CHAPTER I

INTRODUCTION

1.1 Background of the Research

Languages have variations with one and another. Each word with the exact spelling will have a different pronunciation in another language. For example, in the word "eat" in Bahasa Indonesia, people will say it [e.at]; meanwhile, in English, it will pronounce [i:t]. Because of that, pronunciation becomes one of the trickiest things in learning a foreign language. The difference pronunciation between one language and another is caused by several factors, one of them is consonants. There are 24 consonants in English divided into five categories based on the manner of articulation or how the articulators produce the sound. The five categories are Plosive, Fricative, Affricative, Nasal, and Approximant.

Fricative consonants become the hardest to produce clearly in learning a second language, especially among Indonesian learners. According to Dardjowidjojo (2009), some fricative sounds of English do not exist in Bahasa Indonesia. Such as [ð] in "that", then some examples of sounds are represented by unfamiliar symbols to Indonesian learners like [Ɵ] in "nothing" and [ǰ] in "judge". There are some frequent errors made in pronouncing fricative consonants by the learners based on (Ratna, 2022, P. 2). First, the sound [Ɵ] is pronounced [t] or [s] such as "thing" is pronounced [tiŋ] and [siŋ] and the sound [ð] is pronounced [d] such as "that" is pronounced [dæt]. Secondly, [ž] and [š] sounds are also mispronounced by the students. For example, [ž] is pronounced [s] such as "measure" is pronounced [mesə(r)] instead of [mežə(r)] and [š] is pronounced [s] such as "she" is pronounced [si:].

The most problematic parts of pronouncing English sounds are how the learners produce the fricative consonants. This research aims to study how Indonesian English learners have the English fricative consonant, especially Senior High School learners who must learn

English well for the final examination (UN) and their future. This research chooses Senior High School Adabiah II Padang for the population and Students from XI MIPA I class for the sample. In addition, Adabiah II students learn English for 90 minutes a week. This school must complete the competence based on Depdiknas (Departemen Pendidikan Nasional) national curriculum. So the students should be familiar with pronouncing English words.

The purpose of this research for choosing students from Adabiah Senior High School II Padang as the sample of this thesis because most of the students in this school lived in Padang city, west Sumatra, Indonesia. People in Padang speak Indonesian as their first language and the Minang language as their mother tongue or daily language. Indonesia and the English language have different consonants, and of course, it affects the Pronunciation of English and Fricative sounds among the students from Adabiah senior high school II Padang. Because English is not the national language or the daily language in student communities, they will find difficulties pronouncing some letters, including fricative consonants in English.

This research aims to the chosen second year of senior high school students because they are not beginners again to studying English. In this case, they learn English more deeply in the second year instead in the first year. This research aims to analyze the distribution of fricative consonants, which students must familiarize themselves with. For example, the fricative positions such as initial, medial, and final. However, not all students have ever heard about the fricative consonant. At least they know the basics of pronouncing English words and have experience in the first year of senior high school and the whole junior high school time to help analyze Pronunciation. It will be different if the writer chooses first-year students because junior high school students still focus on familiar words. But the list of English fricative data this research prepared includes many new words that might never have been thought of in junior high school.

This research study about fricative because fricative is significant. If the students do not

learn how to pronounce the words correctly in speaking class, they may soon lose interest in the learning process. As we know, the target of the English learning process is for the student to communicate with the correct Pronunciation. This research also wanted to know about Adabiah II students' problems pronouncing English words, especially those that consist of fricative consonants, and how their first language (L1) affects this pronunciation process. This research aims to accomplish students' Pronunciation, and they should be able to pronounce one word intelligibly, as this signifies whether they can convey their intended meaning.

1.2 Theoretical Framework

1.2.1 Second language acquisition (SLA)

Second language acquisition is learning a second language after a first language is known. Everyone can do the (SLA), but some of them believe that SLA will be easier to learn at a young age because sometimes this happens when a child who speaks a language other than English goes to their school for the first time. According to Plonsky (2020), Second language acquisition is the study of second languages (L2), including how learners create a new language system with limited exposure to a second language.

Learning a second language is a common thing among people in the world, especially knowing the English language as a second language. English is the only international language that can fit everywhere. For instance, a child born and speaks Bahasa Indonesia as his mother tongue starts learning English when he goes to elementary school. A young child can learn a second language faster than an adult. Children over the world go through comparative stages of dialect learning behaviours. They apply relative developments to clear comparative implications and make the same mistakes. These stages can be summarized as follows:

SL	Language Stage	Beginning stage
1.	Crying	Birth
2.	Cooing	6 weeks
3.	Babbling	6 months
4.	One-word utterances	1 year
5.	Two-word utterance	18 month
6.	Questions, negative	2 year 3 months
7.	Rare or complex construction	5 years
8.	Mature speech	10 years

(Hoque, 2017 P.2)

This research uses Senior High School students as the sample because, based on the table, children reach the mature speech stage at age 10, the students in the second grade of senior high school, primarily aged 16-17. So they have passed the introductory phase of learning the second language (L2). The L2 students learn English because English is a mandatory subject in national exams, whether in elementary school, junior high school or senior high school national examination.

There are three key concepts in learning second language acquisition based on (Hoque, 2017. P. 16-17). That can describe below:

a) Nature vs nurture

Language is too complex to learn. Some people should have several innate propensities to let the language run with their naturalism. But sometimes, it is easier to learn L2 by imitating native speakers. In addition, people who were born to Indonesian parents but stayed in an English-speaking environment will do the faster way to learn English compared with people who only know English with the theory.

b) Competence and performance

"competence" refers to the hidden and abstract representation of language knowledge stored within our heads. It can create and comprehend original language expressions (such as grammar and vocabulary rules). Due in part to the processing difficulties associated with speaking or other forms of language production, which cause mistakes and slips (e.g., four language skills), performance could be a better representation of competence.

c) Fossilization

An explanation in psycholinguistics: No amount of effort or research can recreate the language-specific learning mechanisms available to young children. These mechanisms cease to function for older learners. Sociolinguistic clarification, older L2 students lack the motivation or social opportunities necessary to identify with the native speaker community.

According to Selinker (2008), Second Language acquisition refers to learning another language after the native language has been discovered. The critical aspect is that SLA refers to learning a non-native language after learning the native language. Based on the sample of this thesis or parts of Adabiah II senior high school Padang students, the writer can divide the L1 for the sample as Bahasa Indonesia, the English language, and the fricative consonants of them.

There are two ways of learning a second language (L2): the formal process and the social process. The legal L2 learning process has the most comprehensive approach rather than the social revolution because learning in the classroom with a teacher in standard ways made the L2 more focused on the theory with less speaking practice. But in the social process, the L2 is doing more courses through social interaction with people who can speak English fluently. The L2 will interact with native speakers without formally

understanding the concept first.

Usually, the learners of the social process often ignore the grammatical rules in the written parts. In Adabiah Senior High School II Padang, as the population of this research, the students use a formal setting to learn English. The student might get more knowledge of English. But speaking skills can only reach partially because the students need to practice more. This research will analyze how the L2 learners who use the format setting produce English while learning L2.

1.2.2 English Consonants

According to Mehmet (2011), English consonants are divided into six kinds based on the manner of articulation, On the simple terms, manner of articulation is the way of our articulation or organ of speech like palate, lips and tongue doing an interaction when produce a sound. This manner of articulation is a part of phonetics study wich is help people to analyze the movement of articulation while produce a sound.

The table of English consonants that already divided into five kinds will be explained below:

	Bilabial	Labio-dental	Inter-dental	Alveolar	Retroflex	Palato-alveolar	Palatal	Velar	Glottal
Stop	p b			t d				k g	
Fricative		f v	θ ð	s z		ʃ ʒ			h
Affricate						tʃ dʒ			
Nasal	m			n				ŋ	
Liquid				l	ɹ				
Glide	w						j	w	

Mehmet (2011)

Based on the table there are six kinds of consonants based on manner of articulation, there are

Stop (Plosive), fricative, affricative, Nassals, Liquid and glide. It can be voiced and

voiceless sound, when we produce a voiced sound, we can feel a vibration in our Adam's apple example in consonant [z] in English fricative. For voiceless or unvoiced sound we do not need the vibration in Adam's apple to produce it, the example of voiceless consonant in fricative is [f].

i. Stop

A stop or plosive consonants is the result of an obstruction of the oral vocal tract, where air stops completely and nasal airflow is not involved. They can be classified into two categories, there are voiced and unvoiced sounds. When a stop or plosive consonant is produce, a sound is produced during occlusion but if it is voiceless, the stop is completely silent. for example [p], [t], and [k] is the unvoiced consonats and [b] [d] [g] is the voiced.

In stop or plosive there is a stop named glottal stop, a glottal occurs when the glottis closes rapidly. A consonant sound formed by the audible release of airflow after the glottis has completely closed. For example In English, the [t] consonant can be heard as a glottal stop with the words such as metal, Latin, bought.

ii. Fricative

A fricative, sometimes called a spirant, is a type of articulation in which there is constant friction between a particular part and a note. Simply put, airflow gathers in the mouth, but doesn't block it. This is where "almost blockage" occurs when the airflow is emitted through a very narrow opening, creating a frictionally noisy airflow. Example the consonants [f] and [s] are voiceless fricatives, while [v] and [z] are spoken and [h] is usually included in fricatives.

iii. Affricative

An affricate begins like a stop, but resolves to a fricative rather than a separate release of its own. So there is some friction, but not like a fricative. For example [ʃ], [ʒ] are two affricates. [ʃ] is a voiceless affricate, while [ʒ] is a voiced affricate.

iv. Nasal

Nasal sounds can happens when mouth blocked the air to flow through the nose. The shape and position of the tongue determine the resonance space, which gives the characteristics of this nasal sound, nasal sounds being the most pronounced consonants in English. This type of articulation is called nasal because the velum in the mouth is lowered, and it allowing air to escape through the nose. Example the consonants [m] and [n] are nasal and the fact is all nasals are voiced sound.

v. Liquid

Liquid is a part of approximants. Approximants are the sounds which have a little obstruction inside, example like the consonants [l], [r], [w], and [j] are approximants. Liquid or lateral Approximants is the way we produce a sound with the side of our tongue, the example of liquid consonats are [l] and [r], both are voiced consonants.

vi. Glide

The last one is glide or semivowel consonants, glide is also the parts of approximants, when we pronounce glide sound, our tongue is closer to our roof of the mouth, and it will produce a slight turbulence. Example the consonants [w] and [j] are glides and both are voiced sound.

1.2.3 Indonesian Consonant

The production of sound in Indonesian consonants is similar to English

consonants, and they also produce by the point of articulation, manner of articulation, and also vocal vibration. According to Darjdowidjojo, (2009) Indonesian has six stops: [p], [b], [t], [d], [k] and [g]. These sounds are found in initial, medial, and final positions. In final positions the sounds [b], [d], and [g] are often pronounced as [p], [t], [k] respectively.

They are consistently spelled with [p], [b], [t], [d], [k], and [g] respectively. When we contrast them with their English counterparts, we will find that [b], [d], and [g] at the end of an English word will create a problem. Indonesians pronounce the English words robe, road, and dog similarly as they pronounce the words rope, rote, and dock.

The table of Indonesian consonants will be presented below:

	Labial	Alveolar	Palatal	Velar	Glottal
Stop	**p**, b	**t**, d	**c**, ɟ	**k**, g	**ʔ**
Fricative		**s**			**h**
Liquid		l r			
Nasal	m	n	ɲ	**ŋ**	
Glide		y		w	

**Bold alphabet are voiceless sounds*

Ruijgrok (2008)

The consonant would divide into six types, there are:

a. Stop [p], [b], [c]. [j], [k], [g], [ʔ]. Stop consonants can produce full constriction

   at our place of articulation. Example; [p]anas, [b]uka, ba[j]a

b. Nasal [m], [n], [ŋ], [ñ]. Nasal is a speech sound with full constriction on the mouth or oral, but the air is released from the nose. Example; [m]akan, [ng]antuk or [ŋ]antuk, [ny]amuk or [ñ]amuk.

c. Fricative [f], [v], [ð], [θ], [s], [z], [x], [h]. Consonant phoneme in English and Indonesian, the fricative is a sound produced with air circulation released through a narrow cavity. Example; [s]uka, [z]at, a[x]ir or akhir.

d. Affricate [ʧ], [ʤ], [ʃ]. An affricate is a sound produced by constricting the air circulation completely, then eventually releasing it. It is the type of sound that not naturally produce by Indonesian speakers, except [ʃ]. Example; indone[ʃ]a, or indonesia, [ʃ]araf or syaraf.

e. Lateral [l]. It is the sound produced by the air circulation released on both sides of the tongue. Example; [l]alu, puku[l]

f. Trill [r] This is the sound made by vibrating our place of articulation. There is a significant difference between Bahasa Indonesia and English. In English, it usually is not pronounced except as the first letter in a syllable. Example; buga[r], ca[r]a.

1.2.4 The difference between English and Indonesian Consonant

Some people who already learn a language as their native or mother tongue will find no difficulty pronouncing that language's consonant. In other words, someone born and grew up in Indonesia will capture Indonesian pronunciation more quickly and correctly than those who were not born or grew up in Indonesia. Pronunciation plays a vital role in oral communication. For example, if someone speaks the wrong accent, the listeners cannot understand what the speakers are talking about, or it might disturb the other's understanding of the language.

As we know, in Indonesia, people do not use English in daily communication.

Only specific communities use it as an everyday language. Most Indonesians have difficulties speaking English with good pronunciation because they are not familiar with the consonant of the English language. Their English pronunciation influenced by their regional dialect, accent, environment, their L1, and also their mother tongue. Studying and practicing a second or foreign language is not easy; it might deal with new words and grammar rules.

The differentiation point between English and Indonesian consonants will be explained on the tables below:

Table of English Consonants

	Bilabial	Labio-dental	Inter-dental	Alveolar	Retroflex	Palato-alveolar	Palatal	Velar	Glottal
Stop	p b			t d				k g	
Fricative		f v	θ ð	s z		ʃ ʒ			h
Affricate						tʃ dʒ			
Nasal	m			n				ŋ	
Liquid				l	ɻ				
Glide	w						j	w	

(Mehmet, 2011, P. 9)

Table of Indonesian consonants

	Labial	Alveolar	Palatal	Velar	Glottal
Stop	**p**, b	**t**, d	**c**, ɟ	**k**, g	**ʔ**
Fricative		**s**			**h**
Liquid		l r			
Nasal	m	n	ɲ	**ŋ**	
Glide		y		w	

**Bold alphabet are voiceless sounds*

Darjdowidjojo (2008)

Based on the table of the consonant in English and Bahasa Indonesia, the distributional restrictions of the consonants are described respectively:

In English :

I. Consonant sound fricative /ð/ does not occur as a word-final.
II. The consonant sound fricative /z/ does not appear as a word medial and final.
III. Consonant fricatives /ʒ/does not occur as an initial sound in English and is rare as aword medial and final.

In Bahasa Indonesia :

I. Consonant sound affricative /tʃ/ does not occur as a word-final.
II. Consonant sound affricative /dʒ/ does not occur as a word-final.
III. The consonant sound fricative /θ/ does not occur in Indonesian words.
IV. The consonant sound fricative /ð/ does not occur in any Indonesian words.
V. The consonant sound fricative /z/ does not occur as a word-final in Indonesian.
VI. The consonant sound fricative /ʒ/does does not occur in any Indonesian words.
VII. Consonant sound fricative /ʃ/ does not occur as a word-final.

Based on the category above, the results contrast in two languages, First language is English and the second is Bahasa Indonesian. This research focuses on the term of consonants sound and their manners of articulation. The conclusion is that each language has similarities and differences. As a result of those differences, there were gaps or absences of several English consonant sounds; there are /θ/ and /ð/ consonants.

1.2.5 Fricative

According to Mehmet (2011), Five different places in English are used to

articulate nine different fricative phonemes. Eight of these fricatives are voiceless/voiced for labio-dental pairwise matched. sites of articulation include /f, v/, inter-dental /T, D/, alveolar /s, z/, and palato-alveolar /S, Z/. The final sound, a voiceless glottal fricative, is /h/. Based on theEnglish Phonetics and Phonology book written by Roach (1983:36), Fricatives are consonants with the characteristic; when they are producing, the air escapes through a small passage and makes the hissing sound. Roach (1983: 38). also mentions that fricative sounds have the samesound in place of articulation.

	Labiodental	Dental	Alveolar	Palato- Alveolar	Glottal
Voiceless	F	Θ	S	ʃ	H
Voiced	V	Ð	Z	ʒ	

Roach (1983)

In the other book by Mehmet Mehmet (2011), "Applied English Phonology second edition", There are other parallels between fricatives and stops. The preceding vowel or sonorant consonant length depends on the following fricative. Thus, the first member of each of the following pairs has a longer vowel/ sonorant than the second member, as a lenis (voiced) fricative follows it:

save [sev] – safe [sef], fens [f*E*nz] – fence [f*E*ns], shelve [*SE*lv] – shelf [*SE*lf]

In another book, A Course in Phonetics by Peter Ladefoged (1975:58), He said that fricative of English varies less than the stop consonant. In this book, he already compares fricative and stops consonants because they are also consonant. The author of this thesis is interested in using Peter Roach's classification of fricative consonants because the primary purpose of "The EFL's students speech production of English fricative at Adabiah Senior High School II Padang" is to identify how senior high school Adabiah II students pronounce the English fricative consonants in the English distribution

sound or (initial, medial, and final) position.

In this research, the writer chooses nine fricative consonants in the three positions (consonant distribution). In the consonant distribution, there are three positions: Medial is the position of the letter in the word, and the letter is the position in the middle of the word. The last one is final, in the last of the word. The writer is trying to find some words that include nine sounds of fricative consonants. They are:

a. f: fan, famous, and familiar.
b. v: van, favorite, and vegetable.
c. θ:thumb, something, and think.
d. ð:father, mother, and there.
e. s: sip, say and sleep.
f. z: zip, zebra, and zinc.
g. ʃ: sure, insure, and shy.
h. ʒ:measure, television, and decision.
i. h: horse, hot, and hear

1.3 Review of Previous Studies

Three previous findings are relevant to this research. The first previous studies talk about English fricative consonants, written by Jelita (2017) in her thesis with the title "Errors in Pronouncing Fricative Consonant Committed by The First Year Student of English Department Andalas University." The main relevant point from this thesis is that some students make frequent errors while pronouncing the English fricative consonant. The strength of this study is the readers will easier to understand the way author analyzed the error and caused of the error, unfortunately the error that the participants made is not explained specifically.

The misinformation error is when the students changed the consonant /v/ into /f/ and consonant /ʒ/ into /ʃ/. Jelita's thesis analyzed how the students forget which consonants are produced by voice or voiceless sounds. It is beneficial to note as the strength of this study is the errors are usually made by the students before the data in this research are collected. The gap in this research is Jelita's only chose 11 students for the sample of her view, which makes the readers feel a little bit unsatisfied with the results. Based on the gap in Dara's thesis, this research would like to choose 20 students for the sample to analyze the production of English fricative consonants to make a better result later on.

The second previous study is a thesis written by Syafiruddin (2014), with the title "The Pronunciation of English Fricative by Makassarese Students in Second Semester of English and Literature Department of Adab and Humanities Faculty Academic Year 2013-2014". This thesis uses a straightforward quantitative method to analyze the data as the strength, and it is beneficial for other research in fricative to use the same formulas for their analysis later on.

Syafiruddin mentions that the production of English fricative depends on the sample of the mother tongue. As the population of this research Senior high school Adabiah II in Padang, the capital city of West Sumatra, Indonesia, where the majority of people speak Bahasa Indonesia as their mother tongue, and the gap for this research is the author could not explains the error which caused by the participants mother tongue. Before this research jump onto the analysis, it is essential to understand, and makes a comparison first between the consonant of the Indonesian language and the English language.

The last previous study was a journal published in Phonetics and Speech Sciences and written by Zhang et al. (2021), with the title "Perception and production of English fricatives by Chinese learners of English". As the strength, this journal found new error patterns in the production of English fricative consonants, which is related to this research and makes the

latest red flag of the kinds of consonants that frequently make an error, especially for the consonants that do not occur in Chinese consonants. Unfortunately this journal could not shows the readers the clear score of each participants. This research would like to pay more attention to the fricative consonants [ʒ] because it does not happen in any Indonesian words, and it might be hard for the students to pronounce them, which can affect their score

1.4 Research Question

This research focuses on the production of English fricative consonants among the students in Senior High School Adabiah II Padang. This research also analyzes the effect of the student's L1 (Bahasa Indonesia) while pronouncing English words which is contained English fricative consonants. Therefore the research question are:

1. How do the students of Senior High School Adabiah II Padang pronounce the English fricative consonants in different distributions?
2. Why does First Language (L1) affect the student's pronunciation in Adabiah Senior High School II Padang?

1.5 Objective of the research

Based on the research question above, there are related objectives of this study can be formulated:

1. To analyze how Adabiah Senior High School II Padang students pronounce fricative consonants in English.
2. To describe the effect of the student's first language at Adabiah Senior High School II Padang in pronouncing the English fricative consonants.

1.6 Scope of the study

This research aims to analyze how the student from Senior High School Adabiah II Padang pronouncing English Fricative consonants. All the English words this research has

prepared contain English fricative consonants in three positions. The first position is Initial, and there is a word that contains English fricative at the beginning, for example, "horse," as well as medial and final positions, such as the words "open" and "sleep", which appear in the middle and last letter.

According to (Lado, 1957), L2 learners have difficulty acquiring L2 sounds that are different from their L1 and tend to replace the L2 sounds with their native sounds. In other words, how Indonesian consonants (L1) can affect the students in pronouncing English fricative consonants (L2) will be described in this research. Other English consonants, excluding the fricative, still need to be analyzed because of the time limit. The next researcher can run an analysis of that. In analyzing the data, this research uses the theory of "Applied English Phonology, 2nd Edition" by Mehmet (2011) and "English Phonetics & Phonology for Indonesians."