

***“STUDENTS’ ABILITY AND PROBLEMS IN PRONOUNCING ENGLISH
FRICATIVE AT STAIN CURUP”***

*(A Descriptive Quantitative research at the seventh Semester Students of English
Departmet Study of STAIN Curup Academic Year 2016/2017)*

THESIS

**This Thesis is Submitted to Fulfill the Requirement for ‘Sarjana’ Degree in english
Language Education**



**By
M. HAVIZ TIO SYAHFANDI
NIM. 13551065**

**English *Tadris* Study Program
Education (*Tarbiyah*) Departement
STATE COLLAGE FOR ISLAMIC STUDIES
(STAIN) CURUP
2018**



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP
Jalan Dr. AK Gani, No 01 Kotak Pos 108 Telp (0732) 21010-21759 fax 21010 Curup
39119 Bengkulu
Email staincurup@telkom.net homepage : www.staincurup.ac.co.id

Hal : Pengajuan Skripsi
Kepada
Yth Bapak Ketua Jurusan Tarbiyah STAIN Curup
Di –
Curup

Assalamu`alaikum wr.wb

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi atas nama : **M. Haviz Tio. S, NIM. 13551065** mahasiswa STAIN Curup Prodi Pendidikan Bahasa Inggris, yang berjudul **“STUDENT’S ABILITY AND PROBLEMS IN PRONOUNCING ENGLISH FRICATIVE”** . Sudah dapat diajukan dalam sidang munaqasah Sekolah Tinggi Agama Islam Negeri (STAIN) Curup.

Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih

Wasaalam mu`alaikum, wr.wb

Advisor

Sakut Anshori , S.Pd.I., M.Hum
NIP. 19811020 200604 1 002

Curup,
Co-Advisor

2018

Henny Septia Utami, M.Pd
NIK. 17102010

STATEMENT OF OWNERSHIP

The writer who sign below:

Name : M. Haviz Tio. S
NIM : 13551065
Department : Tarbiyah
Study Program : English Tadris Study Program

I hereby certify that this thesis entitled "*STUDENT'S ABILITY AND PROBLEMS IN PRONOUNCING ENGLISH FRICATIVE AT STAIN CURUP*" (*A Descriptive Quantitative research at the seventh Semester Students of English Departmet Study of STAIN Curup Academic Year 2016/2017*) is honestly my own work. I am fully aware that I have quoted some statements and ideas from various sources, and they are properly acknowledged in the text.

Curup, January 2018



M. Haviz Tio. S
NIM. 13551065



**KEMENTERIAN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI
STAIN CURUP**

Jln. Dr. AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759
Fax 21010 Curup 39119 email : staineurup@telkom.net

APPROVAL

No : 368 /Sti.02/I/PP.00.9/02/2018

Name : M. Haviz Tio Syahfandi
NIM : 13551065
Department : English Study Program
Title : Students' Ability And Problems In Pronouncing English
Fricative At STAIN CURUP

Has been examined by examining board of the English Study Program of Sekolah
Tinggi Agama Islam Negeri (STAIN) Curup, on :

Day/Date : Monday/January 22th 2018

Time : 11.00 a.m – 12.30 p.m.

At : Room 2 Munaqosah STAIN CURUP

Has been received to fulfill a partial requirement for the degree of strata I in English
Study Program of Tarbiyah Stain Curup.

Curup, Februaryth 2018
Leader of STAIN Curup,

Dr. Rahmad Hidayat, M.Ag., M.Pd
NIP. 197112111 99903 1 004

EXAMINERS,

Head

Sakut Anshori, S. Pd.I., M.Pd
NIP. 1981102020064041002

Secretary

Henny Septia Utami, M. Pd
NIK. 17102010

Examiner I

Indrayanto, M. Pd.I., P. Hd
NIP.

Examiner II

Paidi Gusman, M. Pd
NIP. 198408172015031004

PREFACE

All praises to Allah SWT that the writer had finally finished writing his thesis entitled ***“STUDENTS’ ABILITY AND PROBLEMS IN PRONOUNCING ENGLISH FRICATIVE AT STAIN CURUP”*** (A Descriptive Quantitative research at the seventh Semester Students of English Departmet Study of STAIN Curup Academic Year 2016/2017)

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of State College for Islamic Studies (STAIN) Curup. The writer realizes that this thesis is far from being perfect, therefore he really appreciates any suggestions and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be useful to those who are interested in this field of study.

Curup, 14 Agustus 2017

Writer

M. Haviz Tio. S

NIM. 13551065

ACKNOWLEDGEMENT



Assalammu'alaikum Wr.Wb.

Alhamdulillahirabbil'alamin, all of praises just for Allah SWT the al-mighty and merciful God who has given His mercy, blessing and guidance to the researcher, so the researcher can finish this research completely. Peace and salutation always be given to Prophet Muhammad (Peace Be Upon Him), and all of his family and followers who have been a good example for every Muslim in this world and has brought us from the darkness to the lightness as we felt together.

The researcher finished this thesis entitled **STUDENT'S ABILITY AND PROBLEMS IN PRONOUNCING ENGLISH FRICATIVE AT STAIN CURUP** (A Descriptive Quantitative research at the seventh Semester Students of English Departmet Study of STAIN Curup Academic Year 2016/2017). This thesis is presented in partial fulfillment of the requirement for the degree of strata I in English Study Program of STAIN Curup. In conducting this thesis, the researcher received valuable contribution, guidance, assistance, support, suggestion and motivation from others. In this chance, the researcher would like to express his deepest gratitude to:

1. Mr. Dr. Rahmat Hidayat, M. Pd., M. Ag as the chairman of STAIN Curup.
2. Mr. Drs. Beni Azwar, M. Pd. Kons as the head of *Tarbiyah*
3. My big thanks also to Mr. Sakut Anshori, M.Hum as the head of English Tadris Study Program.
4. My special thanks to Mr. Sakut Anshori, M.Hum as my advisor who has been a constant source of knowledge, strong encouragement and sustained critical support, opinion and gave many

useful suggestions and corrections for its improvement. It has indeed been a great privilege ajoy to work under the guidance and scaffolding of him.

5. My big thanks also to Miss. Henny Septia utami, M. Pd as my co-advisor who has been a constant source of knowledge in conducting this research and who has been read and checked this thesis carefully and patiently and also gave many useful suggestions and corrections for its improvement.
6. My big thanks to my best lecturers, Mr Bayu Senjahari M. Pd., M. Ed and Mr. Sarwo Edy M. Pd, who always give me motivation and all of knowledges about English learning to finish this study, and the other lecturers who have taught me many things.
7. My heartfelt thanks for my parents Mr. Fachrial and Mrs. Susi Hartati, who always give motivation, suggestion love, prayers and everything that the researcher need in finishing this study.
8. My Special Thanks to my girlfriends and also my future wife Rizki Oktamalia for alway company me, give me motivation, push me to finish this thesis and done the final exam together.
9. My great thanks to my beloved best friends Kampret Family, Akmal, David, Fahmi, Naufal, Juneri, Medi, Dio, Iqbal, and My Co-Worker Arif Gunawibawa who have given me suggestion and motivation to finish this research as soon as possible.
10. My big thanks to Wisnu, Riken and all of students PBI at seventh semester, who have helped me to get the data in this research.
11. My big thanks to Akmal Fauzan and Arif Gunawibawa, who have helped me to correct the calculation and research method in collecting the data.
12. All of my friend that I could not write all the name here.

Finally, the researcher needs constructive suggestions for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of

education in English Study program especially in micro teaching subject. For acknowledgment above, and those are not mentioned, may Allah SWT give them the best reward.

Wassalammu'alaikum Wr.Wb.

Curup, January 2018

Writer

MOTTO AND DEDICATION

“Happiness is not only a victory, but the best happiness is if we can be useful to others”

Allah, thank you for anything I have. Thank you for letting me to finish this thesis as soon as my hope. There is no miracle except by you, Allah.

In the name of Allah and His Messenger prophet Muhammad (Peace Be Upon Him), I would like to dedicate this thesis for my family. My heaven as mother “Susi Hartati” who always loves and prays for me and my boss as father “Fachrial” who always give me motivation in this life. You are my everything. And last, for Big Brother leo and my little brother “idzmi” You are my happiness when I am sad.

ABSTRACT

M. Haviz Tio.s.2017. Student's Ability and Problems in Pronouncing English Fricative

(A Descriptive Quantitative research at the Seventh Semester Students of English Department Study of STAIN Curup Academic Year 2016/2017)

Advisor : Mr. Sakut Anshori, S. Pd, M. Hum

Co-Advisor : Mrs. Henny Septia Utami, M. Pd

The objective of this research was to know and describe the students ability and problems in pronouncing english fricative. The population of this study encompassed all of seventh semester students' of English tadrís study program in STAIN Curup, the total of which was 40 students. From the population, all students of seventh semester were taken as the sample of this research by using a total sampling technique because the researcher want to know all the ability and problems students in pronouncing english fricative. Data were collected through test and questioner. The collected data were analyzed by using coding, data organizing, counting, and tabulation. The findings arrive at a conclusion that students ability was low in pronouncing Fricative and the student's get lots of problems in learning it. The problems were the existence of a given sound in the target language which is not found in the native language, the same phonetic features in both languages but differ in their distributions, similar sounds in the two languages which have different variants or 'allophones similar, sounds thats only differ slightly in their phonetic features, and the sounds that have the same qualities in both languages. The results indicate the students need lot of practice and learn how to pronounce English Fricative.

Operational Definition: Pronunciation Ability, Pronunciation Problems, English Fricative

LIST OF CONTENT

TITLE.....	i
Pengajuan Skripsi	ii
Statement of Ownership	iii
Preface	iv
Acknowledgement	v
Motto and Dedication	viii
Abstract	ix
List of Content	x
List of Table	xi
List of Appendix	xii
CHAPTER I INTRODUCTION	
A. Background of Research	1
B. Research Question	4
C. Objective of The Research	5
D. Delimitation of the Research	5
E. The Significant of The Research	5
F. Operational Defiition.....	6
G. Organization of the Study.....	7
CHAPTER II LITERATURE REVIEW	
A. Literature Review	9
1. English Pronunciation	9
2. Pronunciation Ability.....	12
3. English Fricative	13
4. The Problems of English Pronunciation	16
B. Review of Related Finding	20

CHAPTER III RESEARCH METHOD

A. Kind of the Research	22
B. Population and Sample	22
C. Techniques for Collecting Data	24
D. Instrument of the Research.....	27
E. Techniques for Data Analyzing	31
F. Criterion of Interpreting the Data	33

CHAPTER IV FINDING AND DISCUSSION

A. Research Finding	34
B. Discussion	50

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	55
B. Suggestion	56

References

Appendixes

Biography

LIST OF TABLE

Table 1.1 Test text
Table 2.1 Closed-ended Quistioner
Table 3.1 Student's Fricatives Occurence
Table 4.1 All Student's Grade in English Fricative Test
Table 5.1 Result Closed-Ended Quistioner.....

LIST OF APPENDIX

Appendix 1

Appendix 2

Appendix 3

Appendix 4

CHAPTER I

INTRODUCTION

A. Background of the Research

This chapter highlights the background of the research, the problems of the research, the objective of the research, the limitation of the research, the significance of the research, operational definition, and the organization of the research.

English is the original language of the people of England. Today, English is the main language of the United Kingdom, Ireland, the United States of America, Canada, Australia, New Zealand and more than fifty other countries. Worldwide, there are over 400 million native speakers of English, and over one billion more people speak it as a second language. English is probably the third language in terms of number of native speakers (after Mandarin and Spanish) and probably the most widely spoken language on the planet taking into account native and non-native speakers.¹

Consequently English is sometimes described as a "world language" or a "global lingua franca". It is the world's most widely-used language in international business and telecommunications, newspaper and book publishing, scientific publishing, mass entertainment and diplomacy.² From two explanation above, it can be concluded, English is one of common foreign languages, has ever use in world to communicated to each other, although different country and language with English they can speak and talk and other people can understand what they talk about.

¹ Robert Linqanti, Common Definition of English Learner, (One Massachusetts Avenue, NW, Suite 700 Washington, 2013) p:13

² N/A, What is English ?, <https://www.englishclub.com/what-is-english/>, access on august 8th 2017,

As an international language, English is a demand for countries throughout the world. Indonesia is one of the countries that uses English as a foreign language. As a foreign language, English is very different from Indonesian, not only in terms of vocabulary and its structure but also in terms of its sound system.¹⁵ Pronunciation is absolutely crucial in learning language including English. It has a significant role in determining the degree of literacy in one's communication with others, in as much as to talk with other people one must pronounce words. Pronunciation becomes very essential in learning English because when we make mistakes in pronouncing the English words, the listener may not understand what we mean. The pronunciation of the English fricatives is essential although English fricatives are just a small part of the English phonology.¹⁶ From theory above, one of the important things in learning English is learning about pronunciation, even pronunciation is just a small part of learning English because with pronouncing words well, it will not make misunderstand when communicated each other.

Every language on earth has its own particular set of words, most of which are quite different from those of any other languages. Therefore, Indonesians have problems when they learn English, both in making good English sentences and in pronouncing them correctly.¹⁷ Yet, pronunciation problems are common in learning foreign languages, including English. Ramelan argues an Indonesian student, in learning English, is likely to have difficulty in pronouncing the English fricatives [v, ð, s, z, h] since

¹⁵ Christopersen. An English Phonetic Course. London: Longman. 1981 p:1

¹⁶ Roger Lass, Phonology An Introduction to Basic Concepts, Cambridge university press, 1984, p:119

¹⁷ Christopersen. An English Phonetic Course. London: Longman. 1981, p:1

these sounds are not used by most Indonesian speakers in speaking their language.¹⁸

Ramelan states:

If someone wants to learn a foreign language he will obviously meet all kinds of learning problems. Those difficulties have to do with the learning of sound system, the learning of the new vocabulary items and the learning of the unfamiliar ways of arranging the foreign words into sentences.¹⁹

Most of Indonesian students have problems in producing some of the English sounds and some of them are fricative consonants [f, v, θ, s, z, h]. Teachers and students have to deal with these problems properly in their English teaching and learning. A little mistake made during English pronunciation might produce a different meaning and cause misunderstanding between two different native speakers. The word ‘present’, for instance, has different meanings with different features.²⁰ According to Hornby’s Oxford Advanced Learners Dictionary of Current English, the first is [pr znt] which means (of a person) to be in particular place at a particular time. The second is [prZz nt] which means to give something to somebody especially formally at a ceremony. The word “present” has two vowels and five consonants.²¹

From theory and explanation above, the researcher also found this problem in STAIN CURUP specially in English study program, which problem have be found is in pronouncing English fricative word, After doing pre-observastion and interviewing to English lecturer in English department, they said that there are still some students have that problems in pronouncing English fricative. Though pronunciation is not one of

¹⁸ Edmund Gussmann, *Phonology Analysis and Theory*, Cambridge university press, 2002, p:90

¹⁹ Ramelan. *English Phonetics*. Semarang: IKIP Semarang Press. 1985. p:4

²⁰ Brown, Gillian . *Listening to Spoken English*. London: Longman Group Ltd. 1977. p: 11

²¹ Hornby, AS. *Oxfords’ Learner’s Dictionary of Current English*. London: Oxford University Press. 2000, p: 9

English basic skills, it has a great influence in supporting speaking skills in order to avoid misunderstanding and misleading between the speaker and the hearer.

The English study programs in STAIN CURUP are expected to be a good teacher or whatever they want to be as soon as they graduate from English Department of STAIN CURUP. They have to be careful in pronouncing English words since the irregular spelling of English offers a poor guidance to its pronunciation. The seventh semester students of English Department of STAIN CURUP in the academic year 2017/2018 had completed all the subjects related to their study. With regard to English pronunciation they had studied the pronunciation theories and skills as well as working knowledge of phonetic writing, so the researcher chose the ability of the seventh semester students of English Department of STAIN CURUP in the academic year 2017/2018 in pronouncing English fricatives as the topic of the study, and some symbols are often mispronounce the fricatives [v, ð, z, ʒ] as [f, t, d, s, z]. For example the word 'deserve'. They may pronounce it [dis :f] instead of [diz :v]. Another example is the word 'illusion'. They tend to pronounce it [ilu: n] or [ilu:sn] instead of [ilu:in].

In learning pronunciation, a student should pronounce English word correctly in order to avoid misunderstanding in communication among the students. What a student learn will be planted in the their mind for the rest of their life. Therefore, it is recommended that a student learn appropriately especially in learning English pronunciation because English has a different language system from Indonesian language. Based on the explanation above, In this study, the researcher picks the title **“STUDENT’S ABILITY & PROBLEMS IN PRONOUNCING ENGLISH FRICATIVE”**

B. The Problems of The Research Question

Based on the background above, this research tries to find the answer of the following questions:

1. How is the students' ability in pronouncing English fricative ?
2. What are the students' problems in pronouncing English fricative ?

C. Objectives of the Research

Based on the research questions above, the objectives of this research ware:

1. To know students' ability in pronouncing the English fricatives.
2. To know the students' problems in pronouncing English fricatives

D. The Delimitation of the Research

This research was limited to know the ability and problems in pronouncing English fricative. The population of this research was the seventh semester students of the English Department of STAIN CURUP in the academic year 2017/2018.

E. The Significances of the Research

1. Theoretical

The result of the study hopefully will give additional information to the readers about English teaching and learning in Indonesia. It is hoped that this work will be able to present a clear picture of pronouncing English fricative of the university students specially in English department students of STAIN Curup. They can also use it as a reference when they intend to have a study with the same topic in the future and further research about the topic.

2. Practical

The result of the study is expected to give useful contribution to English language learning, both for teachers or lecturer and students. The lecturer can increase and develop their teaching and syllabus based on the result of the study. The students also can use the result of the study as a guide to make their English pronunciation better and are expected to be more careful in their speaking English so that misunderstanding can be avoided.

F. Operational Definition

1. Pronunciation Ability

According to Hornby pronunciation ability is how person or people spelling phonetic symbols correctly base on dictionary, chirstoperson also said it is the way person spelling word and how them spelling it.²² From expert said above pronunciation ability is how do people spelling word base on phonetic symbols and how them spelling it correctly.

2. Pronunciation Problems

A thing that is difficult to achieve, Denoting or relating to people whose behavior causes difficulties to themselves and pronunciation problems is new sound, vocabulary system and unfamiliar ways of arranging the foreign words into sentences, so-called grammatical items. ²³ that's make English learner difficult to learn about pronounciaton and it become problem when speak.

3. English Fricative

²² Hornby, AS. Oxfords' Learner's Dictionary of Current English. London: Oxford University Press. 2000, p:10-15

²³ Ramelan. English Phonetics. Semarang: IKIP Semarang Press. 1985. p:4

Fricative is a kind of consonant besides plosive, affricate, nasal, lateral, rolled, flapped, and semi-vowel in term of manner of articulation. Each of them has particular characteristics, so does fricative. Since fricative is consonant, in producing it the outgoing air meets with obstruction somewhere along the air passage. in which case the obstruction of the outgoing air is partial, not complete as in plosive consonants. This obstruction causes a frictional sound.²⁴ In this research English fricative is a main theory use by researcher and this research focus on students' ability and problems in pronouncing English fricative, hopefully this will give additional information to reader, students and lecturer about it and also can use it as a reference when they intend to have a study with the same topic in the future.

G. Organization of the Study

The study is organized into five chapters. The first chapter contains general background of the study, reasons for choosing the topic, research question, objectives of the research, the limitation of the research, significance of the research, the definition of key terms, and organization of the study. The second chapter presents review of related literature which discusses the ideas and theories underlying the subject matter of the study as a result of library activity. It consists of English pronunciation, pronunciation ability, English fricatives, and problem in pronouncing English fricative. The third chapter deals with the method used by the writer in gathering the required data. It contains population, the choice of population, the sample, the sampling technique, the instruments of the study, data collection, data analysis, and criterion of interpreting the data. The fourth chapter concerns with the result of the data analysis from the first activity up to the last activity. It discusses the process of analyzing the data, the result of

²⁴ Jones, D. A Better English Pronunciation: An Introduction. New Jersey: Prentice Hall Inc. 1983. p: 179

the data analysis, and the factors that might influence the students' pronunciation. The fifth chapter consists of conclusions and suggestions.

CHAPTER II

LITERATURE REVIEW

A. LITERATURE REVIEW

1. English Pronunciation

a. Definition of Pronunciation

Pronunciation has an important role for human beings who use a certain language orally to communicate to each other to maintain the demand of being social creature. It determines understanding between speakers and listeners who convey messages, ideas, and thoughts. In defining the term pronunciation, in his Oxford Advanced Learners' Dictionary states it in two different ways. The first is that the word pronunciation 'is the way in which a language or particular word or sound is pronounced'. Second, pronunciation 'is the way in which a particular person pronounces the words of a language'.²⁵

We cannot only pronounce an English word correctly from its spelling. English spelling is only a poor reflection of pronunciation, although it must be admitted that there is much regularity between sound and written symbol. The ordinary spelling of an English word sometimes has little apparent relation to its sound. There is no one to one correspondence between sound uttered and the letter

²⁵ Hornby, AS. Oxfords' Learner's Dictionary of Current English. London: Oxford University Press. 2000: pp 10-15

which appears in written word. The spelling of thin think and they shows different pronunciation. The letters

thin think are pronounced as [t̪], whereas the letters thin they are pronounced as [ð]. On the other hand, the same sound may have various spellings as the sound [ʃ] in measure, rouge, and seizure. The sound [ʃ] is pronounced inconsistently. It is represented by the letter s in measure, gin rouge, and zin seizure. We pronounce those words [ˈm], [ˈruː], and [ˈsiː]. Therefore, it is necessary for the learner to have a clear understanding of the distinctive sound that appears in English. Actually, English pronunciation covers two features, segmental features and suprasegmental ones. The following is the detail about them.

b. Phoneme

Phoneme, in [linguistics](#) is the smallest unit of [speech](#) distinguishing one word (or word element) from another, as the element *p* in “tap,” which separates that word from “tab,” “tag,” and “tan.” A [phoneme](#) may have more than one variant, called an [allophone](#), which functions as a single sound; for example, the *p*’s of “pat,” “spat,” and “tap” differ slightly phonetically, but that difference, determined by [context](#), has no significance in English. In some languages, where the variant sounds of *p* can change meaning, they are classified as separate phonemes—*e.g.*, in [Thai](#) the aspirated *p* (pronounced with an accompanying puff of air) and unaspirated *p* are distinguished one from the other.

[Phonemes](#) are based on spoken language and may be recorded with special symbols, such as those of the [International Phonetic Alphabet](#). In transcription, linguists conventionally place symbols for phonemes between slash marks: /p/. The term *phoneme* is usually restricted to vowels and consonants, but some linguists extend its application to cover phonologically relevant differences of pitch, [stress](#),

and rhythm. Nowadays the phoneme often has a less central place in phonological theory than it used to have, especially in American linguistics. Many linguists regard the phoneme as a set of simultaneous distinctive features rather than as an unanalyzable unit.

Phoneme is divided in two vowel and consonant :

1. vowel

Vowel is a sound produced with a comparatively open configuration of the vocal tract. In everyday language, a vowel is a letter (sound) of the English alphabet that is not a consonant. A vowel is most often identified as a letter that is not a consonant. More specifically, a vowel is a sound that when paired with a consonant makes a syllable. There are some vowels : A, E, I, O, U. And Sometime Y. There are 14 English vowel, sometimes 20, it depend on what dialect, and to spell it.⁴¹

2. consonant

A consonant is a [speech](#) sound that's not a [vowel](#). The sound of a consonant is produced by a partial or complete obstruction of the airstream by a constriction of the speech organs. In writing, a consonant is any [letter](#) of the [alphabet](#) except A, E, I, O, U, and sometimes Y, *also in consonant ther are fricative*.⁴²

Based on theory above, in pronunciation also learn about phonem because phonem is the smallest unit in the language, and phonetich symbols are learnt in

⁴¹ Nigel Musk, The Vowels & Consonants of English, Sweden: Department of Culture and Communication. 2005, p: 2

⁴² Hornby, AS. Oxfords' Learner's Dictionary of Current English. London: Oxford University Press. 2000: p: 20

phonem, and in phonem also have vowel and consonant, it is about the alphabet which is involved in phonetic symbols, and English fricative is part of consonant alphabet which alphabet is, h, t, s, v, z, f, and etc.

2. *pronunciation Ability*

Pronunciation ability has an important role for human beings who use a certain language orally to communicate to each other to maintain the demand of being social creature. It determines understanding between speakers and listeners who convey messages, ideas, thoughts and It is the act of giving the true sounds of letters in words, and the true accents and quantity of syllables. Pronunciation ability refers to the use of correct stress, rhythm, and intonation of a phonetic symbols in a spoken language. Besides, it is the act or result of producing the sounds of speech, such as: articulation stress and intonation, often with reference to some standard of correctness or acceptability.

A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the area in which they grew up, the area in which they live now. There are some reasons why pronunciation is important, for example improved pronunciation shows that students have become more native like in their categorical perception of sounds. This means that they are more likely not only to sound like native when they speak, but also to understand which sounds that in words that native to them.⁴³ Based on theory above pronunciation ability is one of important role in learning prounciation because with good ability speakers can deliver the message to other with no obstacle, and with it learner can improve their

⁴³ Gimson, A. C. An Introduction to the Pronunciation of English. London, 1989, p: 100

ability in controlling their correct stress, rhythm, and intonation in spelling the phonetic symbols.

3. English Fricative

Fricative is consonants formed by a narrowing of the air-passage at some point, so that when air is expelled by pressure from the lungs, it escapes with a kind of hissing sound. Fricative is a kind of consonant besides plosive, affricate, nasal, lateral, rolled, flapped, and semi-vowel in term of manner of articulation. Each of them has particular characteristics, so does fricative. Since fricative is consonant, in producing it the outgoing air meets with obstruction somewhere along the air passage. In producing fricative consonants, the outgoing air meets with a narrowing of the air passage, in which case the obstruction of the outgoing air is partial, not complete as in plosive consonants. This obstruction causes a frictional sound.⁴⁴

Gimson says :

In the articulation of a fricative consonant, two organs are brought and held sufficiently close together for the escaping air-stream to produce air turbulence; fricatives are, therefore, like plosive and affricates, characterized by a noise component. This turbulence may or may not be accompanied by voice'.⁴⁵

In English, there are ten fricative consonant phonemes. Some of them are voiced [z, v, r, ð, and], and the rest [s, f, h, ʃ, and] are voiceless. As stated by Jones, there exist in English ten fricative consonant phonemes. They are represented

⁴⁴ Jones, D. A Better English Pronunciation: An Introduction. New Jersey: Prentice Hall Inc. 1983. p: 179

⁴⁵ Gimson, A. C. An Introduction to the Pronunciation of English. London, 1989, p: 179

in phonetic transcription by the symbols [f, v, , ð, s, , z, , r, h].⁴⁶ adds, ‘English has voiced and voiceless fricatives at labiodental [v, f], post-dental [, ð], blade-alveolar [s, z], and palato-alveolar [] points of articulation; in addition, it has a voiced post-alveolar fricative [r] and a voiceless glottal fricative [h]’.⁴⁷ Below is the table of the details about English fricative consonants:

SOUND	ARTICULATORY DEFINITION	ARTICULATORY DESCRIPTION
1	2	3
[f]	voiceless labio-dental fricative	The lower lip is put lightly against the upper teeth in such a way that there is slight opening left for the air to go out and to cause some frictional sound to be heard, The soft palate is raised so that no air passes out throughout the nose, the vocal cords are not vibrating.
[v]	voiced labiodental fricative	The lower is put lightly against the upper teeth in such a way that there is a slight opening left for the air to go out and to cause some frictional sound to be heard, the soft palate is raised so that no air passes out throughout the nose, the vocal cords are vibrating.
[]	voiceless dental fricative	The tip of the tongue is put very close to the upper teeth forming a narrow passage through which the air-stream escapes with an audible friction, the soft palate is raised to close off the nasal passage, the vocal cords are not vibrating.
[ð]	voiced dental fricative	The tip of the tongue is put very close to the upper teeth forming a narrow passage through which the air stream escapes with an audible friction; the soft palate is raised so as to close off the nasal passage; the vocal

⁴⁶ Jones, D. A Better English Pronunciation: An Introduction. New Jersey: Prentice Hall Inc. 1983. p: 100

⁴⁷ Ramelan. English Phonetics. Semarang: IKIP Semarang Press. 1985. p:126

		cords are vibrating.
[s]	voiceless blade-alveolar fricative	The blade of the tongue or the tip and the blade of the tongue is raised very close to the teeth ridge, almost touching it, to form an extremely narrow passage, through which the outgoing air escapes with a frictional sound, the soft palate is raised so as to close off the nasal passage, the vocal cords are not vibrating, the lips are spread, not rounded.
[ʃ]	voiceless palato-alveolar fricative	The blade of the tongue is raised towards a point midway between the teeth ridge and the hard palate. At the same time, the main body of the tongue is raised in the direction of the hard palate and retracted. The lips are usually rounded. The vocal cords are not vibrating, and no air escapes through the nose.
[ʒ]	voiced blade-alveolar fricative	The blade of the tongue is raised towards a point midway between the teeth ridge and the hard palate, the tip of the tongue is retracted, and the main body of the tongue is raised toward the hard palate, the lips are lightly rounded, the nasal passage is closed off, the vocal cords are vibrating
[r]	voiced post-alveolar fricative	The tip of the tongue is raised in the direction of the back part of the teeth ridge, forming a narrow passage for the air to go through so that a frictional sound is heard, the vocal cords are made to vibrate, the nasal passage is closed off, the lips are a bit rounded.
[h]	voiceless glottal fricative	The air is driven through the narrow opening between the two vocal cords producing a glottal friction, while the mouth is held in a position for the production of the succeeding vowel, and thus the air does not meet with any interference in the mouth cavity, the vocal cords are not made to vibrate.
[z]	Voiced alveolar fricative	by channeling air flow along a <u>groove</u> in the back of the tongue up to the place of articulation, at which point it is focused against the sharp edge of the nearly clenched

		teeth, causing high-frequency <u>turbulence</u>
--	--	---

48

To pronounce foreign language utterances, as English, is not easy. It is difficult for some people. There will be some problems. And, now, it will be discussed about some problems in pronunciation.

4. The Problems in English Pronunciation

English, for Indonesian, is one of the foreign languages beside Arabic, Japanese, French, etc. As a foreign language, English is difficult for Indonesian learners to master since their tongue and other linguistic devices have been fossilized to produce sounds of the mother tongue in conveying messages orally with others. Furthermore, if someone is learning a foreign language, he will face some new problems; new sound, vocabulary system and unfamiliar ways of arranging the foreign words into sentences, so-called grammatical items.⁴⁹

In writing this study, the writer discusses only the first problem that is new sound system. Or, in other words it is connected with the problem of English pronunciation. Syafei states,

With regard to its pronunciation, the English language is quite difficult for Indonesian learners. In some cases the difficulties are due to the fact that the irregular spelling of the language offers poor guidance to its pronunciation. In other cases, difficulties are due to interference (negative transfer) from the first language to the target language.⁵⁰

It means that for the first problem, the irregular spelling of the language offers poor guidance to its pronunciation. English cannot be pronounced based on the spelling. We know that we can pronounce Indonesian words directly based on its

⁴⁸ Ramelan. English Phonetics. Semarang: IKIP Semarang Press. 1985. p:127-145

⁴⁹ Ramelan. English Phonetics. Semarang: IKIP Semarang Press. 1985. p:4

⁵⁰ syafei, Anas. English Pronunciation Theory and Practice. Jakarta: Proyek Pengembangan LPTK. 1988. p: 2

spelling. In other words, the pronunciation of Indonesian words is almost equivalent with its spelling as in *suku* [s , , k ,], *hari* [h , , , r ,] , etc . Meanwhile, in English, as stated in 2. 1 that cannot be claimed that it will always be pronounced as [] like in *think* [, , , k] or *mouth*[ma, ,], but rather it varies in pronouncing it. It may be pronounced as [ð] as in *they*[ð , e ,] or [t] as in *Thame* [t , , m]. On the other hand, the sound [] can be represented as in *measure* [‘m , , ,], as in *rouge* [‘ru:,] or *z* as in *seizure* [‘si: ,]. So, there is no certainty between English spelling words and its pronunciation. Its pronunciation is seemingly unpredictable.

The second difficulty stated by Syafei, negative transfer (interference), means that in learning a foreign language it will be affected by one’s habit in his mother tongue. This habit may disturb him in producing new sounds in the foreign language. has his own term in this case, that is: “speaking is a matter of habit”. It means since child hood someone has been speaking his mother tongue, which has been implanted deeply in him as part of his habit. The movements of his speech organs have been set to produce the speech sounds of his own language, so it will be difficult for him to change the habit of moving his speech organs in such a way as to produce foreign sounds. There are many reasons why students find difficulties in learning English. In short, it can be said that it is because of different elements in both languages, the mother tongue mastered by students first and the foreign language which they want to learn. Ramelan explained the reasons in details, as follows: ⁵¹

The first problem in pronunciation is caused by the existence of a given sound in the target language, which is not found in the native language. ‘One of them is the

⁵¹Ramelan. English Phonetics. Semarang: IKIP Semarang Press. 1985. p:6-7

existence of a given sound in the latter, which is not found in the former. It means that the native language does not have certain sound in the target language. It is really difficult for learners to pronounce English sounds since they are not familiar with or feel those sounds strange. They have never heard such sound before. They will find difficulty to produce such new sound. Thus, such as in the case of the sound [θ] in the English word think [θɪŋk], an Indonesian student may replace it with another sound he/she has in his/her native language, like [s] or [t]. In this case, he/she will pronounce [θɪŋk] as [sɪŋk] or [tɪŋk].

The second difficulty is sounds which have the same phonetic features in both languages but differ in their distributions 'Another learning problem may be caused by sounds which have the same phonetic features in both languages but differ in their distributions'. It is obvious that both languages, native and target language, may have same phonetic features. Unfortunately, there is a problem about their distributions. These distributions mean that when and where they occur in an utterance, whether in initial, medial, or final position. For example, both Indonesian and English have [p, b, g]. In English, these sounds may occur in an utterance in initial, medial, or final position. In Indonesian, however, such sounds just occur in initial and medial position, not in final. Although in Indonesian orthography the letters b, d, g sometimes appear, but they are pronounced as [p, t, k].

Furthermore, the third difficulty is similar sounds in the two languages, which have different variants or 'allophones'. Ramelan states:

There is still another source of difficulty that is caused by similar sounds in the two languages, which have different variants or 'allophones'. An

allophone is a conditioned variant of a significant group of sounds which occur in a fixed and predictable environment.⁵²

It is reasonable since the Indonesian stops consonants [p, t, k], for example, have one variant only which make them unchanged wherever they occur. The variant is only un-aspirated. On the other hand, English stop consonants have two, aspirated in stressed syllables and un-aspirated in the unstressed syllables. Consequently, most of Indonesian students find it problem to pronounce such sounds in English when they occur in stressed syllables.

Moreover, the fourth difficulty is similar sounds in the two languages which differ only slightly in their phonetic features. Another difficulty caused by similar sounds in the two languages which differ only slightly in their phonetic features. Similar sounds in both languages tend to make Indonesian learners confused. For example, in the word teacher [ti:tʃə], some students replace /ti/ sound with /te/, an Indonesian sound. Both sounds are affricate. However, they are not same; Indonesian /te/ is more fronted than English /ti/ and the lips are not rounded to produce such sound. Although this pronunciation may be accepted by native speakers, it sounds strange for them.⁵³

Finally, the last difficulty is cluster or sequence of sounds. 'Sounds that have the same qualities in both languages may constitute some learning problem if they occur in a cluster or sequence of sounds'.⁵⁴ In both languages, there are clusters. In Indonesian, however, clusters rarely exist or they are used inconsistently, while they

⁵² Ramelan. English Phonetics. Semarang: IKIP Semarang Press. 1985. p:6

⁵³ Edmund Gussmann, Phonology Analysis and Theory, Cambridge university press, 2002, p:7

⁵⁴ Roger Lass , Phonology An Introduction to Basic Concepts, Cambridge university press, 1984, p:8

are mostly used in English. In this case, Indonesian learners are not really familiar enough with clusters.

B. Review of the Related Findings

Related in this research, especially about pronunciation ability which have done by the researcher, *the first* is, “pronunciation ability by using English song in Indonesia student ”, in her conclusion, The data obtained by means of test and interviews indicated that Indonesian students with song them can increase their pronunciation ability and student more interested in learning pronunciation by using song because they have got something new and enjoyable during their study. Her research underscored the pronunciation of song meanwhile, this recent study focused on spelling english fricative.

Second, “students’ pronunciation ability in reading report text”, conclusion: Based on the results of the research, it can be found out how many students succeed or failed in pronouncing the English words in the text. Bas on the result of test, most of the students were below satisfactory level. It can be said that the pronunciation skill of the students was very poor. In addition, words they fail to pronounce were words that they read almost every time they come to their campus, for example the word “English” which they fail to pronounce though it is very familiar to them since they are the English Department students. Same like reasearch about same search about ability, the different just in his research about reading and in this research about pronunciation.

Third, “problems in teaching pronunciaton English fricative”, concluded that In conclusion, it can be pointed out that teaching pronucation specially in English fricarive. As an inevitable consequence of the previous statement, teacher must be mastered the way of teaching pronunciation. In this study, it discussed the problems in teaching

prounciaton English fricative. Also we defined that prounciation has important role in communication especially among peopole in different country which causes to give advantages of the source culture, knowing the habits and customs even religious customs. Same related whit my research is same research about problems in prnounciaton, the different in his reseach about problem in teaching, in this research about producing it.

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of the Research

In this research, the researcher was using deptive research, it presented in quantitative ways. According to Hadi Sutrisno “quantitative research as research is done to know the conscious that caused by an act given by the researcher”.⁵⁵ Nuna said that quantitative reasearch is carried out in order to explore the strength of relationship between two variable.⁵⁶

In quantitative research, it assumes that all knowledge is relative, that there is a subjective element to all knowledge and research, and holistic ungeneralizable studies are justifiable⁵⁷. Bogdan & Biklen stated that quantitative research concerns providing data from a phenomenon that occurs naturally without any intervention of an experiment or an artificially contrived treatment⁵⁸.

B. Population and Sample

For this research, the researcher used total sampling to choose the sample. Research subject relates to population and sample. According to Best, ⁵⁹“Population is any group of individuals that have one or more ch aracteristics in common that interes

⁵⁵ Hadi Sutrisno, *Moethodology Of Research*, (Yogyakarta: Yayasan Penerbit Fakultas Psikologi,1985

⁵⁶ Nunan David, *Research Method In Language Learning*.NewYork,Cambrige University Press 1992,p.24

⁵⁷Nunan David, *Research Methods in Language Learning*, (Cambridge University Pers, Cambridge, 2009), p. 3.

⁵⁸ Ibid, Page. 1

⁵⁹ Best, J.W. *Research in Education*. Englewood Cliff, New Jersey: Prentice Hall Inc. 1981 p: 8

the researcher”. Whereas, Tuckman states,³³ “Sample is representative group from the population as respondents”.

a. Population

The population of this study was the students seventh semester English students of STAIN CURUP (A, B, and C class). The Research took them as the population for two reasons. :

- 1). They had studied all the subjects related to their English achievement.
- 2). They had studied all the subjects related to English pronunciation theories as well as working knowledge of phonetic writing, such as: pronunciation, phonology, Speaking I,II,III,IV

No	Class	Total Students
1	A	13
2	B	15
3	C	12
Total all students		40

b. Sample

The sample of population. According to Allen ideally samples should be representative of some defined population and there should be no bias in their selection.

³³ Tuckman, Bill. To develop Good Research. Hong Kong: Oxford University Press. 1978 p: 227

The larger a sample is, the more representative it is likely to be. Since the seventh semester only 40 students and the researcher took all the students as a sample.³⁴

C. Technique for Collecting Data

Gathering the data is the most important thing in doing a research though it is tiring. The data were obtained from the 45 students of the eighth semester of the English Department of STAIN CURUP in the academic year 2016/2017. According to Sudjana there are several ways in collecting the data, such as:

1. Instrument Testing

Creswell mentions, “the instrument of choice in naturatstic inquiry is the human”³⁵. In quantitative research, the researcher is the primary research instrument³⁶. From the explanation, it can be concluded that researcher himself collect the data, and also who analyze it.

A research instrument is materials or facility the researcher uses in collecting the data to make her/his work easier and to get a better result which is more accurate, complete, and systematic.³⁷ In order to get the required data the writer used a tape-recorder, a ninety minute blank cassette, pronunciation test items, and a Hornby’s Oxford Advanced Learner’s Dictionary of Current English as the instrument of the research.

³⁴ Allen, J.P.B. and Alan Davies. Testing and Experimental Methods. London: Oxford University Press. 1977 p:138

³⁵ John W. Cresswell, *Qualitative Inquiry and Research Design Choosing Among Five Approach 2nd*, (Sage Publication, California), P. 38

³⁶ Robert A. Crocker, *Qualitative Research in Applied Linguistic: A Practical Introduction*, (Palgrave MacMillian, 2009), p. 05

³⁷ rikunto, Suharsimi. Prosedur Penelitian Suatu Pendekatan Praktek Revisi V. Jakarta: PT. Rineka Cipta. 2002 p:136

The pronunciation test contained 24 sentences. Many of the sentences are taken from Hornby's English Phonetics as the test items. It contained 12 fricative (f: voiceless labio-dental fricative, in Q,no: 2, 3, 7, 14, 17, 22, 24) , 18 fricative (v: voiced labiodental Fricative in Q,no: 5, 8, 11, 16, 17, 24), 15 fricative (θ: voiceless dental fricative in Q,no: 2, 3, 4, 7, 9, 10, 13), 32 fricative (ð: voiced dental fricative in Q,no: 3, 5, 17, 22, 7, 14, 24, 15, 18, 17, 22, 23, 20), 18 fricative (s: voiceless blade-alveolar fricative in Q,no: 3, 5, 6, 11, 13, 15, 17, 20, 21, 23) ,24 fricative (z: voiced alveolar fricative in Q,no: 1, 11, 12, 13, 14, 16, 17, 18, 22), 13 fricative (ʃ: voiceless plato-alveolar fricative in Q,no: 1, 2, 4, 6, 8, 14, 22, 24, 18, 17) , 15 fricative (ʒ: voiced blade-alveolar fricative in Q,no: 3, 5, 7, 14, 22, 24, 15, 23), 17 fricative (r: voiced post-alveolar fricative in Q,no: 1, 2, 3, 6, 7, 12, 14, 15, 19, 22, 24), 10 fricative (h: voiceless glottal fricative in Q,no: 5, 2, 4, 6, 7, 8, 11, 14, 23).³⁸

2. Questionnaire

According to Ary et.al, questionnaire is an instrument in which respondents provide written response to questions or mark items that indicate their response. Although they are often designed for statistical analysis of the responses, this is not always the case, questionnaires are also sharply limited by the fact that respondents must be able to read the questions and respond to them.³⁹ Questionnaire is a data collection instrument consistant of a series of questions and other prompts for the purpose of gathering information from respondents. In collecting data, the researcher applied questionnaire.

³⁸ Prof. Dr. Sudjana, Metode Statistika. Bandung: Tarsito, 2002 p:8

³⁹ Christina Hughes, *Qualitative and Quantitative Approaches*, C.L.Hughes@warwick.ac.uk. 1989. P 22

Therefore, the instruments of this research were group of written question (questionnaire) itself. It can be administered by mail, telephone, using face-to-face interviews, as handouts, or electronically.⁴⁰ The format of questionnaire of this research is closed-ended. Closed questions structure the answer by allowing only answers which fit into categories that have been decided in advanced by the researcher. For example, strongly agree/agree/neutral/disagree/strongly disagree/unable to answer.⁴¹ Questionnaire was prepared by researcher by using Likert Scale. Likert Scale is a scale used to measure the perceptions, attitudes or opinions about a person or group, events or social phenomena, based on the operational definition that has been set by the researcher.⁴² This research measured the main thing, the perception, which is obtained from the questionnaire given to teacher. Therefore, the researchers used Likert Scale to describe the results of the questionnaire which has five options as alternative answers. They were :

- 1) SS : Sangat Setuju (Very Agree : 5)
- 2) S : Setuju (Agree : 4)
- 3) N : Netral (Netral : 3)
- 4) TS : Tidak Setuju (Disagree : 2)
- 5) STS : Sangat Tidak Setuju (Very Disagree : 1)

⁴⁰Taylor Powell, *Questionnaire Design : Asking question with a purpose*, (University of Wisconsin Cooperative Extension, 1998), P.2

⁴¹<http://www.simplypsychology.Org/questionnaires.html> Accessed on November 27th 2016

⁴² Arif Naufan Sapetra. 2015. Cara Menghitung Kuesioner Skala Likert. Accessed in <http://naufanoetra.blogspot.co.id/2015/11/cara-menghitung-kuesioner-skala-likert.html> on June 7th 2016

D. Instruments of the Research

1. Test

The pronunciation test contained 24 sentences. Many of the sentences are taken from Horby, As ' English Phonetics as the test items. It contained 12 fricative (f: voiceless labio-dental fricative, in Q,no: 2, 3, 7, 14, 17, 22, 24) , 18 fricative (v: voiced labiodental Fricative in Q,no: 5, 8, 11, 16, 17, 24), 15 fricative (θ : voiceless dental fricative in Q,no: 2, 3, 4, 7, 9, 10, 13), 32 fricative (ð: voiced dental fricative in Q,no: 3, 5, 17, 22, 7, 14, 24, 15, 18, 17, 22, 23, 20), 18 fricative (s: voiceless blade-alveolar fricative in Q,no: 3, 5, 6, 11, 13, 15, 17, 20, 21, 23) ,24 fricative (z: voiced alveolar fricative in Q,no: 1, 11, 12, 13, 14, 16, 17, 18, 22), 13 fricative (t :voiceless plato-alveolar fricative in Q,no: 1, 2, 4, 6, 8, 14, 22, 24, 18, 17), 15 fricative (d : voiced blade-alveolar fricative in Q,no: 3, 5, 7, 14, 22, 24, 15, 23), 17 fricative (r: voiced post-alveolar fricative in Q,no: 1, 2, 3, 6, 7, 12, 14, 15, 19, 22, 24), 10 fricative (h: voiceless glottal fricative in Q,no: 5, 2, 4, 6, 7, 8, 11, 14, 23).⁴³

The Instrument the Study

Table 1.1 Test text. Read the following sentences loudly and clearly!

No	Test
1	A mirage is an illusion usually in a desert.
2	Calmly father parked the car in the garage
3	Charles is so ashamed to show the shape of his shoulder.
4	They wear the jackets in the bad weather.
5	You should have the wolves by hook or by crook
6	Show Sue how to sew and wash shirts.
7	The thief thought of going through north or through south
8	You can save enough money safely in a bank.
9	With chain matches the watch on the chair.

⁴³ Prof. Dr. Sudjana, Metode Statistika. Bandung: Tarsito, 2002 p:8

10	Though the three youths walked through together in June.
11	He believes that his sons deserve praise.
12	Pleasure can't be measure like treasure.
13	Enchanting with the children's singing is such a pleasure.
14	The question is how the child has a chance to chomp on a bar of chocolate leisurely on that chair.
15	This major enjoyed the joke of the sergeants.
16	Her decision to leave the division is usual.
17	Swarms of bees buzz among the leaves.
18	Jack enjoyed eating oranges in a Jacuzzi in Japan.
19	Ruth Smith walked through the cathedral.
20	John joins the agent joyfully.
21	She is no longer in the first flush of youth.
22	The camouflage hinders the seizure of the closure
23	This shoe brush is sold in a shop.
24	Very few doves have flown to far off countries.

This test taken from Horby, as book, and ever used to test the student,⁴⁴

To evaluate the reability of this test there are two raters to evaluate the student answer included the researcher the first rather and second rater ,

2. Questioner

According to Ary et.al, questionnaire is an instrument in which respondents provide written response to questions or mark items that indicate their response. Although they are often designed for statistical analysis of the responses, this is not always the case, questionnaires are also sharply limited by the fact that respondents must be able to read the questions and respond to them.⁴⁵

Table 2.1 Closed-ended Questioner

Student perception about pronouncing English Fricative

No	Indicator	Sub indicator	Statements	Very agree	Agree	Netral	Disagree	Very disagree
----	-----------	---------------	------------	------------	-------	--------	----------	---------------

⁴⁴ Hornby, AS. Oxfords' Learner's Dictionary of Current English. London: Oxford University Press. 2000: p: 100

⁴⁵ Christina Hughes, *Qualitative and Quantitative Approaches*, C.L.Hughes@warwick.ac.uk. 1989. P 22

1	the existence of a given sound in the target language, which is not found in the native language	<p>1. Native language does not have certain sound in target language</p> <p>2. Student never heard such sound before</p> <p>3. Student are not familiar with or feel those sounds strange</p>	<p>1. you have some problem because of some sound didn't exist in your language</p> <p>2. you have some problem producing sound you never hear before</p> <p>3. you have problem with not familiar of strange sounds</p>					
2	the same phonetic features in both languages but differ in their distributions	1. Sound which have same phonetic symbol in both languages but differ in their distribution	1. you have problem in produce same symbol in both language but different sound					
3	similar sounds in the two languages, which have different variants or 'allophones	<p>1. An allophone is a conditioned variant of a significant group of sounds</p> <p>2. The variant is only un-aspirated</p> <p>3. problem to pronounce such sounds in English when they occur in stressed syllables</p>	<p>1. you trouble with variant of allophone which is have variant of sound</p> <p>2. you trouble with aspirated and un-aspirated, which is not exist in your language</p> <p>3. you trouble with sound which need to produce stressed syllables</p>					
4	similar sounds that	1. Similar sounds in	1. you have problem with same sound but different word					

	only differ slightly in their phonetic features.	the two languages 2. The shape of lips are not same as native to produce such sound	2. you trouble with your lips to produce such of sound					
5	Sounds that have the same qualities in both languages	1. learning problem if they occur in a cluster or sequence of sounds 2. clusters rarely exist or they are used inconsistently 3. Indonesian learners are not really familiar enough with clusters.	1. you have problems in group of sounds that don't exist in your language 2. you have problem with not familiar groups of sounds.					

E. The Technique for Data Analysis

After the pronunciation test was conducted, the recorded data were analyzed. According to Saleh there are four ways in analyzing the data: ⁴⁶

1). Coding

Coding means to change the information into symbols either in letter or in number. It is necessary to organize the data and to make them easier to be analyzed.

⁴⁶ Saleh, Mursid, Penelitian Pengajaran Bahasa. Semarang Semarang Press. 2001 pp: 39-40

Here, the writer transcribed phonetically the students' pronunciation into phonetic transcription based on Hornby's Oxford Advanced Learners Dictionary of Current English. The students' mistakes in pronouncing English fricatives can be identified after listening to the students' pronunciation from the recorded data for several times.

2). Data Organizing

After the data are coded, they must be organized. The data which are not organized properly will be difficult to be read and understood. After the writer identified the students' mistakes in pronouncing English fricatives, she then grouped them into separate divisions, the correct pronunciation and the wrong pronunciation.

3). Counting

After the students' score in pronouncing English fricatives had been grouped into separate division, the writer employed the percentage of each kind of question. use Preselected Category Approach as follows:

$$x_1 = \frac{\sum F}{\sum N} \times 100\%$$

where X_1 : the percentage of each kind of fricative question

F: frequency of each kind of fricative question correct

N: all question frequency

: the sum of

The next step was counting. The researcher employed the percentage descriptive analysis to count all mistakes by using a simple formula as follows:

$$x_1 = \frac{\sum E}{\sum W} \times 100\%$$

where X: the percentage of fricative question mistakes

E: various of fricative question mistakes

W: fricatives sounds

: the sum of

4). Tabulation

Then, the researcher also calculated total number and percentage of each student's perception based on the result of questionnaire given to them, by using the formula :

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

P : Number of percentage

F : the frequency of answer

N : Number of sample⁴⁷

F. Criterion of Interpreting the Data

The writer used certain criterion based on Tinambunan's criterion as cited by Tartiasih in order to know how well the students pronounce the English fricatives.

48

Table 1. Tinambunan's Criterion of Interpreting the Data

⁴⁷ Herzberg, Paul. *Principles of Statistic*, (New York: University Press, 1993)

⁴⁸ Tartiasih, Eko Yuni, A Descriptive Study on Elementary School Teachers' Ability in Pronouncing English Words: The Case of the Elementary School Teachers in Adimulyo, Kebumen, UNNES, Unpublished thesis, 2006, p 25

The Percentage of Correct Pronunciation	Level of Ability
93% - 100%	Excellent
85% - 92%	Very Good
75% - 84%	good
60% - 74%	Poor
below 60%	Very Poor

CHAPTER IV

FINDINGS AND DISCUSSION

The fourth chapter concerns with the result of the data analysis from the first activity up to the last activity. It discusses the data analysis and the result of the data analysis, the students' ability and problems in pronouncing english fricative at seventh semester of STAIN CURUP.

A. Research Findings

A pronunciation test has been given to 40 students on December 5th, 2017 at STAIN CURUP Rejang Lebong. Each student was asked to read the pronunciation test made in the form of sentences containing English Fricatives. The students' pronunciations were then recorded with researcher android cell phone. The recorder was played back for several times to get accurate data. Their pronunciations were then transcribed into table. It discusses the data analysis and the result of the data analysis, and the factors that might influence the students' pronunciation in this folowing analysis.

1. The Student's Ability in Pronouncing Fricative.

Table 3.1 The Student's Fricative Occurence

No	Students Code	Total Correct	Percentages	Grade
1	Student 1	14	58,33%	Very poor
2	Student 2	13	54,16%	Very poor
3	Student 3	17	70,83%	Poor
4	Student 4	11	45,83%	Very poor

5	Student 5	19	79,16%	Good
6	Student 6	20	83,33%	Good
7	Student 7	10	41,66%	Very poor
8	Student 8	13	54,16%	Very poor
9	Student 9	22	91,66%	Very Good
10	Student 10	19	79,16%	Good
11	Student 11	15	69,5%	Poor
12	Student 12	9	37,5%	Very poor
13	Student 13	22	91,66%	Very Good
14	Student 14	18	75%	Good
15	Student 15	14	58,33%	Very poor
16	Student 16	17	70,83%	Poor
17	Student 17	11	45,83%	Very poor
18	Student 18	14	58,33%	Very poor
19	Student 19	17	70,83%	Poor
20	Student 20	11	45,83%	Very poor
21	Student 21	14	58,33%	Very poor
22	Student 22	11	45,83%	Very poor
23	Student 23	17	70,83%	Poor
24	Student 24	21	87,5%	Very Good
25	Student 25	22	91,66%	Very Good
26	Student 26	9	37,5%	Very poor

27	Student 27	21	87,5%	Very Good
28	Student 28	17	70,83%	Poor
29	Student 29	19	79,16%	Good
30	Student 30	19	79,16%	Good
31	Student 31	18	75%	Good
32	Student 32	15	69,5%	Very poor
33	Student 33	21	87,5%	Very Good
34	Student 34	14	58,33%	Very poor
35	Student 35	16	66,66%	Poor
36	Student 36	20	83,33%	Good
37	Student 37	17	70,83%	Poor
38	Student 38	15	69,5%	Poor
39	Student 39	19	79,16%	Good
40	Student 40	18	75%	Good
Average		16,22	68,13%	Poor

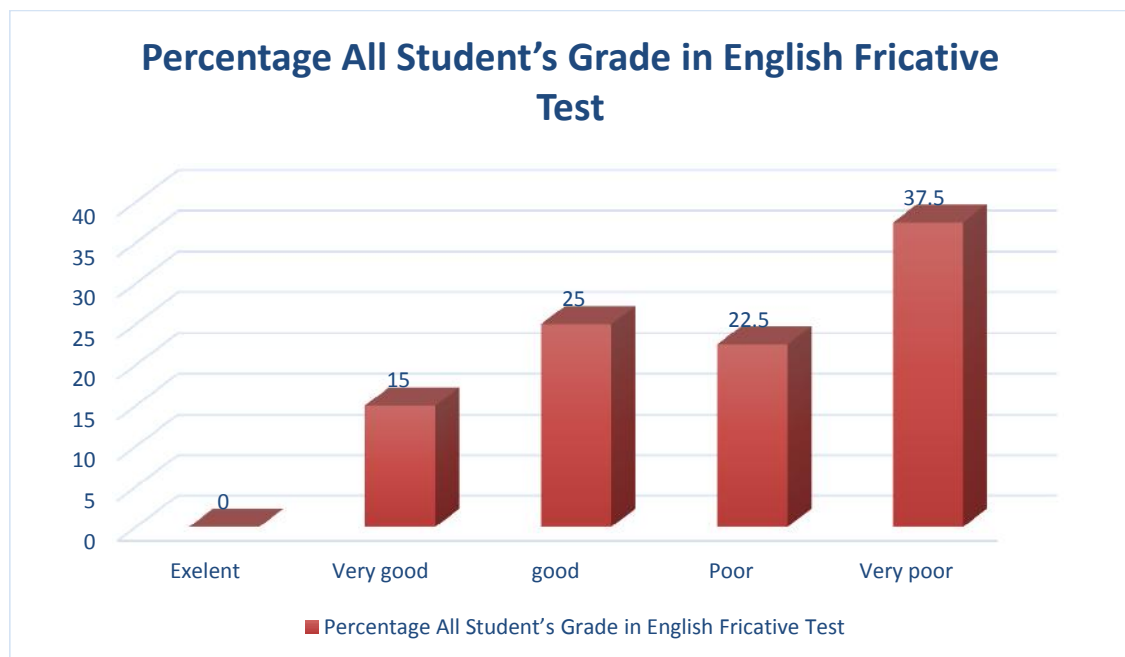
From the result of 40 students test above, the average was only 68,13%. that means the students' ability were still "poor" in pronouncing English fricative, and it really concern for seventh semester because they were already at the end of their study and still had a poor skill in pronouncing words specially in English fricative. From test, the researcher found that some students were still having difficulty in pronouncing fricative and spell some different words with same sound.

One of major pronunciation failure made by the students pronouncing fricative: [q], [v], [ð], [z]. The students faced biggest problem in pronouncing the fricative [z]. The chance of the students' fail in pronouncing the fricative [z] large enough. This is considered "Very Poor" for the students in pronouncing the fricative [z]. They tended to pronounce [z] as [s], [z] or []. For example, the word 'leisure' was pronounced [le . r] or [li .] or [le F] instead of [leqr].

Table 4.1 All Student's Grade in English Fricative Test

No	Grade	Students	%
1	Exelent	0	0
2	Very good	6	15
3	Good	10	25
4	Poor	9	22,5
5	Very poor	15	37,5
Total		40	100

Chart 1.1



Student's Grade in Pronouncing English Fricative

From the table and chart above only 6 students get grade "Very good" that just 15% students, that's indicate seventh semester pronouncing skill just a several students really understand and well spelling English fricative. From 40 students which only 6 students get grade very good that number is very low, for ability it really apprehensive at seventh semester.

From the table and chart above 40 students who only get Grade "good" are just 10 students that's just 25% students reach average ability in pronouncing English fricative, from that grade it's still apprehensive for students at seventh semester, why because from all students just 10 had good grade, that indicate rest of them still need more study to increase their ability in pronunciation specially in English fricative.

From table above and chart only 9 students got "poor" (22,5%) from all students. It's rather below than good grade that get 25%, but still this 9 students need study more to improve and increase their pronunciation, because they were already at seventh semester they must give an example to their junior so they will have passion to improve their pronunciation to.

Last from table and chart above 25 students (37,5%) got "very poor", this grade is very apprehensive for seventh semester because more than half students get very poor, it indicated those students really need to improve their ability in pronunciation specially in English fricative, because if they do not concern about this, it will effect for them at the end of their study, and it will become big problem for them.

The conclusion is students average ability in pronouncing English fricatives is poor, that mean students from English study programs really need lots of practice in

learning and pronouncing english fricative well, and it will become a problems for them in the future if their not improve it from now on, because their already at the end of their study.

2. The Student's Problems in Pronouncing English Fricative

A quistioner was given to 40 students on December 5th, 2017 at STAIN CURUP Rejang Lebong. Each student was asked to fill the quistioner made in the form of Close – ended Statementnaire. The students' answer will put in table. The researcher will annalyze the data and put it in the table. It discusses the data analysis and the result of the data analysis, and the factors that might influence the students' pronunciation in this folowing analysis.

Table 5.1

Close – Ended Statementnaire

No	Statements	Very agree		Agree		Netral		Disagree		Very disagree		Total	
		F	S	F	S	F	S	F	S	F	S	F	%
I.1	4. you have some problem because some sound didn't exist in your language	2	10	26	104	6	18	6	12	0	0	40	72
	5. you have some problems in producing sound you never hear before	2	10	28	112	10	30	0	0	0	0	40	76
	6. you have problems	2	10	20	80	15	45	2	4	1	1	40	70

	with not familiar or strange sounds												
I.2	7. you have problem in produce same symbol in both language but different sound	1	5	10	40	24	72	5	10	0	0	40	63.5
I.3	8. you trouble with variant of allophone which is have variant of sound	5	25	16	64	15	45	4	8	0	0	40	71
	9. you trouble with aspirated and un-aspirated, which is not exist in your language	20	100	14	56	6	18	0	0	0	0	40	87
	10. you trouble with sound which need to produce stressed syllables	8	40	15	60	13	39	4	8	0	0	40	73
I.4	11. you have problem with same	3	15	20	80	14	42	3	6	0	0	40	71

	sound but diferent word												
	12. you truble whit your lips to produce such of sound	3	15	25	100	7	21	4	8	1	1	40	72
I.5	13. you have problems in group of sounds thats don't exist in your language	5	25	25	100	5	15	5	10	0	0	40	75
	14. you have problem with not familiar groups of sounds	10	50	20	80	4	12	6	12	0	0	40	77
I.6	Total	60	300	219	876	118	354	40	80	2	2	74,1	

From the table above, for Statement number one 69 %, students “agreed” about some sound which didn’t exist in mother language can become a problem. In Statement number two 76% students “agreed” about producing sound they never hear before can be problem. Statement number three, 70% students also “agreed” that they not familiar or strange sounds can be a problems. From that precentace students agree that three problems from first indicator can be problems for them in learning pronunciation specially in English fricative.

From the table above in the second indicator, Statement number 3 got 63%, the answer indicate that students “netral” with problems about same symbol in both language

but different sound, this problem was not really bothering students to learn pronunciation. But it did not avoid the chance will affect other students in learning process and may the students in the future.

From the third indicator, Statement number five 71% students “agreed” about variant of allophone which is have variant of sound can be a problems for them, in Statement number six 87% students “agreed” about aspirated and un-aspirated, which is not exist in mother language can be problem, and Statement number seven, 73% students “agreed” about word which need stress or syllables to produce can be problem, from the students answer above their agree those problems can influence their performance in learning pronunciation specially in fricative, because three term are all included in it.

From the fourth indicator, Statement number eight 71% students “agreed” about word with same alphabeth but different sound can be a problem for them, and Statement number nine 72% students “agreed” the different shape of lips to make some fricative sound also can be a problem. The students agreed those problems can influence their process in learning pronunciation and it can slow them down to copy and spell the word.

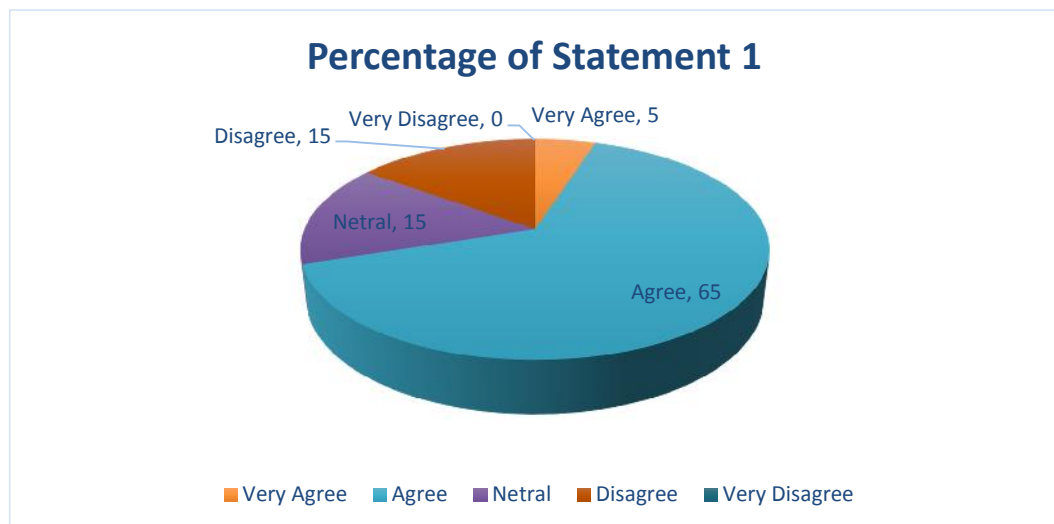
From the fifth indicator, for statement number ten 75% students “agreed” which is group of sounds don’t exist in mother language can be a problem for the students, and Statement number eleven, 77% students “agreed” that they were not familiar of those group sounds in this case is sound and group of english fricative also can be a problem, from the answer that indicate students ar agreed with those Statement, in the learning process also can be a problem for student, why because students need a time to get use to something which they did’t know.

The conclusion is from the all answers 74.1% students agreed all those problems in Statementer can become a problems for them in learning pronunciation and can slow them down to absorb the knowledge did they need specially in pronouncing english fricative. Next is the percentages of each statements from student's and presenting in table and chart.

a) The Existence of a Given Sound in The Target Language, Which is Not Found in The Native Language

No	Statement number	Very agree		Agree		Netral		Disagree		Very disagree		Total	Total	
		F	%	F	%	F	%	F	%	F	%	%	F	%
I.1	Q.1	2	5	26	65	6	15	6	15	0	0	100	40	72
	Q.2	2	5	28	70	10	25	0	0	0	0	100	40	76
	Q.3	2	5	20	50	15	37.5	2	5	1	2.5	100	40	70

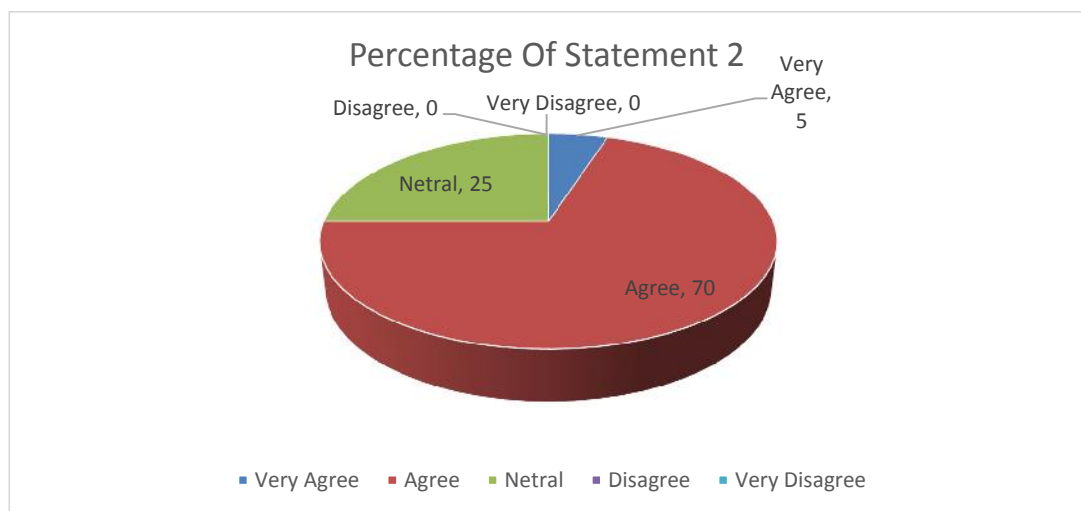
Chart 1.2 Statement 1



From the Statement number 1 the researcher displayed in chart, 5% students very agree, 65% agree, 15% netral, also 15% in disagree, based on the chart, researcher

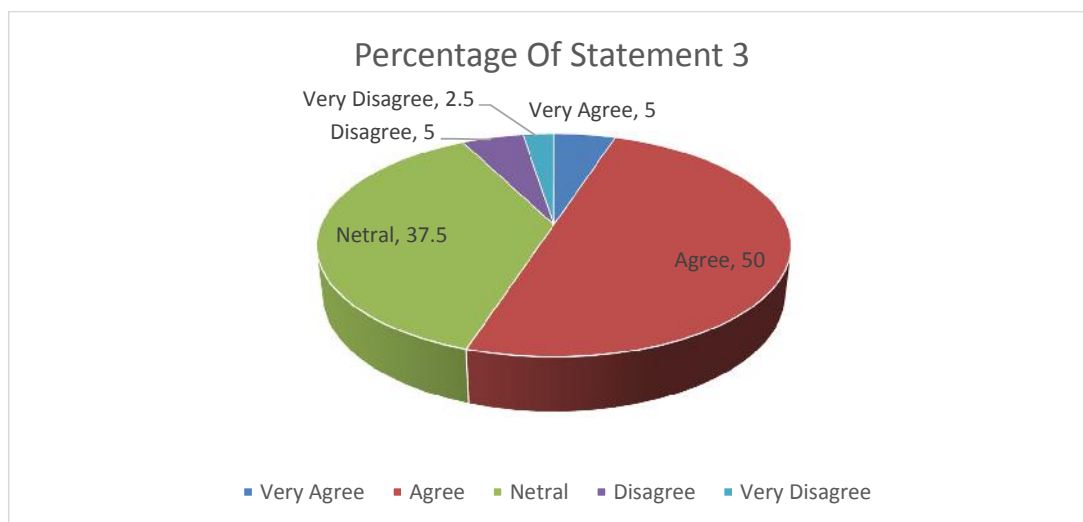
concluded that sounds which don't exist in mother language can become problem for students in pronouncing some words specially in fricative and it will effect to student'.

Chart 1.3 Statement 2



From the Statement number 2, 5% students very agree, 70% agree, 25% netral, also 15% in disagree, from the table, chart and the answer thats indicated to produce some words which they never heard is problem for students', because they didn't really know about that words and when they produce the sounds they are not same as they expected and not correct.

Chart 1.4 Statement 3

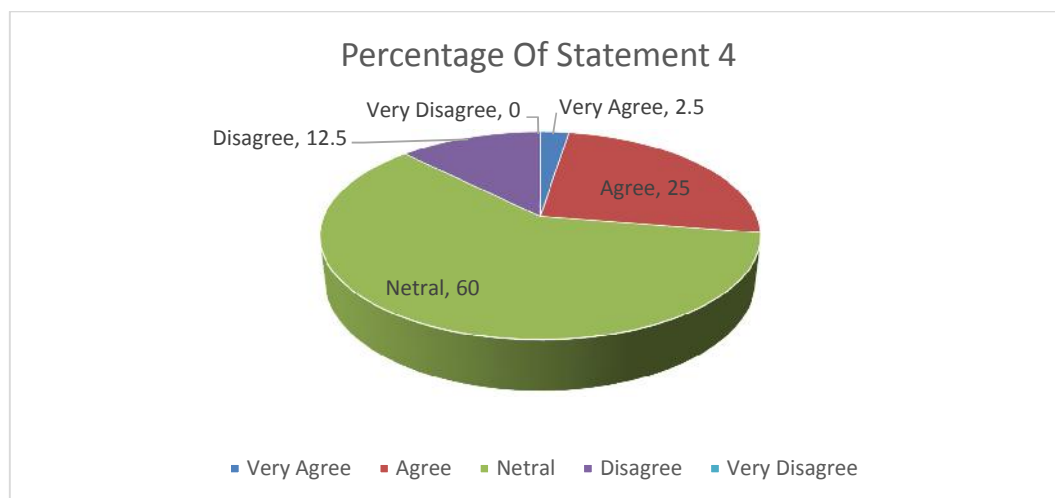


From the Statement number 3 the researcher got both from table and chart, 5% students very agree, 50% agree, 37,5% netral, 5% in disagree and very disagree 5%, from table and chart the researcher got variant answer and agree and netral the range is not to far, that indicated strange or not familiar sounds sometimes become problems for some students. The factor was students ever heard that sound and forget it or ever practice an forget to produce it.

b) The Same Phonetic Features in Both Languages But Different in Their Distributions

No	Statement number	Very agree		Agree		Netral		Disagree		Very disagree		Total		Total	
		F	%	F	%	F	%	F	%	F	%	%	F	%	
I.2	Q.4	1	2.5	10	25	24	60	5	12,5	0	0	100	40	63.5	

Chart 1,5 Statement 4

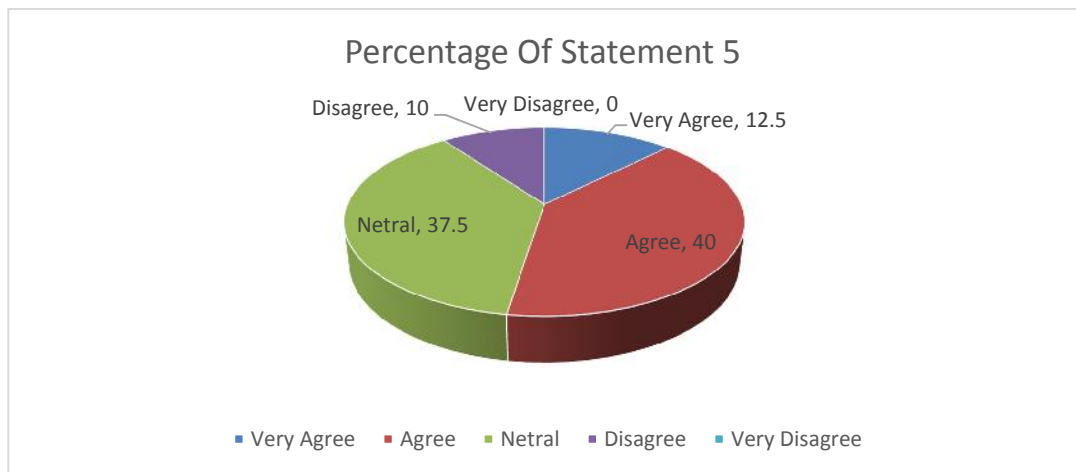


From the Statement number 4 the researcher got both from table and chart, 2,5% students very agree, 25% agree, 60% netral, also 12,5% in disagree, from the table and chart above that indicate the same symbol in both language but different in sound are netral for students, this problems for some students were not really bothering students to learn pronunciation, but it not close the chance it will affect the students.

c) Similar Sounds in The Two Languages, Which Have Different Variants or ‘Allophones.

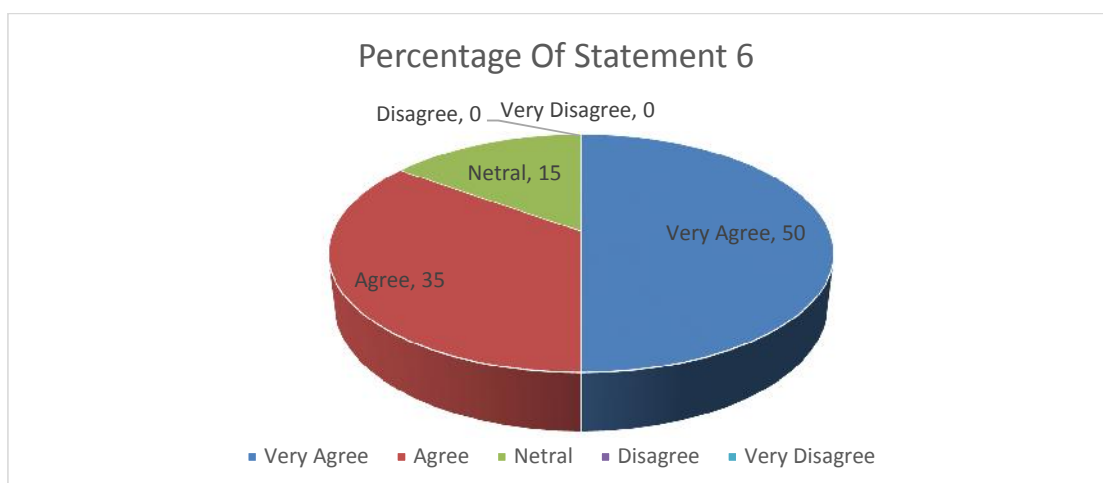
No	Statement number	Very agree		Agree		Netral		Disagree		Very disagree		Total	Total	
		F	%	F	%	F	%	F	%	F	%	%	F	%
I.3	Q.5	5	12,5	16	40	15	37,5	4	10	0	0	100	40	71
	Q.6	20	50	14	35	6	15	0	0	0	0	100	40	87
	Q.7	8	20	15	37,5	13	32,5	4	10	0	0	100	40	73

Chart 1,6 Statement 5



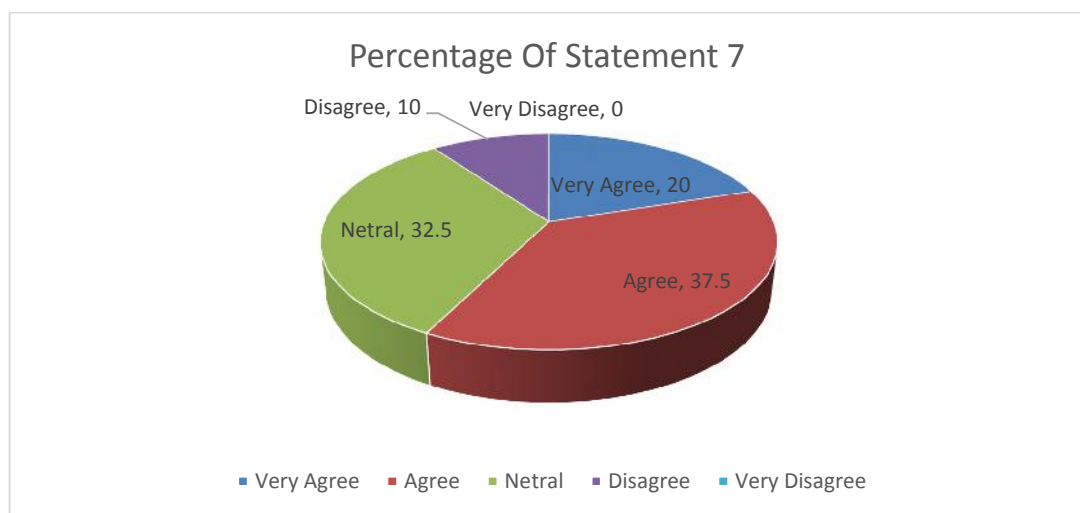
From the Statement number 5 the researcher got both from table and chart, 12,5% students very agree, 40% agree, 37,5% netral, and 10% in disagree, from the chart and the table between 3 answer that was quite balance. That indicated variants of alophone which have variant sounds some students get trouble with it, some fell netral with it, it not close chance it will affect students performance in the future.

Chart 1,7 Statement 6



From the Statement number 6 the researcher got both from table and chart, 50% students very agree, 35% agree, 15% netral, and 0% in disagree, from the chart and table above students agreed that aspirated and un-aspirated, which is not exist in mother language can be problem for students to learn pronunciation, because it will make students confuse cause of which word there is not exist in their mother language.

Chart 1,8 Statement 7



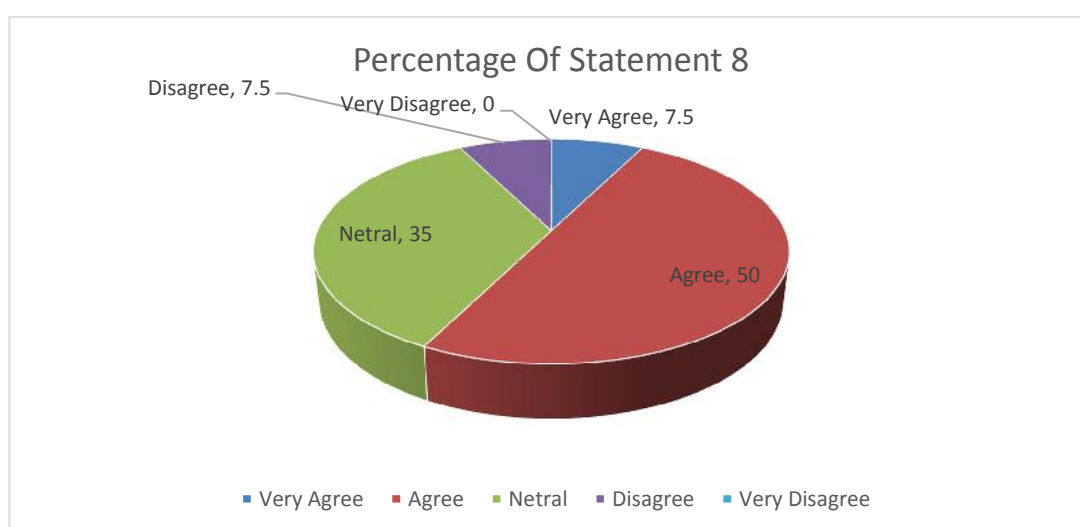
From the Statement number 7, the researcher got both from table and chart, 20% students very agree, 37,5% agree, 32,5% netral, and 10% in disagree, from the chart and table students agreed that word need stress or syllables to produce can made a problem for students in learning process because when produce it students must produce a correct stress or it will make different sounds.

d) Similar Sounds That's Only Different Slightly in Their Phonetic Features.

No	Statement number	Very agree		Agree		Netral		Disagree		Very disagree		Total	Total	
		F	%	F	%	F	%	F	%	F	%	%	F	%
I.4	Q.8	3	7,5	20	50	14	35	3	7,5	0	0	100	40	71

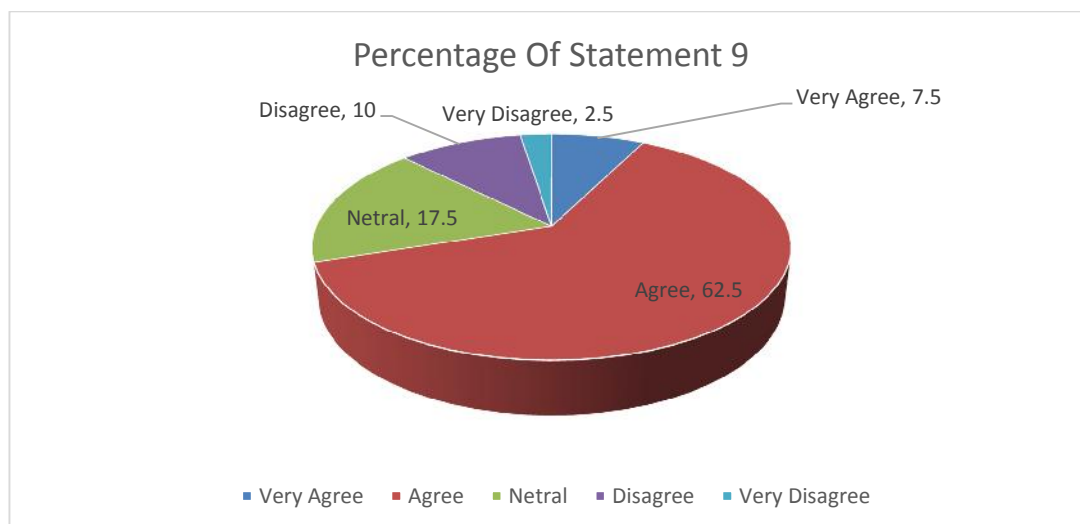
	Q.9	3	7,5	25	62,5	7	17,5	4	10	1	2,5	100	40	72
--	-----	---	-----	----	------	---	------	---	----	---	-----	-----	----	----

Chart 1,9 Statement 8



From the Statement number 8, the researcher got both from table and chart, 7,5% students very agree, 50% agree, 35% netral, and 7,5% in disagree, form the chart and table above students agreed that word which is have same form but different sound also can be problem for students, because it will confuse students in pronouncing it and it can become ambigu

Chart 1,10 Statement 9



From the Statement number 9, the researcher got both from table and chart, 7,5% students very agree, 62,5% agree, 17,5% netral, 10% in disagree, and 10% for very disagree, form the chart and table above students agree that's shape of lips and different tongue can become a problem for students in producing or pronouncing some English word specially in English fricative, because native lips and tongue already get use to it different like indonesian students.

e) Sounds That Have The Same Qualities in Both Languages.

No	Statement number	Very agree		Agree		Netral		Disagree		Very disagree		Total	Total	
		F	%	F	%	F	%	F	%	F	%	%	F	%
I.5	Q.10	5	12,5	25	62,5	5	12,5	5	12,5	0	0	100	40	75
	Q.11	10	25	20	50	4	10	6	15	0	0	100	40	77

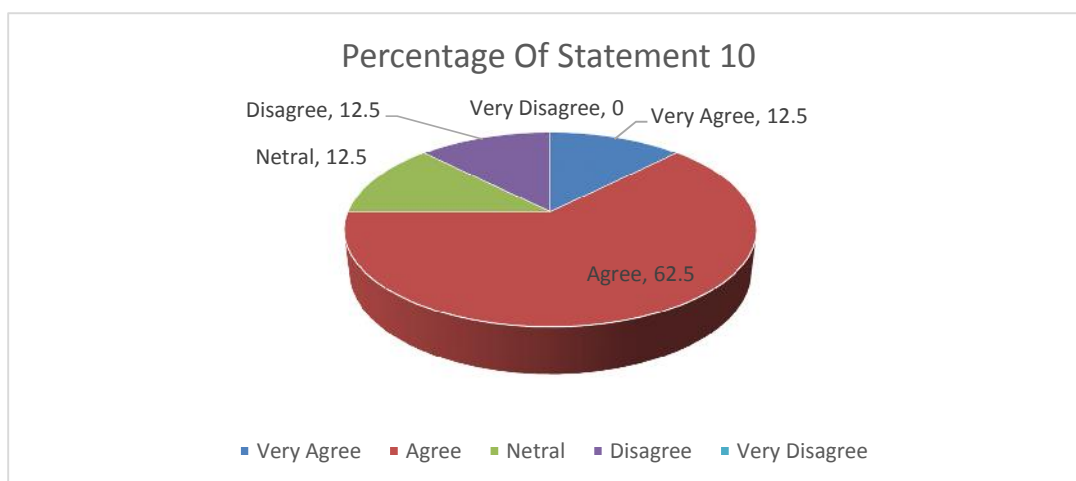
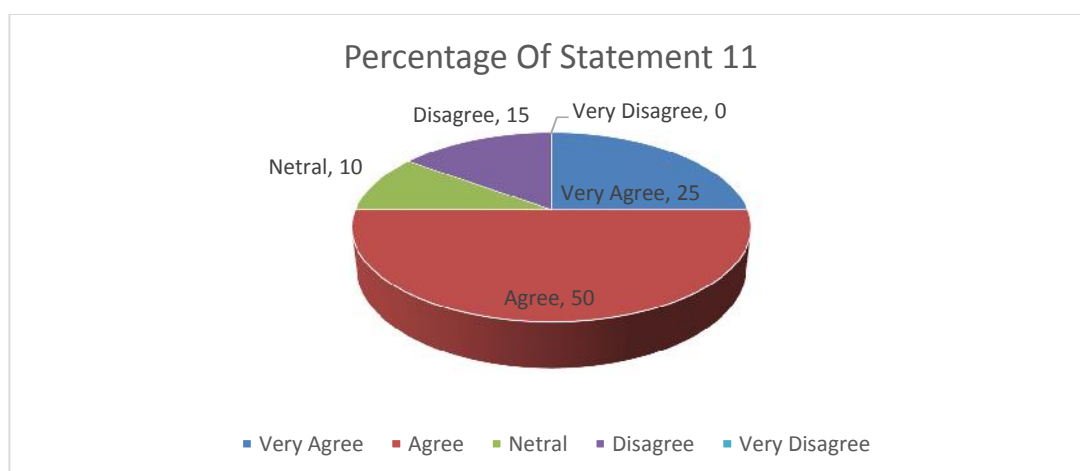


Chart 1,11 Statement 10

From the Statement number 10, the researcher tongue 12,5% students very agree, 62,5% agree, 12,5% netral, and 12,5% in disagree, form the chart and table above students agreed group of sounds which don't exist in mother language in this case English fricative also can be a problem for students in learning, why because students need time to get use to something they didn't know about.

Chart 1,12 Statement 11



From the Statement number 11 the researcher tongue 7,5% students very agree, 50% agree, 35% netral, and 7,5% in disagree, form the chart and table above students agreed they were not familiar with group of sounds in this case is sounds of English fricative which is need some treatment to produce it can be a problem for students in learning prosses.

From the total all students answer 74,1 %, students agreed all those problems can be problem in their learning process, it can be they obstacle to get their achievements in learning pronunciation but also can be their motivation and knowledge where their weaknesses, so the students can improve their ability base on what they need to improve.

B. DISCUSSION

1. The Analysis of Students Ability in Pronouncing English Fricative

From the result of test English study program students STAIN CURUP had average score 68,13%. It means the students' ability is still "poor" in pronouncing English fricative, and it really concerns for seventh semester because they already at the end of their study and still had a poor skill in pronouncing words specially in English fricative. From test the researcher found that some student were still having difficullity in pronouncing fricative and spell some different words with same sound. That means students from English study programs really need lots of practice in learning and pronouncing English fricative well, if not it will become problems for them in the future if their not improve it from now on, because their already at the end of their study.

In the test researcher also found the students' lack of knowledge of correct pronunciation and the meaning of English words. The words 'mirage' and 'cathedral' for

example. The correct pronunciation is [mi'rɑ:ʒ] for the former and for the [kə'ti:drəl] latter. Most of the students did not know the meaning and the correct pronunciation of the two words.

According to Hornby's Oxford Advanced Learners Dictionary of Current English the complete definition of mirage is an illusion caused by hot air conditions making one see something that is not there, especially the appearance of a sheet of water on a hot road or in a desert. While the complete definition of cathedral according to Hornby's Oxford Advanced Learners Dictionary of Current English is the main church of a district under the care of a bishop.

Second what researcher found is the students' tendency to pronounce a word the way it is spelled. Most of the students also unable to pronounce the preposition 'of' correctly. They pronounced [əf] as how it is spelled instead of [əv]. They pronounced it the same way as when they pronounced [əf] in "far off". That means they tend to pronounce rather low.

The third is the students' inability to recognize the words in a sentence readily. Many of the students also made mistakes in pronouncing the word "desert" for example. They were unable to recognize the word and its correct pronunciation readily in the sentence. They pronounced [diz :t] instead of ['dezərt]. The former is written "dessert" with double s. It means any sweet food eaten at the end of a meal. While "desert" is a large area of land that has very little water and very few plants growing on it. There were only 6 students who pronounced "desert" ['dezərt] correctly.

The fourth the usage of the students' mother tongue in pronouncing English words. As stated before that most of the eighth semester students of English Department of STAIN CURUP. They were the second language learners. They were not expected to pronounce an English word exactly the same as the native speaker of English.

They tended to pronounce fricative [ð] as [d] or [nd] such as the word 'the'. They pronounced it [dF] or [ndF] instead of [ðF]. Another example is the word 'together'. Many of the students pronounced the word [tugedFr] instead of [tFgeðF(r)]. Indonesian language has the following fricatives: a voiceless labiodental [f] with no voiced counterpart, and a voiceless blade-alveolar fricative [s] with no voiced counterpart, and a voiceless glottal fricative [h]. Therefore, most of the students found significant difficulties in pronouncing the phoneme [v]. For example the word 'believes'. They tended to pronounce the word [bFli:fs] instead of [bZli:vz].

The last is the students' ability in joining each sound of a sequence on to the next. There were also some students who still unable to join each sound of a sequence on to the next. They did not pay much attention to the sentence they read. For example, they often stumbled in pronouncing the final cluster of the phoneme [s] and [z] as in the word 'youths' in the sentence "The three youths walked together in June". They often missed the final cluster [s] in [ju:ns]. Another example is the final cluster [z] as in the sentence "He believes that his sons deserve praise". They often missed the final cluster [z] or replaced it into sound [s].

2. An Analysis of The Student's Problems in Pronouncing English Fricative

The result of the first indicator the researcher found the student are agree with the statement, they answered 69, 76, and 70, it's mean that in learning pronunciation student stumble with sound which don't exist in mother language, hear the sound that they never hear before, and also producing some strange sound that they never did. That indicated those problems will effect to students when they learning pronunciation, and lecturer job to fix this problems.

From the second indicator researcher found the answer students with the answer them perception about produce same symbol in both language but different sound, students get to netral answer, that indicated student in this term they not really bothering with it, it was possible to change in the future,

The third indicator, answer from students about, variant of allophone which is have variant of sound aspirated and un-aspirated, which is not exist in your language sound which need to produce stressed syllables, they answered agree with those terms, specially in apirated and un-aspirated them answred 87%, why because in bahasa their isn't un-aspirated, it can be first indicate students chose this become one of biggest problem for them.

The fourth indicator, the researcher got answer about, same sound but different word and the shape of the lips to produce sounds, the students answer 71, and 72 %, it's mean they are agree with the statement the same sound but different word can be problem for students because it can make them confuse when them spell it, our lips slightly different with native so it can also become problem to produce sound it will produce bit different from native.

The last indicator from the Statementer, the researcher got answer for statement group of sounds that's don't exist in your language is 75% and problem with not familiar groups of sounds is 77%, from that result that's indicate students agree with those problems why group sounds which don't exist in mother language can make students difficult to pronounce it cause they never hear it, which group of sound in this is English fricative.

From the result above the researcher concluded that total all the statements that students already answered 74% they agreed, that 11 statements can become problems for them in learning pronunciation specially in English fricative. Why, because those problem related with all the parts of learning English pronunciation and it will effect students' knowledge at the future.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter elaborates the conclusion of the research and suggestion. From the research of learning pronunciation at STAIN Curup, the researcher concludes that:

3. The student's ability in pronouncing fricative.

The result of the analysis showed that the average students score is 68,13% which is considered "Poor" in pronouncing English fricatives according to Tinambunan's Evaluation of Students' Achievement. it means students from English study programs really need lots of practice in learning and pronouncing english fricative well, and it will become a problems for them in the future if they do not improve it from now on, because they were already at the end of their study.

4. The student's problems in pronouncing english fricative

Their lot of problems can influence student's performance in learning english fricative and from all of it 74,1% student's agreed there is 5 major problems which, first the existence of a given sound in the target language, which is not found in the native language, second the same phonetic features in both languages but different in their distributions, third similar sounds in the two languages, which have different variants or 'allophones. Fourth similar sounds that were only different slightly in their phonetic features. Last, sounds were have the same qualities in both languages. All that problems will take major influence for students in learning pronunciation specially in knowing how to pronounce English fricative.

From the test also, the researcher found some factors might influence the students problems in pronouncing fricative are, the students' lack of knowledge of correct pronunciation and the meaning of English words, the students' tendency to pronounce a word the way it is spelled. The students' inability to recognize the words in a sentence readily, the usage of the students' mother tongue in pronouncing English words, last the students' inability in joining each sound of a sequence to the next.

B. Sugestion

The result of the analysis of this study showed that the seventh semester students of English Department of STAIN CURUP in the academic year 2016/2017 have a "Poor" level in pronouncing English fricatives and have a major problems in pronouncing the fricatives /s/v/ /ð/z/. Based on the result of the research, the researcher would like to give some suggestions which hopefully will give valuable and useful contribution to the lecturer, students', and further research.

1). Students

The seventh semester students of English Department of STAIN CURUP in the academic year 2016/2017 should have good self awareness in motivating themselves to pronounce English words correctly. Reading an English book, singing an English song, watching English movies might be helpful to improve their English pronunciation. Besides having fun they can also learn how to

pronounce an English word correctly by noticing and imitating how the native speakers speak in their language.

2). Lecturer

From the result of this study, the lecture can see which part of student's and develop the syllabus or teaching method to more aware to that specific area, with this result lecturer can also become more flexible in delivering English fricative theory that maybe can push student ability even further and also can make their more interest in learning pronunciation and improve their ability.

3). Further Research

For Further Research has to make the other research which is better than this one. This research can be used as the related finding if it is important. And also can find more option to resolve the problems in pronunciation. And make a batter chance to improve student's ability specially in English Study Program in STAIN CURUP.

PREFERENCES

Allen, J.P.B. and Alan Davies, *Testing and Experimental Methods*, London: Oxford University Press. 1977.

Arikunto, Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktek Revisi V*, Jakarta: PT. Rineka Cipta. 2002.

Arif Naufan Sapetra. 2015, *Cara Menghitung Kuesioner Skala Likert*, <http://naufanoetra.blogspot.co.id/2015/11/cara-menghitung-kuesioner-skala-likert>, Accessed on June 7th 2016.

Best, J.W, *Research in Education*. Englewood Cliff, New Jersey: Prentice Hall Inc. 1981.

Brown, Gillian, *Listening to Spoken English*, London: Longman Group Ltd. 1977.

Christopersen, *An English Phonetic Course*, London: Longman. 1981.

Christina Hughes, *Qualitative and Quantitative Approaches*, C.L.Hughes@warwick.ac.uk. 1989.

David nuna, *Research Method In Language Learning*, NewYork,Cambrige University Press, 1992.

Edmund Gussmann, *Phonology Analysis and Theory*, Cambridge university press, 2002.

Gimson, A. C, *An Introduction to the Pronunciation of English*, London, 1989.

Hadi Sutrisno, *Methodology Of Research*, (Yogyakarta: Yayasan Penerbit Fakultas Psikologi, 1985.

Herzberg, Paul, *Principles of Statistic*, (New York: University Press, 1993.

Hornby, AS, *Oxfords' Learner's Dictionary of Current English*, London: Oxford University Press. 2000.

John W. Cresswell, *Qualitative Inquiry and Research Design Choosing Among Five Approach 2nd*, Sage Publication, California.

Jones, D, *A Better English Pronunciation: An Introduction*, New Jersey: Prentice Hall Inc. 1983.

Nigel Musk, *The Vowels & Consonants of English*, Sweden: Department of Culture and Communication. 2005.

Ramelan, *English Phonetics*, Semarang: IKIP Semarang Press. 1985.

Robert Linquanti, *Common Definition of English Learner*, One Massachusetts Avenue, NW, Suite 700 Washington, 2013.

Robert A. Crocker, *Qualitative Research in Applied Linguistic: A Practical Introduction*, MacMillian, 2009.

Roger Lass , *Phonology An Introduction to Basic Concepts*, Cambridge university press, 1984.

Syafei, Anas, *English Pronunciation Theory and Practice*, Jakarta: Proyek Pengembangan LPTK. 1988.

Prof. Dr. Sudjana, *Metode Statistika*, Bandung: Tarsito, 2002.

Tartiasih, Eko Yuni, *A Descriptive Study on Elementary School Teachers' Ability in Pronouncing English Words: The Case of the Elementary School Teachers in Adimulyo*, Kebumen, UNNES, Unpublished thesis, 2006.

Taylor Powell, *Questionnaire Design : Asking question with a purpose*, University of Wisconsin Cooperative Extension, 1998.

Tuckman, Bill. *To develop Good Research*. Hong Kong: Oxford University Press. 1978.

<http://www.simplypsychology.Org/questionnaires.html> Accessed on November 27th 2016

N/A, *What is English ?*, <https://www.englishclub.com/what-is-english/>, access on august 8th 2017,

A
P
P
E
N
D
I
X
E
S

Appendix 1

The Instrument the Study

Table 1.1 Test text. Read the following sentences loudly and clearly!

No	Test
1	A mirage is an illusion usually in a desert.
2	Calmly father parked the car in the garage
3	Charles is so ashamed to show the shape of his shoulder.
4	They wear the jackets in the bad weather.
5	You should have the wolves by hook or by crook
6	Show Sue how to sew and wash shirts.
7	The thief thought of going through north or through south
8	You can save enough money safely in a bank.
9	With chain matches the watch on the chair.
10	Though the three youths walked through together in June.
11	He believes that his sons deserve praise.
12	Pleasure can't be measure like treasure.
13	Enchanting with the children's singing is such a pleasure.
14	The question is how the child has a chance to chomp on a bar of chocolate leisurely on that chair.

15	This major enjoyed the joke of the sergeants.
16	Her decision to leave the division is usual.
17	Swarms of bees buzz among the leaves.
18	Jack enjoyed eating oranges in a Jacuzzi in Japan.
19	Ruth Smith walked through the cathedral.
20	John joins the agent joyfully.
21	She is no longer in the first flush of youth.
22	The camouflage hinders the seizure of the closure
23	This shoe brush is sold in a shop.
24	Very few doves have flown to far off countries.

Appendix 2

Table 2.1 Closed-ended Questionnaire

Student perception about pronouncing English Fricative

No	Indicator	Sub indicator	Statements	Very agree	Agree	Netral	Disagree	Very disagree
1	the existence of a given sound in the target language, which is not found in the native language	4. Native language does not have certain sound in target language 5. Student never heard such sound before 6. Student are not familiar with or feel those sounds strange	15. Did you have some problem becouse of some sound didn't exist in your language 16. Did you have some problem producin g sound you never hear before 17. Did you have problem with not familiar ot strange sounds					
2	the same phonetic features in	2. Sound which have same phonetic	2. Did you have problem					

	both languages but differ in their distributions	symbol in both languages but differ in their distribution	in produce same symbol in both language but different sound					
3	similar sounds in the two languages, which have different variants or 'allophones	4. An allophone is a conditioned variant of a significant group of sounds 5. The variant is only un-aspirated 6. problem to pronounce such sounds in English when they occur in stressed syllables	4. are you trouble with variant of allophone which is have variant of sound 5. are you trouble with aspirated and un-aspirated, which is not exist in your language 6. are you trouble with sound which need to produce stressed syllables					
4	similar sounds that only differ slightly in their	3. Similar sounds in the two languages 4. The shape	3. Did you have problem with same sound but different					

	phonetic features.	lips are not same as native to produce such sound	word 4. Are you trouble whit your lips to produce such of sound					
5	Sounds that have the same qualities in both languages	4. learning problem if they occur in a cluster or sequence of sounds 5. clusters rarely exist or they are used inconsistently 6. Indonesian learners are not really familiar enough with clusters.	3. Do you have problems in group of sounds that don't exist in your language 4. Do you have problem with not familiar groups of sounds.					



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN CURUP)

Jln. Dr. A.K. Gani Kotak Pos 108 Tlp. 0732 21010 - 31759 Fax 21010 Curup 3919 Email: staincurup@telkom.net

KEPUTUSAN
KETUA SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP
Nomor : 939 /Su.02/I/PP.00 9/09/2017

Tentang

PENUNJUKAN PEMBIMBING I DAN II DALAM PENULISAN SKRIPSI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP

- Menimbang : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dianggap cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat : 1. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI ;
2. Keputusan Menteri Agama RI Nomor 1 Tahun 2001 tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi, dan Tata Kerja Kementerian Agama RI ;
3. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
4. Keputusan Menteri Agama RI Nomor 031 Tahun 2016 tentang STATUTA STAIN Curup ;
5. Surat Keputusan Menteri Agama RI Nomor B. II/3/08207/2016 tentang Pengangkatan Ketua STAIN Curup Periode 2016 - 2020 ;

MEMUTUSKAN :

Menetapkan
Pertama

1. Sakut Ansori, M.Hum
2. Henny Septia Utami, M.Pd

19811020 200604 1 002

Dosen Sekolah Tinggi Agama Islam Negeri (STAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : M. Haviz Tio Syahfandi

N I M : 13551065

JUDUL SKRIPSI : Students Ability And Problems In Pronouncing English Fricative At STAIN Curup.

Kedua

- : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;

Ketiga

- : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;

Keempat

- : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;

Kelima

- : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;

Keenam

- : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh STAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;

Ketujuh

- : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal, 13 September 2017
a.n. Ketua STAIN Curup
Wakil Ketua I,



Hendra Harmi, M.Pd.

NIP. 19751108 200312 1 001



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI CURUP
Jln. Dr. A.K. Gani Kotak Pos 108 Tlp. 0732 21910 - 21759 Fax 21910 Curup 3919

Nomor : 3333 /Sti.02/1/PP.00.9/12/2017
Lampiran : Proposal dan Instrumen
Perihal : **Rekomendasi Izin Penelitian**

Curup, 28 Desember 2017

Kepada
Yth. **Ketua STAIN Curup**
Kab. Rejang Lebong

di -
Tempat

Assalamu'alaikum, Wr.Wb.

Dalam rangka penyusunan skripsi S.1 pada Sekolah Tinggi Agama Islam Negeri (STAIN) Curup:

Nama : **M. Haviz Tio, S**
NIM : **13552010**
Jurusan/Prodi : **Tarbiyah/Pendidikan Bahasa Inggris**
Judul Skripsi : **Students Ability And Problems In Pronouncing English Fricative At STAIN Curup.**
Waktu Penelitian : **28 Desember 2017 s.d 28 Maret 2018**
Tempat Penelitian : **Di STAIN Curup Kab. Rejang Lebong**

Mohon kiranya Bapak berkenan memberi izin penelitian kepada mahasiswa yang bersangkutan.

Demikianlah atas kerjasama dan izinnya diucapkan terima kasih.

a.n Ketua
Kabag AJAK,

Benny Gustawan, S.Ag., M.Pd.
NIP. 19680811 199103 1 004



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : M. Kaula Tio . S
NIM : 13551065
JURUSAN/PRODI : PGJ Tarbiyah
PEMBIMBING I : Samud Arsyah M. M. M
PEMBIMBING II : Henry Septia Utami M. P.
JUDUL SKRIPSI : STUDE ABILITY on
PEOPLE in Prone on
PGLN FRICATIVE
:
:
:

* Kartu konsultasi ini harus dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;

* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;

* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan di barapikan agar konsultasi terakhir dengan pembimbing di lakukan paling lambat sebelum ujian skripsi



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : M. Kaula Tio . S
NIM : 13551065
JURUSAN/PRODI : PGJ Tarbiyah
PEMBIMBING I : Samud Arsyah M. M. M
PEMBIMBING II : Henry Septia Utami M. P.
JUDUL SKRIPSI : STUDE ABILITY on + YOLO on
PEOPLE in Prone on
PGLN FRICATIVE
:
:
:

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi STADN Curup.

Pembimbing I,

Samud Arsyah
NIP. 198110202006041002

Pembimbing II,

Henry Septia Utami
NIP. 17102010



TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
7-12-2017	Bimbingan bab 1-3		
12-12-2017	" " 1-3		
17-12-2017	" " 1-3		
20-12-2017	" " 4-5		
21-12-2017	Revisi " " 4-5		
21-12-2017	" " 4-5		
21-12-2017	" " 4-5		
21-12-2017	abstrak		



No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1.	7-12-2017	Bimbingan bab 1		
2.	12-12-2017	" " bab 2		
3.	14-12-2017	Bimbingan bab 3		
4.	15-12-2017	" " bab 4		
5.	25-12-2017	Revisi bab 4		
6.	2-01-2018	" " " 4		
7.	3-01-2018	Bimbingan Bab 5		
8.	5-01-2018	abstrak		

BIOGRAPHY

M. Haviz Tio. S, was born in Curup, 2nd of February 1994. He is the second sons from his parents, are Mr. Fachrial and Mrs. Susi Hartati. He has two Brother his name is Rizky Aldiansyah. His first studied is when he was 6 years old at SDN 88 Curup at 2000-2006. he continued his education again to SMPN 05 Curup at 2006-2009 and then he entered SMKN 02 Curup at 2009-2012.

After finished his high school, the researcher chose INAIN Curup to be college to study at especially in English Tadris Study Program because he want to learn more about English language deeply and as his provisions to be a good English Teacher in the future.

