wide variety of practice opportunities, and overall supports and encourages the learner' (Morley,1991:507). It can be seen the teacher's role is not only to 'teach' but to facilitate learning by monitoring and modifying English at two levels, speech production and speech performance.

All students can do well in learning the pronunciation of a foreign language if the teacher and student participate together in the total learning process. Success can be achieved if each has set, respectively, individual teaching and learning goals. Pronunciation must be viewed as more than correct production of phonemes: it must be viewed in the same light as grammar, syntax, and discourse, that is a crucial part of communication. Research has shown and current pedagogical thinking on pronunciation maintains that 'intelligible pronunciation is seen as an essential component of communicative competence' (Morley, 1991:513). With this in mind, the teacher must then set achievable goals that are applicable and suitable for the communication needs of the student. The student must also become part of the learning process, actively involved in their own learning. The content of the course should be integrated into the

communication class, with the content emphasizing the teaching of suprasegmentals, linking pronunciation with listening comprehension, and allowing for meaningful pronunciation practice. With the teacher acting as a 'speech coach', rather than as a mere checker of pronunciation, the feedback given to the student can in itself encourage learners to improve their pronunciation. If these criteria are met, all students, within their learner unique goals, can be expected to do well learning the pronunciation of a foreign language.

To sum up, not longer concentrating on pronouncing a certain phoneme, the students reveal to the teacher exactly how well they do control pronunciation. The teacher, by analyzing the environment in which the target phonemes occur, can determine which are especially troublesome, causing the student to mispronounce the target sound in some words but in others. Most important of all, however, is the fact that the different learning activities provide a satisfactory means of giving the student pronunciation practice while he is communicating in a meaningful way.

D. What is Sibilant in English ?

First of all let's denote the definition of phonetics and clear up the difference between phonetics and phonology. In the most general sense, phonetics is the study of human voices' sounds. According to Ladefoged (1975:180-197) ,phonetics has three main branches:

1. *articulatory phonetics*, which deals with the positions and movements of the lips, tongue and other speech organs when producing a sound;
2. *acoustic phonetics*, which deals with the properties of the sound waves. This branch of phonetics relates more to physics than to language learning;
3. *auditory phonetics*, which deals with speech perception, that is how our brain perceives the sounds we hear.

As we can see for those who want to learn to speak a foreign language it is articulatory phonetics that is of primary importance and is considered in any pronunciation guide or pronunciation aids. The difference between phonetics and phonology lies in the fact that phonetics is a science about the physical production and perception of the sounds of speech, while phonology describes how the sounds function within a given language or across languages.

Longman Dictionary of Contemporary English (1998 : 974) stresses that sibilant is being a sound like that of *s* or *ʃ*: sibilant whistling sound or a sibilant sound, such as */s/*, */z/*, */ʃ/* and */ʒ/* . Those consonants uttered a hissing sound or sibilant elementary sound.

Peacock (2006) states that among the English fricatives sibilant phoneme, */s/* and */ʃ/* and their 'voiced' counterparts, */z/* and */ʒ/* are characterized by very audible high-pitched friction. These sounds are noticeably more 'fricative' than other English fricative sounds such as */f/* and */v/* or */θ/* and */ð/*, and for this reason are referred to as sibilants.

English sibilants are of two basic types. On the one hand, there are so-called alveolar sibilants, /s/ and /z/, which occur in words such as sea, boss, zoo, and rose. On the other hand, there are the palato-alveolar sibilants /ʃ/ and /ʒ/ (as in she and measure).

A sibilant is a type of fricative consonant, made by directing a jet of air through a narrow channel in the vocal tract towards the sharp edge of the teeth. It can be said that sibilant in phonetics, a fricative consonant sound, in which the tip, or blade, of the tongue is brought near the roof of the mouth and air is pushed past the tongue to make a hissing sound. In English /s/, /z/, /ʃ/, and /ʒ/ (the sound of /ʒ/ in "pleasure") are sibilants.

The term sibilant is often taken to be synonymous with the term strident, though this is incorrect - there is variation in usage. The term sibilant tends to have an articulatory or aerodynamic definition involving the production of periodic noise at an obstacle. Strident refers to the perceptual quality of intensity as determined by amplitude and frequency characteristics of the resulting sound (i.e. an auditory, or possibly acoustic, definition).

The sibilant consonant in which is in fricative alveolar and postalveolar position can be found in the following consonant phoneme table :

Table 1: Consonant Phonemes

place→ ↓manner	Bilabial	Labiodental	Inter-Dental	Alveolar	Palatal	Velar	Glottal	Examples
Stops [-voice]	/p/			/t/		/k/		p <u>in</u> t <u>in</u> k <u>in</u>
[+voice]	/b/			/d/		/g/		b <u>ust</u> d <u>ust</u> g <u>ust</u>
Fricatives [-voice]		/f/	/θ/	/s/	/ʃ/		/h/	f <u>in</u> th <u>in</u> s <u>in</u> sh <u>in</u> h <u>it</u>
[+voice]		/v/	/ð/	/z/	/ʒ/			v <u>an</u> th <u>e</u> z <u>oo</u> tr <u>ea</u> sure
Affricates [-voice]					/tʃ/			ch <u>ea</u> p
[+voice]					/dʒ/			je <u>ep</u>
Nasals [+voice]	/m/			/n/		/ŋ/		se <u>em</u> sc <u>ene</u> s <u>ing</u>
Liquids [+voice]				/l/	/r/			l <u>ate</u> r <u>ate</u>
Glides [+voice]	/w/				/j/			w <u>ell</u> y <u>ell</u>

Note : when there are voiced and voiceless pairs, the voiceless is on top, and the voiced sound is on bottom.

(Fry,1997)

In most standard accents of English, there are 24 consonants, and they are grouped into five types: plosives, nasals, fricatives, affricates and approximants. It is a measurable property that can be used to classify the sounds of a language.

The sibilant feature specifies the amount of high frequency energy that is present. In English, it separates out the fricatives /s, z, ʃ, ʒ/ from the fricatives /f, v, θ, ð/. All of them are categorized into two parts, the first group is the alveolar and palato-alveolar fricatives, and then the

second group is called the labio-dental and dental fricatives. The first one is the place of articulation of the sibilant phonemes. The sibilant has more acoustic energy- that is greater loudness - at a higher pitch than the other fricatives. The four sibilant phonemes are classified into two elements, namely the voiced and the voiceless. / z, ʒ / included in the voiced sibilant, and / s, ʃ / included in the voiceless one.

In addition, the position of the sibilant consonant phoneme can be seen in the following English Consonant symbols list and their example in the words :

Consonants

p	p ig [pɪg]	b ig [bɪg]	t ea [ti:]	d actylology [ˌdæktɪˈlɒlədʒɪ]
k	k angaroo [ˌkæŋɡəˈruː]	c acophony [kəˈkɒfəni]		
g	g et [ɡet], gh oul [gu:l]	g uard [ɡɑ:d]	e xamine [ɪˈɡzæmɪn]	
m	m ammoth [ˈmæməθ]			
n	n ight [naɪt], n ightmare [ˈnaɪtmɑː]	k nowledge [ˈnɒlɪdʒ]	gn otobiotics [ˌnəʊtəˈbaɪəˈbɒtɪks]	
ɲ	ɲ oise [nuːz]	ɲ oise [ˈnjuːmæɪk]		
ŋ	ŋ ing [sɪŋ], pharynx [ˈfæɪrɪŋks]			
r	r adio [ˈreɪdɪəʊ]	rh inoceros [ˌraɪˈnɒsərəs / ˌraɪˈnɒsrəs]		
f	f oxtrot [ˈfɒksˌtrɒt], ph oenix [ˈfiːnɪks]	v arious [ˈveəriəs]		
θ	θ in [θɪn]	ð ese [ðiːz]		
s	s illy [ˈsɪli], c ircus [ˈsɜːkəs]	z ebra [ˈziːbrə / ˈzɛbrə]	X erox [ˈzɪərəʊks]	
ʃ	ʃ ip [ʃɪp], e lection [ɪˈleɪkʃən], m achine [məˈʃiːn], m ission [ˈmɪʃən], p ressure [ˈpreʃə]	s chedule [ˈʃɛdjuːl]		
ʒ	ʒ ebra [ˈzɛbrə], a zure [ˈæzə]	e vasion [ɪˈveɪʒən]		
h	h otel [həʊˈtel]			
l	l ateral [ˈlætərəl]			
j	y es [jes], o nion [ˈɒnjən], v ignette [vɪˈnjet]			
tʃ	ch ew [tʃuː], n ature [ˈneɪtʃə]			
dʒ	j aw [dʒɑː], a djective [ˈædʒɪktɪv], s oldier [ˈsəʊldʒə]	u sage [ˈjuːsɪdʒ]		
w	w et [wet], w heel [wi:l]			

(Ager,2008)

Those sibilant phoneme symbols can be classified into the following table :

Table 2: Sibilant Phoneme Symbols

		Alveolar	Postalveolar
Fricative	<i>Voiceless</i>	S	ʃ
	<i>Voiced</i>	Z	ʒ

The voiceless alveolar-fricative or postalveolar fricative is a type of consonantal sound, used in some spoken languages.

1. Voiceless Alveolar Sibilant Fricative

Alveolar sibilants are produced in the following manner: with the sides of the tongue in firm contact with the side teeth, the air stream is channeled along a narrow groove in the tongue blade. Friction occurs between the tongue blade (or with some speakers, the tip and blade) and a very small area of the alveolar ridge located right behind the speaker's two front teeth.

The tongue blade is *hollowed* for [s], while it is *domed* for the contrasting [z] sound. With [s], there is usually no free space between the tongue tip and the front teeth; although this may not be true for those speakers who use their tongue tips rather than blades to make this sound.

The articulation involves considerable *muscular tension* in order to maintain the narrow but deep groove in the tongue blade. This is why drunkards may sometimes be heard to substitute the [z] for [s] in their attempts at speech, since alcohol serves to relax the muscles generally.

The alveolar sibilant sound is much *higher-pitched* (that is, it includes more high-frequency sound) than the palato-alveolar sound.

The voiceless alveolar sibilant is one of the most common consonants. If a language has fricatives, it will most likely have an [s]. However, /ʃ/ as voiceless postalveolar fricative is absent from Indonesian language, where alveolar fricative /s/ is frequent.

Features of the voiceless alveolar fricative are as follows :

1. Its manner of articulation is sibilant fricative, which means it is produced by directing airflow through a groove in the tongue at the place of articulation and directing it over the sharp edge of the teeth, causing high-frequency turbulence.
2. Its place of articulation is alveolo-palatal, that is, palatalized laminal post-alveolar, which means it is articulated with the blade of the tongue behind the alveolar ridge, and the body of the tongue raised toward the palate.
3. Its phonation type is voiceless, which means it is produced without vibrations of the vocal cords.
4. It is an oral consonant, which means air is allowed to escape through the mouth (Fry, 1997).

2. Voiced Alveolar Sibilant Fricative

The voiced postalveolar fricative occurs in English, although in only a handful of words, and is the sound denoted by the letter 's' in *treasure* and the final sound of the word *mirage*. One of the very few minimal

contrasts of the voiced and voiceless postalveolar fricatives (for some dialects only) is the pair of words *allusion* and *Aleutian*. It usually occurs medially, but may occur word-initially or word-finally in relatively recent borrowings from French.

And voiced sibilants of the type [z] are familiar to most European speakers as the voiced counterpart of /s/. They are, however, cross-linguistically relatively uncommon compared to voiceless sibilants. Only about 28 percent of the world's languages contain a voiced dental or alveolar sibilant. Moreover, 85 percent of the languages with some form of [z] are languages of Europe, Africa or Western Asia, so that in the eastern half of Asia, the Pacific and the Americas, [z] is a very rare (called "marked" in linguistic jargon) phoneme. The presence of [z] *always* implies a contrastive voiceless [s].

Features of the voiced alveolar fricative:

1. Its manner of articulation is sibilant fricative, which means it is produced by directing air flow through a groove in the tongue at the place of articulation and directing it over the sharp edge of the teeth, causing high-frequency turbulence.
2. Its place of articulation is alveolar, which means it is articulated with either the tip or the blade of the tongue against the alveolar ridge, termed respectively *apical* and *laminal*.
3. Its phonation type is voiced, which means the vocal cords are vibrating during the articulation.

4. It is an oral consonant, which means air is allowed to escape through the mouth (Fry, 1997).

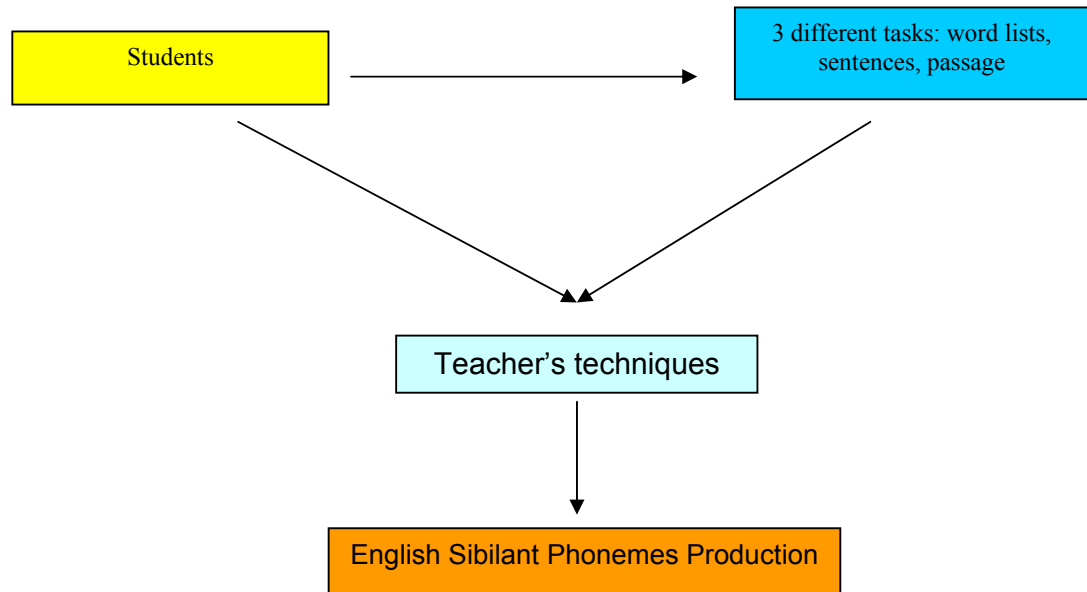
E. Theoretical Framework

Elliot (1997:104) claimed that 'teaching pronunciation early on may increase student 's concern for developing native/native-like pronunciation, lower their affective filters and help students to feel less anxious about speaking. According to Elliot, contact with native speakers will become easier, more intense, and pass off more pleasantly for SL/FL learners when they have confidence in their speaking skills which in turn enhances students' ultimate degree of acquisition.

Relating to Jelaska and Machata (2005) uncovered those phonemes as sounds are perceived and produced in speech. Therefore, their categorization depends on phonetic and phonological criteria, including pronunciation and hearing perception. Some clues to the prototypicality of sounds can be discovered by looking at the occurrence or hierarchical implications of phonemes in the languages of the world, the order of acquisition of sounds, and the similarity of sounds within a language.

The following is the flow chart of theoretical framework :

Figure 2 : Theoretical Framework



Note :

- Students : Ones who take the pronunciation subject in their study at
FKIP UMPAR
- 3 different tasks : The tasks which are given to the students
- Teachers' techniques: Techniques are used by teachers in helping
students
- English Sibilant Phonemes Production : The competency of students
after attending the pronunciation
class